Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX)

ANNUAL REPORT 2025–2026

Strengthening Country Leadership for Education Reform

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

IDRC · CRDI
Canada



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About IDRC

Part of Canada's foreign affairs and development efforts, the International Development Research Centre (IDRC) invests in knowledge, innovation and solutions to improve lives and livelihoods in low- and middle-income countries.

About GPE

The Global Partnership for Education (GPE) is a shared commitment to ending the world's learning crisis. GPE mobilizes partners and funds to support lower-income countries to transform their education systems so that every girl and boy can get the quality education they need to unlock their full potential and contribute to building a better world.

About GPE KIX

The Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) supports education system transformation by generating and mobilizing evidence, strengthening evidence use and facilitating peer learning across GPE partner countries. GPE KIX is a joint endeavour between GPE and the International Development Research Centre (IDRC).

Acknowledgements

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Cover photo: GPE/ Kelley Lynch

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LIST OF ABBREVIATIONS

AEP	accelerated education program
AI	artificial intelligence
CAC	community advisory committee
CIES	Comparative and International Education Society
CPD	continuing professional development
CSO	civil society organization
EMAP	Europe, Middle East and North Africa, Asia and Pacific
EMIS	education management information system
GBV	gender-based violence
GEI	gender, equity and inclusion
GPE	Global Partnership for Education
ICT	information and communication technologies
IDRC	International Development Research Centre
IHELP	Inclusive Home-based Early Learning Project
KIX	Knowledge and Innovation Exchange
LAC	Latin America and the Caribbean
MoEYS	Ministry of Education, Youth and Sport
NCE	Nigeria Certificate in Education
NGO	non-governmental organization
OAM	Opportunity and Adaptive Management
OECS	Organisation of Eastern Caribbean States
SMC	school management committee
TDH	Terre des Hommes



Photo: GPE/ Translieu

EXECUTIVE SUMMARY

Throughout 2025–2026, Global Partnership for Education (GPE) partner countries increasingly used the Knowledge and Innovation Exchange (KIX) to lead, shape and implement education system reforms grounded in evidence and innovation.

Building on the strong foundations established in previous years, GPE KIX continued to advance progress toward the achievement of its overall goal: that partner countries have and use the knowledge and capacity required to scale inclusive innovations for learning outcomes in education systems. This year, engagement across GPE KIX reached its highest level to date: Stakeholders from 90 partner countries participated in regional learning, research- and knowledge-exchange activities, and more than 28,000 policymakers, practitioners and researchers contributed to and benefited from these efforts.

A key area of progress in 2025–2026 has been partner countries' use of GPE KIX evidence to inform policy and practice. Through GPE KIX Regional Hubs–facilitated knowledge exchange and supported research, partner countries used evidence to strengthen national strategies, develop new frameworks and scale effective innovations in areas such as teacher professional standards, education data systems, curriculum development and inclusive education.

This year's report highlights how partner countries engage with GPE KIX. Across the Hubs, partner countries are not only using evidence generated through GPE KIX activities but also actively shaping research agendas, co-creating knowledge and driving reform processes. Some countries have integrated GPE KIX–supported innovations into national policies, mobilized financing to scale successful models and fostered cross-country collaboration to address shared challenges. The results of their actions demonstrate the value of country leadership in moving evidence beyond research and into policy, financing and implementation.

Entering into the final year of this phase, GPE KIX is well positioned to consolidate its achievements and deepen its contribution to system transformation. As the current applied research projects mature, the program will prioritize the uptake, adaptation and scaling of proven innovations, while strengthening linkages between research, policy and implementation. It will also continue to synthesize and share learning with its partners. GPE partner countries are facing increasing fiscal constraints and complex system challenges, therefore, GPE KIX will remain a vital mechanism within the partnership — supporting decision-makers in identifying effective approaches, prioritizing investments and directing scarce resources toward reform to achieve inclusive and equitable quality education for all.

MESSAGE FROM THE EXECUTIVE COMMITTEE

This seventh annual report from GPE KIX comes at a time of growing fiscal pressures and uncertainty across the international development landscape. With governments facing difficult choices and aid budgets being tightened, the need to invest strategically in what works has never been greater. Against this backdrop, GPE KIX stands as a reminder of what long-term partnership can achieve. As a joint endeavour of the Global Partnership for Education (GPE) and the International Development Research Centre (IDRC), demonstrates how investment in evidence, innovation and peer learning can help countries address complex education challenges.

This year's report highlights how partner countries are harnessing GPE KIX to address nationally led priorities — from generating and using evidence to shaping reforms that respond to local needs. We see this in the ways countries are using GPE KIX Hubs — participating in learning cycles, communities of practice, country support and learning visits — to support women's leadership at the school level in Bangladesh, standardize credentials for quality teaching in South Sudan and train educators and officials to use research to improve policy and teaching in Honduras, for example. In all their efforts, partner countries are taking the helm through their involvement in research co-creation, local ownership of knowledge and long-term sustainability of education reforms.

As we enter the final year of the current phase of the program, our immediate focus is on consolidating and sharing what everyone involved to date has learned and setting the stage for next steps. Our priorities include strengthening the uptake of evidence within national processes supported by GPE, positioning proven innovations for scale and sustainability, synthesizing learning across the portfolio of research and ensuring that GPE KIX–supported knowledge reaches those who can put it into practice.

The next phase of GPE KIX will build on what has been achieved to date to deepen its role as an action-oriented mechanism within the GPE partnership — one that is increasingly embedded in country systems and aligned with national priorities and GPE-supported processes. The next phase will strengthen how evidence is generated, brokered and used so that partner countries have access to the evidence that they will need when they are making key decisions and that will support the implementation of priority reforms.



Margarita Focas Licht,
Director of Partnerships, GPE



Naser Faruqui, Director of
Education and Science, IDRC

INTRODUCTION

Since being established as a GPE initiative in 2019, GPE KIX has been helping to bridge knowledge gaps so that lower-income countries can offer the quality education every child deserves. Today, education policymakers, practitioners and experts from 90 partner countries draw on and contribute to GPE KIX resources to build, share and use evidence to address their key education priorities.

This report contains an update on **GPE KIX progress** across its three outcome areas:

- **knowledge mobilization:** connecting decision-makers with relevant evidence when it is needed to inform policy and practice
- **capacity strengthening:** enhancing the knowledge and skills of education stakeholders to access, adapt and use evidence in planning, policy, practice and scaling innovations
- **knowledge generation:** producing high-quality, demand-driven evidence through applied research, regional knowledge exchange and research on scaling impact

GPE KIX activities are increasingly connecting directly with the processes GPE supports for system transformation by feeding evidence into national commitments for education reform and financing. You can read more about how GPE KIX supports these processes in the section titled **Fostering connections.**

This year's **feature focus** is twofold: How GPE partner countries are steering the direction of GPE KIX research and knowledge mobilization, and what this leadership is achieving.

The Global Partnership for Education Knowledge and Innovation Exchange

GPE KIX helps create and mobilize evidence that advances progress toward Sustainable Development Goal 4: Ensuring inclusive and equitable quality education.

How it works

GPE KIX combines knowledge exchange and applied research projects to ensure that education system reforms are country-owned and grounded in evidence.

Key approaches

- **Regional collaboration:** Through four Regional Hubs, GPE KIX connects education stakeholders to strengthen their skills to use evidence in policy, share experiences and knowledge, access evidence, and explore promising approaches. Hubs also provide tailored country-level support to address priority evidence or capacity needs.
- **Applied research:** GPE partner countries identify priorities for KIX applied research that generates locally relevant evidence and builds the skills needed to adapt and builds the skills needed to adapt and scale tested educational innovations.

Learn more about how and where KIX works at *www.gpekix.org*

PROGRESS DURING 2025-2026



Photo: GPE/ Delil SOULEIMAN/ Save the Children/ GPE via AP Content Services

GPE KIX saw great progress in 2025–2026, with GPE partner countries making the most of the available evidence and opportunities to inform reforms, strengthen education systems and scale effective innovations. Representatives from 90 partner countries — the highest number of participating nations since GPE KIX began — took part. Engagement across the network deepened, with more than 80% of the partner countries participating regularly in GPE KIX learning, research and knowledge-exchange activities. This figure represents an increase in engagement of more than 40% since 2020. It also points to sustained participation in the generation, exchange and application of evidence to address shared education system challenges. In total, more than 28,000 policymakers, practitioners, researchers and other stakeholders participated in learning and knowledge exchange facilitated through the four Regional Hubs and 49 applied research projects.

Partner countries use GPE KIX to access the evidence and skills needed to tackle top priorities for education system reform:

- data systems and data use
- gender equality and social inclusion
- early childhood education
- teacher professional development
- education in emergencies
- education system resilience

Across all thematic areas, gender, equity and inclusion (GEI) remained central to GPE KIX's work. In 2025–2026, GEI was integrated into more activities than ever before: 79% of events — including workshops, webinars and learning visits — and 75% of knowledge products — including newsletters, blog posts, media articles, videos and policy briefs — addressed GEI issues. This reflects a growing commitment among GPE partner countries to embed GEI considerations across education policy and practice rather than treating them as stand-alone issues. GPE KIX also used case studies to establish and record effective intersectional approaches to show how education initiatives can respond to overlapping barriers — for example, gender, disability, poverty and displacement — to provide practical insights for researchers, policymakers and practitioners.

This year, we saw significant results from efforts to address the five priorities of each of our three core outcome areas: **mobilizing evidence** for use in policy and practice, **strengthening capacity** to translate evidence into action and **generating knowledge** on education system challenges and solutions.

1. MOBILIZING EVIDENCE USE IN POLICIES AND PLANS

GPE partner countries made considerable use of GPE KIX Regional Hubs and applied research to translate evidence into action this year. In 45 cases, education decision-makers and practitioners using GPE KIX–generated evidence to inform policy and practice.

Partner countries used GPE KIX to enact institutional reforms, including the creation of teacher councils, research units and data management frameworks. They have used their new knowledge and skills to strengthen their approach to budgeting, resource management and professional development. Evidence mobilized through GPE KIX Hubs and applied research has also informed other GPE-supported processes in partner countries. For example, GPE KIX Hubs hosted 77 capacity-strengthening and knowledge-mobilization events, including national dialogues and policy discussions and cross-country learning exchanges, and produced 121 secondary knowledge products, such as policy briefs and blogs, to respond to regional educational needs. (See Fostering connections.)

GPE partner countries are also using evidence produced by GPE KIX–supported applied research projects to introduce changes at the system and practice levels, such as the development or review of national plans, curricula and regulatory frameworks. They introduced new tools, models and approaches to their education systems, including their data platforms and professional development structures; and teachers, officials and communities adopted more inclusive, data-driven and learner-centred approaches. These projects also contributed to scaling and resource mobilization, with innovations adapted to new contexts and used to secure funding and guide investments. This year, GPE KIX applied research projects helped mobilize evidence by organizing 648 events — 80% of which focused on GEI — and producing 222 media articles, briefs, videos and blog posts to broaden the reach of their findings.

Here, we highlight some examples of how GPE country partners are applying evidence to strengthen their education systems, with support from GPE KIX Regional Hubs and applied research.

In Latin America and the Caribbean: A regional agenda for early literacy

Despite achieving significant progress in expanding access to education, countries in Latin America and the Caribbean (LAC) still face major challenges with the quality of teaching and learning and the inclusion of vulnerable children, particularly girls and children in Indigenous and rural communities. Nearly 80% of children in the region do not achieve basic proficiency in reading and mathematics.

In June 2025, the GPE KIX LAC Hub held a high-level meeting in Antigua, Guatemala, that brought together senior education authorities and other national stakeholders from 10 partner countries, GPE KIX research grantees and other education experts. The event culminated in the signing of the Antigua Commitment, a regional call to action that set out a bold agenda: Ensure "that all children can write, read, and understand what they read" by age 10. The commitment was signed by ministers and high-level representatives from Belize, Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Saint Lucia, and Saint Vincent and the Grenadines.

The Antigua Commitment has already begun to mobilize a regional agenda and a series of joint initiatives. The GPE KIX LAC Hub supported a delegation of senior Ministry of Education representatives from its member countries to visit Sobral, Brazil, to learn from its highly successful early literacy model. GPE KIX LAC has developed a working program with each participating country, including follow-up technical support, as they work to adapt the lessons learned to meet their country context and integrate them into their national policy processes. The commitment was also the catalyst for early conversations about the recently announced private sector initiative in Grenada and its foundational learning focus.

The Antigua Commitment

Thanks to the KIX LAC Hub, ministers commit to "achieving literacy proficiency for all our children, without exception, ensuring that all children can write, read, and understand what they read by the end of their ninth year."

In Liberia and Lesotho: Strengthening data systems

Liberia's ability to manage education data effectively is constrained by limited resources. Policymakers therefore lack a reliable information base for planning. In September 2025, supported by the GPE KIX Africa 19 Hub, Liberia conducted a peer review of its education management information system (EMIS). The event brought together education data experts from Nigeria, Sierra Leone and The Gambia to assess Liberia's EMIS against the African Union's EMIS Norms and Standards Assessment Framework.

Liberia's national team examined how lessons from their peers from other countries could be adapted locally. According to Liberia's Deputy Minister for Planning, Research and Development, this collaborative process enabled Liberia to take national ownership of its EMIS and consolidate its commitments into a roadmap for reform and a costed three-year EMIS Action Plan to achieve a modernized and inclusive data system.

In 2023, Lesotho built on a peer-review process organized through the Africa 19 Hub to develop a draft EMIS policy. This year, country officials again reached out to Hub partners for help with developing a system that would enable Lesotho to design effective continuing professional development (CPD) programs for teachers. Following a learning visit to Zambia, the Africa 19 Hub facilitated a partnership with the Ministry of Education of Zambia to introduce a teacher management information system in Lesotho.

In Cambodia: Addressing boys' needs in gender mainstreaming



To build inclusive and equitable societies, it is essential to address educational barriers that affect both boys and girls. However, the specific needs of boys are often overlooked, with gaps in evidence and a lack of clear frameworks and dedicated policy responses hindering effective action. Cambodia's Ministry of Education, Youth and Sport (MoEYS) has been rolling out its Gender Mainstreaming Strategic Plan for 2025–2029. and has drawn on GPE KIX applied research on Lifting Barriers: Educated boys for gender equality. The research promotes a whole-school approach to counter harmful gender norms that undermine boys' school enrolment and success and nurture positive masculinities instead.

The Cambodian government has engaged throughout the research process, with consultations, reviewing tools and participating in knowledge sharing. The Ministry invited a member of the Lifting Barriers project team to participate in consultations on the strategic plan and contribute to its revision.

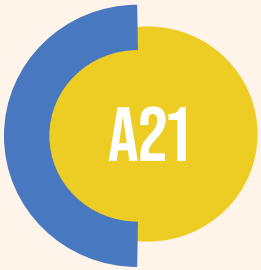
The Gender Mainstreaming Strategic Plan in Education Sector 2025–2029 was formally approved on December 31, 2025. Thanks to Cambodia's use of the Lifting Barriers project findings, the plan includes a strategy to mainstream gender content in teaching and learning, with recommendations on gender-focused activities for boys and approaches involving schools, communities and focal points for GEI.

2. STRENGTHENING CAPACITY TO IMPLEMENT EVIDENCE-BASED REFORM

One of GPE KIX's main goals is to strengthen education stakeholders' capacity to use evidence in their work. This year, the Regional Hubs and applied research projects reported 105 instances of capacity-building that improved technical skills in designing, conducting and using research; enhanced data literacy and system management; a greater ability to translate evidence into policy; and stronger pedagogical knowledge and practice.

> "A competency framework clarifies expectations, guides teacher training, harmonizes practices and, most importantly, places humans at the heart of the digital transition by equipping teachers to be actors, not spectators, of these transformations." — Dr. Maïmouna Sissoko Touré, Coordinator, KIX Africa 21 Hub

Supporting the development of artificial intelligence competency frameworks



The exponential growth of artificial intelligence (AI) has profound implications for teaching and learning. Benin, Burundi, Côte d'Ivoire and Senegal wanted to explore the use of AI and digital technologies for education, and asked for support from the KIX Africa 21 Hub to help them. Together, they are exploring the use of AI to translate digital learning resources into national languages and developing national AI competency frameworks that will guide teacher training and harmonize teaching practices.

Through this collaboration, ministry staff in Benin, Côte d'Ivoire and Senegal strengthened their technical capacity to use AI in education planning and administration. Officials from planning, teacher training and digital education departments acquired practical skills in using generative AI (GenAI) tools for research, developing digital learning resources and producing strategic documents. These new competencies have improved the efficiency of planning processes and strengthened ministries' ability to support curriculum reform, teacher professional development and the responsible integration of AI into education systems.

In Indonesia: Making better use of data to meet learner needs



Indonesia has put various systems in place to generate data on learning quality and outcomes. Its challenge is how to use these data effectively to identify policy gaps and better respond to the needs

of disadvantaged learner groups. The Ministry of Education recognized that before it can transform student learning and strengthen the overall education system, key education stakeholders must be trained in analyzing the relevant data.

From October 2025 to March 2026, the KIX EMAP Hub developed a customized learning cycle. Forty national experts from various sectors took part, honing their ability to analyze qualitative and quantitative data, understand data quality and ethics and use national and international datasets. They developed skills in communicating policy, writing policy briefs and translating data into actionable insights that serve policymakers' practical needs. The collaboration among researchers, policymakers and advocates contributed to a deeper understanding of research-to-policy processes. Such processes are fundamental to integrating evidence into policy and practice more effectively, as they build more equitable education systems.

In Nigeria: Enhancing inclusion through pre-service teacher education



Effective teaching demands much more than content knowledge — teachers must also know how to engage young minds and support students with a range of abilities. In Nigeria, teacher training has prioritized theoretical coursework and subject-area mastery over pedagogical skills and hands-on practice in applying effective and inclusive teaching methods in the classroom. Working with the National Commission for Colleges of Education, the GPE KIX Pre-STEP project is addressing gaps in pre-service teacher education by using a 4-in-1 model that combines four evidence-based teaching strategies to foster inclusion in the classroom. It draws on cooperative and problem-based learning methods and provides a framework for integrating technology into teaching. Another component gives teachers peer feedback through short practice sessions, known as microteaching.

> "I am now more capable of using student learning outcome data, attendance and feedback to design more targeted learning interventions." — Participating teacher, after the KIX EMAP Hub learning cycle

Across six colleges of education, 194 pre-service teachers who trained in this 4-in-1 model demonstrated a 27% increase in knowledge and skills related to inclusive, technology-enabled teaching. Pilot-testing at Nigeria's leading special needs teacher training college also showed increased mastery of all four strategies among all teacher-trainees, including those with hearing impairments, thanks to the use of sign language.

This year, the Federal Ministry of Education directed that Pre-STEP's 4-in-1 model be considered in a review of the Nigeria Certificate in Education (NCE) curriculum. The model is now included in the revised NCE Minimum Standards, making it part of the formal framework for training pre-service teachers nationwide.

3. GENERATING KNOWLEDGE FOR SYSTEMS CHANGE

In 2025–2026, GPE KIX significantly expanded its knowledge base on key themes. Across regions and research portfolios, it produced 165 new primary research-based resources — including studies, case analyses and evidence reports — that contributed original knowledge about key education system challenges and innovations. These resources deepen understanding of issues such as teacher professionalization, data systems, gender equality and the scaling of education innovations across diverse contexts.

Recognizing that evidence drives change only when it is accessible and actionable, GPE KIX converted the primary research into 343 secondary resources — for example, policy briefs, summaries, multimedia content and event materials. These resources synthesize and communicate research findings in tailored, user-friendly formats designed for policymakers, practitioners and other education stakeholders. Their main purpose is to support knowledge mobilization, uptake and application in real-world decision-making.

This section highlights emerging findings from the Research on Scaling the Impact of Innovations in Education (ROSIE) initiative and a series of studies on education system resilience.

The role of mid-level education governance in scaling innovations

As part of its ongoing research and capacity strengthening on scaling, this year ROSIE investigated the role played by mid-level education system actors in scaling innovation. The study report draws on case studies conducted with the support of local education researchers from El Salvador, the Kyrgyz Republic, Malawi and Nepal. The study authors highlight that mid-level actors can be an essential bridge between national policymakers and the schools where innovations are implemented. However, they have frequently been overlooked and under-used in scaling efforts. The research reveals several factors that undermine their role: Rigid, top-down hierarchies limit their autonomy, incomplete decentralization reduces their agency and the training and support they receive are insufficient.

ROSIE researchers propose that central governments and non-state actors — including non-governmental organizations (NGOs), civil society organizations (CSOs) and international funders — share innovation ownership and decision-making with their mid-level peers by establishing national consultation systems to solicit their input and sharing decision-making power with them. They also suggest that with targeted efforts to train and support education actors in this middle tier, they may have much more to contribute.

New insights into the resilience of education systems

We are living in a time of multiple crises, and education systems must be able to evolve and transform to meet a host of disruptions, such as conflict, extreme weather events or pandemics. To this end, GPE KIX launched the Observatory on Education System Resilience initiative in 2024. This year, a global horizon scan overviewed a wide spectrum of disruptors and transformers — for example, economic uncertainty, rapid advances in AI and breakthroughs in the life sciences — that have serious implications for education systems. The scan revealed how these factors can both increase the stressors facing education systems and create opportunities to tackle gaps and weaknesses.

Additionally, regional studies are examining how education systems understand resilience and how well-equipped they are to prepare and adapt for future uncertainty. In Latin America and the Caribbean, for example, GPE partner countries identify climate change, natural disasters and migration as major disruptors to education. While many countries have demonstrated resilience through measures such as pandemic learning continuity strategies, disaster preparedness efforts and learning recovery initiatives, the research suggests that resilience is not yet consistently integrated as a system-wide approach within education policies and plans. In sub-Saharan Africa, for example, where some countries face overlapping crises because of climate change, public health emergencies, poverty and political conflict, elements of education system resilience can be seen in strategies to reduce disaster risk and improve crisis response measures, risk management and long-term system strengthening. Lessons learned from past crises, such as COVID-19, are accelerating the inclusion of education system resilience in national education plans across the continent.

Across regions, the emerging findings show not only that education systems are pursuing resilience in different ways but also that their efforts are often shaped by past crises rather than future risks. Furthermore, existing inequalities are reinforced by the fact that vulnerable learners, including refugees and children with disabilities, are not consistently considered in resilience planning. With disruptions becoming more frequent and interconnected, the findings point to the need for a more comprehensive approach to resilience, one that strengthens education systems' capacity to anticipate, prepare for and adapt to future challenges while ensuring quality education for all.



Photo: GPE/ Kelley Lynch

AT A GLANCE

725 EVENTS
79% RELATED TO GEI



3,029 TOTAL SINCE 2020

77 Hub Events | 648 Applied Research Events | IN 2025

28,974 PARTICIPANTS
90% FROM GPE PARTNER COUNTRIES



132,319 TOTAL SINCE 2020

8,215 Hub Participants | 20,759 Applied Research Participants | IN 2025

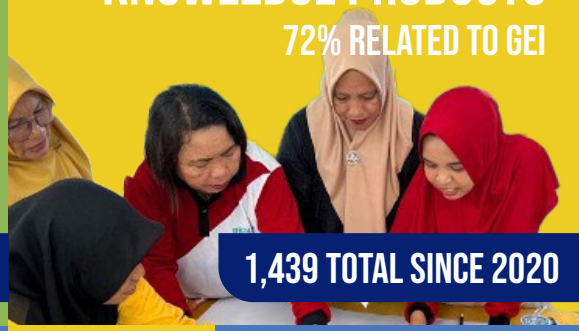
165 PRIMARY RESEARCH OUTPUTS
82% RELATED TO GEI



638 TOTAL SINCE 2020

41 Hub Outputs | 124 Applied Research Outputs | IN 2025

343 SECONDARY KNOWLEDGE PRODUCTS
72% RELATED TO GEI



1,439 TOTAL SINCE 2020

121 Hub Products | 222 Applied Research Products | IN 2025

UPTAKE OF EVIDENCE

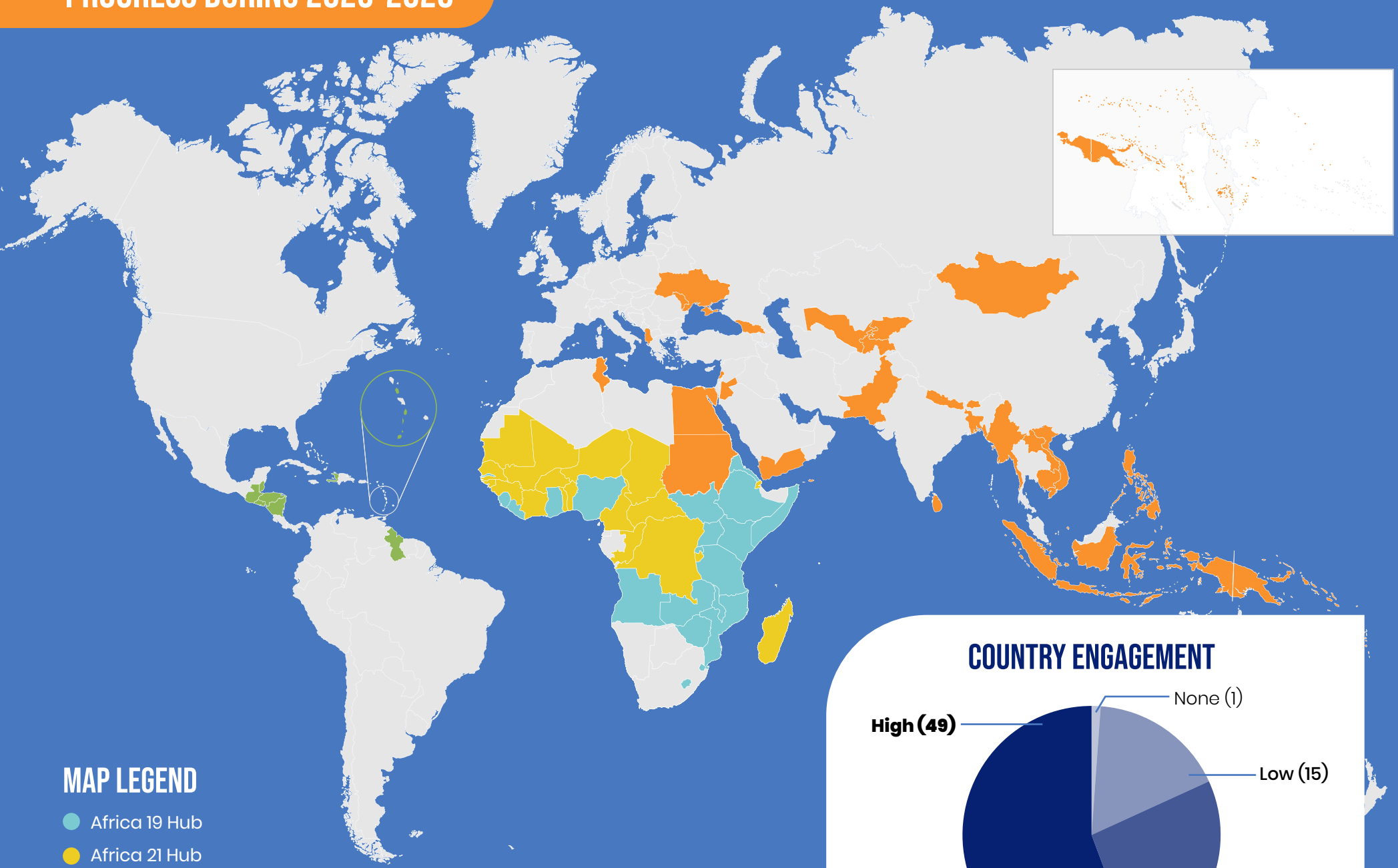
17 EXPRESSIONS OF INTEREST*
45 USES OR INTENTIONS TO USE PROJECT EVIDENCE†
21 CITATIONS AND MENTIONS‡



149*, 158†, AND 108‡ TOTAL SINCE 2020

Photos: FAWE (top left), KIX EMAP Hub (top right), GPE/Esteban Barrera (middle left), NORRAG (middle right), GPE (bottom right)

PROGRESS DURING 2025-2026



MAP LEGEND

- Africa 19 Hub
- Africa 21 Hub
- Europe, Middle East and North Africa, Asia and Pacific (EMAP) Hub
- Latin America and the Caribbean (LAC) Hub

COUNTRY ENGAGEMENT

FEATURE FOCUS

Strengthening partner country leadership for education reform



Photo: GPE/ Translieu

GPE partner countries drive GPE KIX. Rather than offering externally driven responses to education challenges, GPE KIX is a platform designed to respond to and support nationally led processes through which countries define priorities, generate and use evidence, and drive changes in policy and practice. It advances GPE partner countries' leadership by investing in the production of locally grounded knowledge that addresses country priorities, strengthening the capacity of stakeholders to use evidence and innovation, and creating events and resources that enable countries to mobilize and share learning with their peers and across contexts. GPE partner countries have also drawn on the Regional Hubs for evidence and policy capacity building to address specific urgent gaps and needs.

GPE KIX results demonstrate that proximity and deep contextual knowledge of challenges and opportunities enhance the relevance, legitimacy and uptake of evidence. With over 150 documented cases of policy and practice change, GPE KIX shows that when countries shape research directions and define their own learning agenda, evidence is more likely to inform decisions, shape reforms and contribute to system transformations that can be sustained over time.

HOW COUNTRIES LEAD AND LEVERAGE GPE KIX HUB LEARNING AND EXCHANGE

GPE KIX Regional Hubs play an essential role in facilitating country-led knowledge mobilization and cross-country exchange and learning. Educational stakeholders from ministries of education, academia and civil society come together to identify priorities and set the agenda for each Hub, and they use the knowledge gained from these exchanges to directly support their priorities for reform. The networks and relationships that are built across governance levels and education sectors also help bring together stakeholders who often work in isolation, strengthening coordination and collaboration around shared education priorities.

Regional Hubs' role in making research agendas regionally relevant

GPE KIX has learned much about fostering country leadership from its efforts to localize the education development research agenda in GPE partner countries. We have seen first-hand the critical role that Regional Hubs can play in building country leadership of knowledge generation and evidence use when they are clearly committed to inclusive and participatory practices and respectfully balance competing visions of national priorities.

Increasing women's leadership at the school level



In Bangladesh, where women hold only 8% of leadership roles at the secondary school level, addressing equity is a government priority. A recent EMAP Hub learning cycle that brought together government and GPE partner representatives from 16 countries to address gender equity in school leadership provided a springboard for cross-country learning and discussions about the issue.

For some representatives, the discussions prompted further research and learning to tackle their particular national challenges. For example, Bangladeshi representatives — including a deputy secretary from the Ministry of Local Government, Rural Development and Cooperatives — co-authored a case study that identifies barriers to and enablers of women's ability to take on school leadership roles. It recommends several measures to help women climb the leadership ladder in educational settings, including setting leadership quotas and formalizing mentorship networks. The case study prompted Bangladesh's Ministry of Primary and Mass Education to issue a national-level circular regulating the structure of school management committees (SMCs) in the country's more than 65,000 primary schools to ensure the participation of more women in education management and school leadership roles. The 12-member SMCs must now include a minimum of three female members. Since the issuance of the circular, primary education management authorities have started the process of forming new SMC structures in all primary schools in Bangladesh.

Standardizing credentials for quality teaching



Peer learning has driven reforms to teacher training in South Sudan, an area frequently affected by conflict. The country has little infrastructure to support CPD, and teacher training opportunities are not standardized. Through a regional workshop and learning visit organized by the Africa 19 Hub in June 2025, South Sudan learned from Zambia's well-structured CPD ecosystem which is underpinned by clear policy direction, strong regulation and enforcement of professional standards, and collaboration across educational institutions.

South Sudan has since accelerated key reforms of its teacher development system. As of early 2026, a bill to establish a Teachers Service Commission was under review by the Ministry of Justice. Teacher training has been improved by the introduction of certification and integration of mentoring guidelines to support school-based CPD. The national government has also partnered with UNICEF, the World Bank and other partners to secure scholarships to cover CPD for more than 50 teachers. The reforms are still in the early stages, but CPD programs are already being implemented more consistently across schools. Building on this momentum, South Sudan is taking significant steps toward achieving a robust, well-regulated and professional education system that supports teachers' ability to deliver quality learning for all.

Strengthening ministry capacity to use evidence in policymaking



Since 2023, Honduras has been working with the KIX LAC Hub to develop a national education research policy. Recognizing that staff at various levels need more technical training to conduct and use research effectively, this year the Ministry of Education launched an International Diploma in Educational Research Methodologies, developed in partnership with KIX LAC and the Grupo de Análisis para el Desarrollo of Peru. The new diploma was officially launched in April 2025 at an event presided over by the Minister of Education. Sixty-seven staff members were selected for the first cohort, and the first in-person session was held in Tegucigalpa in August. Through lectures, collaborative work sessions and in-person tutoring, participants deepened their knowledge of data analysis and shared experiences to advance their own research.

The new diploma is just one tangible outcome of the ongoing collaboration between the KIX LAC Hub and the Honduras Ministry of Education. It demonstrates the Ministry's institutional commitment to training and knowledge generation, connecting research with the needs of local education communities.

HOW GPE PARTNER COUNTRIES STEER GPE KIX RESEARCH DIRECTIONS

GPE partner countries' priorities are the starting point for all GPE KIX–supported applied research. The priority themes for the current cohort of projects were decided after extensive consultation with the partner countries. Their participation is also integral to the production of the applied research that emerges from the projects. National institutions and other research users are often directly involved as implementation partners and co-create the research design. Moreover, organizations in partner countries are leading over 75% of GPE KIX applied research projects. This level of involvement increases both the relevance of the resulting evidence and its use in educational transformation.

Reflections from recent GPE KIX research cohort meetings show that engaging policymakers, communities and other education stakeholders as equal partners demonstrates respect for countries as knowledge co-owners and drives sustainable system change. GPE KIX applied research projects ensure that research design, questions and methods — and the resulting knowledge — are directly informed by the intended users of the evidence.

GPE KIX applied research teams do not treat **stakeholder mapping** as simply making lists of decision-makers. Instead, they develop a detailed understanding of the local or national policy ecosystem by analyzing who holds power and how decisions are made. They also pinpoint windows when national policies or guidelines may be open to review and opportunities to engage with GPE partners and processes, including local education groups, GPE partner country focal points within ministries of education and countries' GPE partnership compacts.

Fostering participation among national institutions and other relevant research users ensures the resulting evidence will be contextually relevant and used to drive educational transformation. In its research on scaling up subnational education data value chains, for example, the GPE KIX-SEEDS project identified national and subnational policy actors in Burkina Faso, Senegal and Uganda before launching its research activities. The team worked closely with policymakers identified in the mapping process to apply their input when developing its research indicators.

In some cases, partner countries are directly involved in **co-designing research** as members of advisory bodies or working groups that guide research directions and implementation activities. In Maldives, Pakistan and Sri Lanka, for example, research that aims to scale up a child-to-child approach to ease the transition from pre-school to primary education established national adaptation working groups. These groups brought together ministry officials, academics and practitioners to contextualize and validate the learning model. Their involvement helped to ensure that the resulting training packages addressed policy gaps and earned formal government recognition in 16 selected schools in Western Province in Sri Lanka, Chitral (Khyber Pakhtunkhwa) and Karachi (Sindh) in Pakistan, and Maldives. In the Central African Republic, South Sudan and Yemen, the Advancing Children's Continued Education through Sustainable Scaling project drew from technical advisory groups

— composed of government, NGO and community representatives — to co-design research, select participants and interpret findings through a GEI lens with the aim of strengthening links between learning centres in internally displaced persons camps for refugee children and youth and the surrounding communities. The project also set up community advisory committees (CACs) to allow parents and leaders to discuss strategies and design interventions to promote school access and retention of out-of-school children and youth.

Research on adapting and scaling early learning outcomes assessments involved West and Central African ministries of education from the outset. This early engagement helped secure ministerial endorsement, which strengthened ownership of the project among national and subnational education authorities. Policymakers, UNICEF and local CSOs worked with researchers to co-create adaptable assessment tools, participated in national project launches and remained actively involved throughout project validation and piloting processes.

The active participation of GPE partner country representatives in co-creating research fosters local ownership of the resulting knowledge, which is crucial to the long-term sustainability of education reforms.



Photo: GPE/ Ingomag

FOSTERING CONNECTIONS



Photo: GPE/ Kelley Lynch

As GPE partner countries pursue education system transformation, they are increasingly using GPE KIX evidence, knowledge exchange and capacity strengthening to inform the policies, plans and investments that drive reform. As such, GPE KIX is becoming more closely connected to GPE-supported national processes, helping countries identify priorities, design reforms, develop partnership compacts, and mobilize financing and strengthen implementation. This growing alignment demonstrates how GPE KIX contributes to the broader GPE operating model.

In this section, we highlight examples of how GPE partner countries have used GPE KIX in the past year to advance their education reform processes in pursuit of four key goals: to strengthen their education data systems; build the capacity of education stakeholders to understand and use evidence; inform the development and implementation of partnership compacts; and guide financing decisions to help scale and sustain their reforms.

IN LAO PDR: INFORMING A PARTNERSHIP COMPACT TO STRENGTHEN EARLY LEARNING



This year, GPE approved a System Transformation Grant for Lao PDR to help the country fulfill a key priority of its partnership compact: to increase equitable access to quality early childhood education. One component of this effort is a 10-week, pre-primary summer program that prepares children for primary school. Informed by GPE KIX–supported research on adapting, testing and scaling LEARN Plus, the program offers an accelerated and affordable early learning model.

Offered five days a week during the summer, the adapted LEARN Plus model uses play-based approaches to help children develop the language, numeracy and social skills they will need for successful school entry. The pilot-testing results revealed that 94% of children who participated in the program enrolled in Grade 1 on time, compared with only 57% of children who had no form of early childhood education. The program also has a strong focus on gender equality, which is integrated into both teacher training and parental support. The model uses existing classrooms and teachers, which reduces the need for new infrastructure or extensive training. This makes it cost-effective and sustainable.

The government's adoption of this program is a result of a multi-year process of research and close collaboration with decision-makers at several levels of Lao PDR's education system, including the Ministry of Education and Sports. Thanks to this long-term engagement, the 10-week model was integrated into the Education and Sports Sector Development Plan (2021–2025). Recognizing the model's inclusive approach and potential impact, the local education group advocated that USD1.4 million of the GPE System Transformation Grant be used to scale it up.

With a firm foundation in evidence fostered through applied research, the funding means the summer program can be implemented nationwide, helping Lao PDR's most disadvantaged communities ensure their youngest learners get a strong start to their schooling.

IN THE EASTERN CARIBBEAN: TAKING A UNIFIED APPROACH TO EMIS INTEGRATION



Countries in the Eastern Caribbean have limited resources to devote to EMISs, leaving them at a disadvantage when it comes to meeting the needs of diverse groups of learners, planning for crises and ensuring education quality. The Council of Ministers of Education of the Organisation of Eastern Caribbean States (OECS) has designated EMISs as a key priority for education reform.

In June 2025, Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines took a major step forward by adopting unified, interoperable frameworks that will strengthen their existing EMISs and promote student mobility. At a two-day workshop in Grenada — organized by the KIX LAC Hub — representatives from national EMIS units came together with system development and education funding partners, including GPE, to discuss diagnostic findings, review business requirements

and define a regional strategy to strengthen EMISs. A series of foundational frameworks were developed to guide regional policy and ensure the use of uniform and interoperable approaches to data standards, governance and management.

These commitments build on lessons learned from an earlier learning cycle and exchange visits facilitated through the KIX LAC Hub, including a knowledge mobilization cycle and community of practice on the use of evidence in education. An EMIS Working Group was established and two technical learning visits enabled knowledge exchange among the Caribbean countries.

Although more work is needed to fully implement a regional EMIS, these frameworks address a critical barrier — limited regional cooperation — that has constrained educational planning and decision-making across these small island states. When countries adopt common frameworks, they can share infrastructure, software development costs and technical expertise — resources that they otherwise could not afford. Using common standards and protocols, countries can share knowledge, compare themselves with their peers to assess their progress and make it easier for students to study away from home across the region. Using shared, cloud-based infrastructure not only strengthens system resilience to natural disasters and cybersecurity threats, but also builds a solid foundation for monitoring progress toward national and global education commitments.

IN MALAWI: BUILDING CAPACITY TO ADDRESS GENDER-BASED VIOLENCE IN SCHOOLS



A recent study in Malawi found that 70% of students surveyed in primary schools had experienced some form of gender-based violence (GBV), with boys primarily experiencing verbal harassment and girls experiencing more physical abuse.

In January 2025, Malawi's Ministry of Education developed a National Safe Schools Framework that sets out standards and interventions for all schools to ensure learner safety, dignity and wellbeing. The framework represents an important step toward institutionalizing school safety measures and strengthening coordination across sectors to address violence in and around schools. A GPE System Transformation Grant approved in July 2025 will support Malawi's implementation of the school safety measures, thus ensuring that policy intentions translate into actionable, funded commitments.

This reform is a result of sustained cross-country learning and exchange that is facilitated through the KIX Africa 19 Hub and is inspiring other countries to follow Malawi's lead. In 2023, education and gender focal points from South Sudan, Uganda and Zambia travelled to Malawi to learn from its Safe Schools Initiative how to end school-related GBV and create safer learning environments for all children. The three-day learning visit, and virtual exchanges over the next two years, encouraged countries to reflect on their own systems, share experiences and identify practical ways to

make learning spaces safer. Malawian stakeholders identified gaps in their own schools' standard operating procedures, particularly for emergencies, and representatives from the Ministry of Education, the Malawi Police Service and civil society partners subsequently discussed how to revise those procedures.

The outcome of the learning visit, combined with sustained exchange, has prompted schools in other participating countries to address GBV. Zambia, for example, has taken steps to finalize and disseminate its Child Safeguarding guidelines for the education sector.

INFORMING FINANCING TO SCALE INNOVATIONS FOR CHILDREN WHO ARE AFFECTED BY CONFLICT



Conflict and violence have long disrupted education across West Africa. In Burkina Faso, for example, nearly 3 million children left school because of a complex humanitarian crisis driven by military and political conflict and deepened by cycles of climate-related disaster. To find workable solutions that can reduce school dropout rates while supporting teachers' and learners' social and emotional wellbeing, this GPE KIX–supported research project is exploring how to adapt and scale accelerated education programs that may prove effective in Burkina Faso, Ghana and Nigeria in times of emergency or conflict.

In Burkina Faso, the project drew on evidence from an accelerated education initiative implemented by Terre des Hommes and local partners to support internally displaced children and host communities. The initiative helped children return to learning through accelerated schooling pathways while also providing child protection support and opportunities for youth skills development. An independent evaluation found strong results: 2,130 children and youth were reintegrated into formal schooling, with a retention rate of more than 94%; more than 1,100 learners benefited from remedial classes; and 30 young people completed vocational training that enabled them to begin generating income.

These results provided concrete evidence of the effectiveness of the approach in a crisis setting. The research team supported Terre des Hommes in synthesizing and communicating the findings for donors and partners, helping demonstrate the potential for scaling integrated education and child protection interventions in areas affected by conflict and displacement.

The evidence contributed to resource mobilization efforts with the German Federal Ministry for Economic Cooperation and Development (BMZ). Building on the positive results, Terre des Hommes secured additional BMZ funding to expand the approach to other crisis-affected areas of Burkina Faso beginning in October 2026. This example illustrates how GPE KIX-supported research can strengthen the evidence base for financing decisions and support the scaling of promising innovations in challenging contexts.

WHAT WE ARE LEARNING



Photo: GPE/ Kelley Lynch

HOW THE REGIONAL HUBS ARE SHAPING EDUCATION SYSTEM REFORMS

Since GPE KIX launched in 2019, the Regional Hubs have served as an essential mechanism for knowledge mobilization and capacity strengthening. They also play an integral role in ensuring GPE KIX responds to GPE partner countries' priorities. This year, we conducted an analysis of the results of GPE KIX Regional Hubs to learn how they contribute to evidence uptake, including the types of changes, how the changes happen and what key factors make the changes possible.

The analysis shows that the Regional Hubs have a wide-ranging impact, from influencing policies and practices to shaping attitudes toward policy issues and affecting policy processes. The most frequently noted changes were in content and practice.

Content changes ranged from formal changes in policy and legislation — for example, the introduction of higher secondary education across all atolls of the Maldives — to the development of new plans and roadmaps — for example, a three-year roadmap to adopt a digitized and integrated EMIS in Liberia. Other content changes included the adaptation of national guidelines and standards — for example, Nigeria's Federal Ministry of Education updated its National Guidelines for the Facilitations of Re-entry of Pregnant & Married Adolescent Girls into Schools.

Most changes in practice related to teacher training methods and the scaling of innovation. Teachers in the Kyrgyz Republic, Mongolia and Tajikistan, for example, were better equipped to deliver effective distance education after completing a course to improve their information and communication technologies (ICT) competencies. In Niger, the Ministry of Education adopted a new, community-based bridging model for out-of-school youth that was tested through GPE KIX applied research. It has since been scaled up in seven of the country's eight regions.

Regional learning partners who manage the Hubs used several approaches to help GPE partner countries use evidence to inform education planning, policy and practice. These included:

- strengthening individual and institutional capacities to generate, interpret and use evidence
- providing policymakers and other education stakeholders with evidence to inform planning and policy decisions
- creating opportunities for country representatives to exchange knowledge and experience, learn from one another and engage with GPE KIX applied research projects
- strengthening institutional processes and mechanisms that support the use of evidence in policymaking

The analysis shows that while the most common approach was strengthening individual and institutional capacities to generate, interpret and use evidence, the approaches are often used in combination.

The analysis also identified several actions that support successful evidence uptake by building credibility, usability and local ownership. These actions include:

- mapping stakeholders and engaging with those who are willing to champion evidence uptake at multiple levels, including within the relevant ministry
- aligning with national priorities and conducting robust cost modelling
- timing the delivery of evidence to coincide with ministry priorities
- facilitating intra-ministerial collaboration and clear communication channels
- promoting sustained engagement and regional endorsement

This study has helped us understand the nature of the outcomes seen so far among GPE partner countries through their interactions with GPE KIX Hubs. Over the next year, GPE KIX will continue to analyze what encourages, incentivizes and enables partner country decision-makers to use and apply evidence.

SYSTEM-WIDE REFORMS THAT STRENGTHEN INCLUSION

GPE KIX has consistently focused on GEI as a key cross-cutting theme in research and capacity strengthening. We are deepening our understanding that stand-alone interventions that target barriers such as gender inequality or disability are not enough to achieve inclusive education. Instead, we need system-wide approaches that address intersecting forms of exclusion. Our experience in supporting research to improve learning outcomes for children with disabilities will help us improve inclusion for all.

Several lessons are emerging.

Strengthening education data systems can help make exclusions more visible and reinforce the need for evidence-based planning and resource allocation.

In Uganda, for example, research on scaling up sub-national education data value chains in sub-Saharan Africa shows that when administrative data are combined with household survey data, it is easier to see if children with disabilities are accessing and completing education. This approach is particularly useful for examining how gender and disability overlap and how that overlap increases discrimination and inequality, as administrative data alone rarely reveal this level of detail or connection. Effective EMISs can enable more targeted planning, resource allocation and policymaking to steer limited resources toward the most vulnerable and marginalized learners.

Early learning systems are the best and most cost-effective entry point for addressing inclusion.

Identifying children's learning needs in the early years and providing integrated pre-primary support offers a cost-effective pathway to improve long-term learning outcomes for children with disabilities and other marginalized learners. In Kenya, Uganda and Zimbabwe, the Inclusive Home-based Early Learning Project (IHELP) showed how cost-effective community-based pre-primary centres can identify and include young children with disabilities, particularly in rural areas. When access to early learning is expanded, children with developmental and learning needs can be identified early, and the appropriate interventions can be organized before learning challenges compound.

Embedding inclusive education in teacher training is more effective than offering stand-alone courses in inclusive pedagogy.

A comparative study conducted by KIX EMAP on inclusive education practices in Georgia, the Kyrgyz Republic, Moldova, Tajikistan and Uzbekistan highlights that inclusive education is most effective when it is integrated into all teacher training and professional development, rather than presented in isolation in stand-alone courses. Furthermore, GPE KIX research in Pakistan showed that building professional learning networks where teachers and other school leaders collaborate to solve local problems improved education access and participation for girls, learners with disabilities and children who are refugees.

UPCOMING PRIORITIES



Photo: GPE/ Federico Scoppa

The final year of this phase of GPE KIX is 2027. During 2026–2027, we will focus on:

- supporting GPE partner countries to use evidence to inform education policy and practice, including through GPE-supported planning and decision-making processes
- supporting proven innovations so they can be adopted more widely and sustained over time
- bringing together and sharing what GPE KIX has learned across its projects and activities
- sharing GPE KIX–supported evidence and learning with end-users globally and across regions

Driving evidence uptake to influence policy

With all applied research maturing in the coming year, driving opportunities for evidence uptake and use will be a key priority within each project. Support for each project will include strengthening alignment and connections:

- between GPE KIX Regional Hubs and research projects working in the same country and region
- with GPE-supported processes in partner countries
- among projects that share a theme

The Regional Hubs will help create national opportunities to make these connections and mobilize the evidence produced. Across the four Hubs, GPE KIX will work to extend the influence of research on national processes, identify opportunities to leverage Hub work with GPE-supported national processes and nurture connections with Education Out Loud.

Consolidating learning for lasting impact

As this cohort of applied research comes to an end, we will focus on scaling and sustainability. The research teams will finalize their reports and other research-based resources that document their findings, including on scaling impact and promoting gender equality and social inclusion. Findings that relate to the key themes will be consolidated and synthesized — for example, we will develop briefs that draw lessons and findings from Hubs and cohorts of projects. The Observatory initiative will identify gaps and recommend measures to strengthen education system resilience so that countries are better prepared for future changes and crises.

GPE KIX will encourage project teams to use their monitoring and evaluation data to learn and consolidate findings from the Regional Hubs on what makes for effective peer learning and evidence uptake. We will document summative learning about evidence uptake from the perspective of education decision-makers to increase our understanding of pathways to, barriers to and enablers of evidence uptake in GPE partner country education systems.

Sharing evidence and experiences with a wider audience

GPE KIX will share the findings and lessons learned with wider audiences — and more potential users — to increase their impact.

Major GPE KIX events next year include the KIX EMAP Hub's Education Policy and Innovation Conference, the GPE KIX Continental Symposium on Research and Innovation in Education in Africa and the annual online GPE KIX Global Symposium. We will promote these and other opportunities and platforms for organizations and policymakers in GPE partner countries to contribute to important debates on education. While GPE is implementing its Financing GPE 2030 campaign to replenish funding to support education systems in low- and middle-income countries, IDRC will work with the GPE Secretariat on featuring GPE KIX as part of the campaign and upcoming summit.

We will also look for regional and global opportunities for education decision-makers to share their knowledge and experiences of using research and evidence to drive policy development and change.

ANNEXES



Photo: GPE/ Esteban Barrera

FINANCIAL SUMMARY

Expenditures remained largely on track against the 2025–2026 budget. The largest component fo the program budget goes to research and knowledge exchange grants. Program implementation support activities include monitoring, evaluation, learning and communications. The Opportunity and Adaptive Management (OAM) fund supported targeted activities that enhance the uptake and use of research findings. The Learning Exchange Platform budget financed the program website, which required both ongoing maintenance and some technical improvements.

The variances in grant disbursements shown in the table below are related to the pace of implementation and ongoing financial adjustments. Spending was slightly below planned levels and was consistent with normal fluctuations in program delivery. In some cases, higher-than-anticipated disbursements reflected accelerated progress, and lower expenditures were associated with delays in implementation or contracting. Some synthesis and communication activities were shifted to the next reporting period.

EXPENDITURES

USD($)	BUDGET	ACTUALS	VARIANCE
PROGRAM ACTIVITIES			
• Learning exchange mechanism			
Regional learning partner	3,316,497	3,769,459	(452,962)
• Funding mechanism			
Global grants	420,130	0	420,130
Regional grants	669,088	97,510	571,578
Early learning grants	0	0	0
Research on scaling	908,419	1,076,441	(168,022)
Research calls of 2023/24	5,279,201	5,075,001	204,200
Research calls of 2024/25	5,235,274	4,520,448	714,826
Call on education in emergencies and fragile, conflict, and violence affected settings	1,593,097	1,274,159	318,938
Call on Regional Observatories on Education System Resilience	1,853,372	1,816,985	36,387
Country Support	2,028,718	1,972,485	56,233
Research Reprogram Funds	1,111,620	773,607	338,013
• Supporting activities			
Program activities*	1,040,446	366,113	674,333
OAM fund**	999,631	542,848	456,783
Learning Exchange Platform	206,806	108,074	98,732
• **EXTERNAL AUDIT**	19,380	16,663	2,717
PROGRAM MANAGEMENT			
• Direct costs	3,197,239	2,832,419	364,820
• Indirect costs (7%)	1,951,524	1,696,956	254,568
TOTAL EXPENDITURE	**29,830,442**	**25,939,168**	**3,891,274**

* Program activities include monitoring, learning, and evaluation and communications and engagement.
**OAM stands for the Opportunity and Adaptive Management support fund.

Program management and administration costs remained stable and in line with expectations, with minor efficiencies achieved. External audit costs were minimal and consistent with planned allocations.

Overall, GPE KIX's financial performance in 2025–2026 reflects strong program execution, with variances largely attributable to timing differences rather than structural issues. Unspent funds are expected to be carried forward and used for ongoing research activities and program delivery in the next fiscal year.

MILESTONES

APR 7-9

Representatives from Benin, Côte d'Ivoire and Senegal exchanged experiences of and practical approaches to using AI tools during a regional workshop in Côte d'Ivoire, laying the groundwork for integrating AI into national education strategies.

MAY 26-27

Stakeholders from Bangladesh and Pakistan identified priority approaches for strengthening teacher licensing and professional development systems when the KIX EMAP Hub partnered with the International Conference on Quality Teacher Education, convened by the National Accreditation Council for Teacher Education and Allama Iqbal Open University.

JUN 18-20

More than 80 education leaders from ministries, research institutions, civil society and international organizations in KIX LAC identified shared priorities and exchanged solutions and approaches to scale innovations at the KIX LAC Hub regional meeting.

JUL 9-11

Educators, researchers and community leaders from across the Pacific shared their knowledge and strengthened relationships at the Vaka Pasifiki Education Conference 2025, co-organized by the KIX EMAP Hub. The theme was using knowledge to influence decision-making and amplify local voices.

AUG 5-7

Education stakeholders from across Honduras strengthened their capacity to use evidence in policymaking at the first in-person session of the International Diploma in Educational Research Methodologies in Tegucigalpa. This event was organized by the KIX LAC Hub and the Ministry of Education of Honduras.

MAR 28

Policymakers and researchers, including representatives from Liberia's Ministry of Education, joined the Comparative and International Education Society (CIES) conference in San Francisco, where the KIX Africa 19 Hub convened a panel on reforming teacher education for a resilient and peaceful Africa.

FEB 28

Participants in the KIX EMAP learning cycle on women's participation in school leadership said they were now better equipped with analytical tools to identify barriers and opportunities and produce country-level knowledge products to inform policy and practice.

JAN 28

Education stakeholders from across Latin America and the Caribbean had the opportunity to exchange national experiences and advance a shared regional agenda for strengthening teacher policy through evidence use when the KIX LAC Hub launched a knowledge mobilization cycle on the use of evidence in teacher policies and practices through a regional webinar.

DEC 3-5

More than 650 participants from around the world attended the GPE KIX Global Symposium to explore how evidence can inform education financing and support the scaling of effective innovations in contexts of constrained resources.

NOV 26-27

The KIX EMAP Hub hosted its second skills-strengthening workshop on monitoring the right to education, building participants' capacity to assess policy, planning and implementation using rights-based approaches.

OCT 29-30

GPE KIX partners from seven African countries contributed to the ADEA Triennale in Accra. with discussions on foundational learning, evidence-based systems and inclusive education and policy implementation.

SEP 15-19

The Ministries of Education of Kenya and Lesotho hosted a regional workshop in Naivasha to advance inclusive curriculum reform with support from the KIX Africa 19 Hub. Participants reviewed Lesotho's curriculum through a disability-inclusive lens and developed recommendations and training resources to support ongoing reform efforts.

Annual Report 2025–2026: Strengthening Country Leadership for Education Reform



Photo: GPE/ Mbuto Machili

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

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