Fra,r

ANNUAL PROGRESS REVIEW GUIDELINES

September 2026

GPE Transforming Education

QUICK START

What is this document?

These guidelines explain how to conduct an **annual progress review** of a partnership compact.

An annual progress review is a country-led process in which government and partners use **existing evidence and sector dialogue** to examine progress made under the partnership compact and agree priority actions for the following year.

Partner countries draw on these reviews during a **partnership compact update** every few years to inform the strategic parameters guiding their programs, support from the **Global Partnership for Education (GPE)** and other partners.



What do I need to do?

There are **four steps** to complete an annual progress review, beginning with review planning and leading to a completed **annual progress review questionnaire**, a **summary report** and **6-10 priority actions** for the following year endorsed by the local education group (see Annex 1 for an illustrative example).

Why?

The annual progress review helps to:

- **Understand priority reform progress** against the partnership compact, including in gender equality and inclusion. It looks at urgent challenges, risks or shortfalls, and at how partner support, including GPE grants, are contributing to delivery.
- **Strengthen action planning and follow-up** by identifying priority actions or adjustments for the next year to improve implementation, address major delivery issues and accelerate progress where it is lagging.

See the **Guidelines for a Partnership Compact Update** for more information.

STEPS

Step 1: Planning

The government leads planning for the full annual progress review, with partner support as needed. Considerations may include, for example:

Timing

- Any time once per calendar year
- Aligned to country's existing monitoring, review or sector dialogue cycles, timelines, processes
- Planned with enough time for preparation, stakeholder engagement, alignment with national planning cycles and use of findings in decision-making

Roles

- Government leadership
- Support from coordinating agency, grant agent(s), local education group members
- Identify roles for data collection and analysis, questionnaire completion, partner review and dialogue, and finalization

Resources

- Data-related technical support
- Dialogue facilitation support
- Financial support, including through GPE grants

To swiftly help identify any data gaps, the government maps available sources, including compact documents, grant reports, sector reviews, partner reports, research, evaluations, monitoring dashboards, etc.

Step 2: Questionnaire and summary report

The government drafts the questionnaire. This involves gathering data to inform the questionnaire, drawing on existing data and implementation evidence on reform progress (including GPE grants), enabling factors, any top-ups to GPE grants and partnership functioning. If useful, the GPE Secretariat can pre-fill selected fields based on available information for government review and validation. A set of priority actions may be drafted at this stage for subsequent review by the local education group. As far as possible, evidence should be validated and of good quality.

Completing the questionnaire automatically generates the summary report, providing a concise and user-friendly overview.

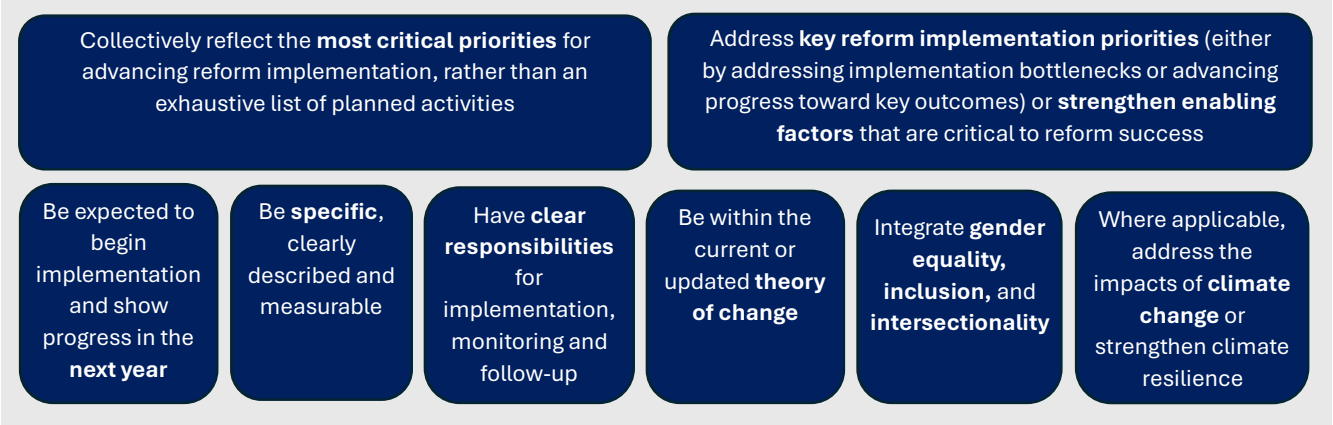
Step 3: Dialogue and endorsement of priority actions

Countries should include local education group members and any other key education system stakeholders (including civil society, teachers, and youth groups) involved in reform implementation to reflect varied perspectives on progress and challenges. This step is expected to include:

- **The government makes the draft questionnaire and summary report available to partners** ahead of the discussion. Key partners are also invited to review the draft materials and provide inputs.

- **Partners discuss progress made in achieving the priority reform** using the summary report to focus the discussion on the most important issues. This includes reflecting on GPE grant achievements, challenges, contributions to reform and grant agent performance. The full questionnaire can offer more nuanced details as needed. The dialogue is an opportunity to discuss data quality and progress grounded in evidence. The following illustrative questions may be helpful to guide discussion on priority actions, as relevant:
    - Which reform actions should be prioritized over the next year, whether already planned or newly identified, to sustain or accelerate progress toward the reform objectives?
    - Which enabling factors require the most attention over the next year to strengthen reform implementation?
    - What changes in roles, coordination, partner contributions or stakeholder engagement are needed to strengthen collective action?
    - Across these areas, what adjustments are needed to advance gender equality and inclusion through the reform?
- **Partners endorse a set of priority actions for the following year.** Partners formulate and endorse 6-10 priority actions to advance reform implementation, address major issues or leverage opportunities over the next year, with clear responsibilities for each action. Focusing on a manageable number of actions helps countries track progress transparently, identify emerging challenges, support agile course correction and strengthen partner accountability. Progress should be discussed regularly with the local education group and be reported in the following year's annual progress review questionnaire. The list is updated annually by removing completed actions and adding new ones.

Priority actions, which may include adjustments to GPE-funded programs, should:



Step 4: Finalizing the questionnaire

The government reviews and revises the questionnaire based on the inclusive dialogue and any key partners' inputs. The summary report updates automatically. The government-designated focal point coordinates submission of the questionnaire and summary report to their country engagement lead at GPE's Secretariat, along with supporting documents.

The Secretariat conducts a brief review of the questionnaire. This may involve following up with the government to clarify information or resolve questions.

If the annual review questionnaire is not completed within the calendar year, or if the local education group does not endorse the priority actions, the country and Secretariat discuss any constraints and agree appropriate next steps. As a country-led process, the review relies on country ownership; the Secretariat accompanies and supports partners throughout, and where a questionnaire is not finalized within the reporting period, its data may not be available for inclusion in that year's corporate results reporting

Questionnaire data and summary reports support GPE reporting, transparency, and country-level follow-up. GPE's Secretariat will aggregate a country's annual data from submitted reviews for results reporting to its Board. The full questionnaire is retained by the Secretariat and the country for internal use; only the summary report is published on the GPE website's country pages. Countries should also use the agreed priority actions to inform follow-up dialogue, implementation support and planning for the next annual review cycle.

PRACTICAL CONSIDERATIONS

Consider gender equality and inclusion throughout the exercise, both as a cross-cutting issue and within the dedicated questionnaire fields. This aids in understanding whether the priority reform is reaching different groups equitably, where gaps or risks remain and what adjustments might be needed to strengthen implementation and results. Countries should draw on existing evidence and focus on the issues most relevant to their reform and context. Dedicated guidance on gender equality and inclusion is provided in the annual progress review questionnaire.

Establish clear roles and responsibilities. The ministry of education leads and finalizes the review; grant agents provide evidence on GPE grants; the coordinating agency supports partner dialogue; and the local education group contributes evidence, endorses the priority actions, and follows up on them.

Set practical timeliness. The questionnaire can be completed at any time during a calendar year, accommodating each country's own national monitoring cycle.

Map monitoring inputs. In some contexts, useful evidence might come from different contributors to the partnership compact, including government teams and grant agents, among others. GPE sources may include varied GPE support mechanisms such as country grants, the Knowledge and Innovation Exchange (KIX), Education Out Loud (EOL) and technical assistance initiatives (TAI). The review provides an opportunity to bring these together and relate them to the areas covered in the questionnaire, helping build a fuller, shared picture of reform progress without adding an entirely separate monitoring process.

Discuss GPE grant and grant agent performance, including grant achievements, implementation challenges, contributions to the priority reform and grant agent performance. Grant-related matters should be reflected in the questionnaire only where they are material to understanding reform progress, enabling conditions, major challenges or necessary follow-up actions.

Use available evidence pragmatically. The questionnaire does not need to capture every achievement in detail but should explain what is working, where implementation is constrained and any necessary practical adjustments. Availability of evidence and sector or program indicator data will vary across countries but each review should draw on a mix of existing data, implementation updates, qualitative evidence, partner observations and stakeholder perspectives. It should note important evidence gaps and how they may affect the reporting. Drawing on quality data and diagnostics helps partners understand what is and is not working, thereby promoting learning and adaptation to improve reform delivery.

Local education group endorsement of priority actions. For the annual progress review, 'endorsement' by the local education group means that members have engaged in substantive dialogue on the proposed priority actions and confirmed their agreement to them for the next annual cycle. Endorsement is needed only for the following year's priority actions, not for any historical data reported in the questionnaire. Confirmation of endorsement may be provided through the coordinating agency, in consultation with the government focal point, and may be supported by meeting minutes, written confirmation or as a 'no objection' process, as needed.

ANNEX 1. EXAMPLE PRIORITY ACTIONS (Note that the country will provide actuals data for the gray columns during the next year's annual monitoring exercise)

Indicate if priority actions relate to reform objectives or enabling factors and mention their names in the following column		Action to be undertaken next year	Responsibilities for implementation	Achievement date (month, year) - Planned	Data source	Achievement date (month, year) - Actual	Progress rating	Summarize progress achieved, implementation challenges & their causes, remedial actions, and how these efforts supported the priority reform
Enabling factor	Sector Coordination	Revise Terms of Reference to focus on priority reform; hire two new staff and secure funding for FY27 and 28	MoE	December 2026	MoE		□ Achieved □ Mostly achieved □ Partly achieved □ Not achieved	
Reform objective-pillar-component-outcome	Teaching and Learning	Nationwide distribution of Grade 1 TLMs	STG program	February 2027	STG program		□ Achieved □ Mostly achieved □ Partly achieved □ Not achieved	
Reform objective-pillar-component-outcome	Teaching and Learning	Finalize and endorse *MoE Approach to continuous professional development in basic education"* guidelines. *Gender and inclusion tag.*	MoE	December 2026	MoE		□ Achieved □ Mostly achieved □ Partly achieved □ Not achieved	
Reform objective-pillar-component-outcome	Teaching and Learning	Roll-out of teacher classroom observation tool in 30% of districts. *Gender and inclusion tag.*	MoE, STG program	June 2027	STG program		□ Achieved □ Mostly achieved □ Partly achieved □ Not achieved	
Reform objective-pillar-component-outcome	Gender Equality and Inclusion	EMIS systems to be reformed to include disability data	MoE, STG program	July 2027	STG program		□ Achieved □ Mostly achieved □ Partly achieved □ Not achieved	
Reform objective-pillar-component-outcome	Gender Equality and Inclusion	Gender-responsive pedagogy scaled to be part of teacher training curricula and part of school inspection monitoring frameworks	MoE, STG program	February 2027	STG program		□ Achieved □ Mostly achieved □ Partly achieved □ Not achieved	

CONTACT

information@globalpartnership.org

OFFICES

Washington
701 18th St NW
2nd Floor
Washington, DC 20006
USA

Brussels
Avenue Marnix 17, 2nd floor
B-1000, Brussels
Belgium

Paris
66 Avenue d'Iéna
75116 Paris
France

Chennai
Global Infocity Park, Block C
11th floor
40 MGR Salai, Perungudi
Chennai, Tamil Nadu 600096
India

Nairobi
Delta Center Menengai Road
Upper Hill PO Box 30577-00100
Nairobi, Kenya

GPE Transforming Education