GPE 2030

STRATEGIC PLAN

GPE Transforming Education

FOREWORD

Education is the most powerful investment we can make in our future. It drives economic growth, social stability and resilience. Education equips people with the learning and skills they need to adapt, innovate and contribute to the progress of their nations. At the same time, education is a fundamental human right—one that, when realized, unlocks opportunity not only for individuals, but for entire economies.

For the 748 million children that the Global Partnership for Education (GPE) seeks to reach in partner and eligible countries, access to quality education is all the more essential as countries navigate a time of profound change. Rapid technological advances are reshaping labor markets while conflict, climate change, debt distress and demographic shifts are straining public systems and resources. In many countries, education budgets are under pressure just when the demand for more effective, inclusive learning systems is most critical.

Against this backdrop, GPE's new 5-year strategic plan—GPE 2030—charts a clear and ambitious path toward a quality education for all. The strategy is grounded in a simple but powerful idea: realizing every child's right to quality education takes country-led inclusive reforms anchored in strong and sustainable systems and supported by effective partnerships and financing. A partnership-wide approach to results will track progress against this ambition, capturing how GPE partners and funding is contributing to the delivery of learning for every child through strong and adequately financed education systems.

At the heart of GPE 2030 is a renewed commitment to transforming education systems so that they benefit every learner. This means pursuing reforms that address the multiple and intersecting barriers preventing children from accessing, completing and thriving in education whether linked to poverty, gender, disability, displacement, geography or climate vulnerability. Whatever a partner country's policy priority—from strengthening foundational learning to building 21st-century skills or embedding climate resilience into education systems—GPE 2030 sharpens the focus of the partnership on results that ensure lasting improvements in learning, equity and safety.

GPE 2030 builds on the lessons of the previous strategic plan and strengthens emphasis on how to achieve real change. It recognizes that sustainable education systems require adequate and sustainable financing grounded in domestic resources. Rapid progress, however, hinges on complementing national budgets with other sources of innovative and catalytic financing from bilateral, multilateral, philanthropic and private partners. GPE 2030 further leans into the partnership's ability to mobilize new partnerships and leverage additional resources into the education sector, aligned behind countries' own priorities.

Transforming education systems depends on partnerships, both to bring new ideas to the table and to ground reforms in local realities. GPE 2030 recognizes that lasting change requires meaningful engagement with teachers, youth and civil society to champion reforms and foster accountability. And it takes development partners who align themselves behind country priorities rather than their own projects. These are the kind of broad and inclusive partnerships grounded in mutual respect that define GPE's identity and impact.

As CEO of GPE, I have seen the determination of countries to prioritize education even in times of great adversity. I have seen leaders make bold decisions to protect education budgets, communities that rebuild schools after crisis and teachers who rise to the challenge of supporting children who have lost months and even years of learning. Acts such as these inspired and shaped GPE 2030.

The road ahead will not be easy. But history has taught us that progress in education is not achieved through short-term projects or fragmented efforts. It is achieved through long-term national leadership, sound investment and the solidarity of a global community that believes in every child's right to learn.

Laura Frigenti



Chief Executive Officer

INTRODUCTION

In setting out its strategy for the next five years, the Global Partnership for Education (GPE) shows that it stands ready and better prepared than ever before to work alongside its partner countries in transforming their education systems to meet an uncertain future. The GPE 2030 strategy builds upon GPE's strengths as the world's largest global fund and partnership solely dedicated to education.

GPE 2030 presents a clear path to supporting country reforms in education to ensure every child can develop the essential abilities that will be required of the hundreds of millions of youths entering the workplace in coming years. That assistance reinforces country leadership and inclusive partnership, strengthens education systems to deliver at scale and improves the sustainability of domestic financing by complementing it with innovative funding. A partnership-wide approach to results tracks progress in learning and inclusion achieved through grants and cofinancing, as well as efforts to collectively support stronger and more sustainable education systems.

Section 1 of the strategy sets out the multiple crises confronting education in low- and middle-income countries, from conflict and forced displacement to food insecurity and climate-related disasters. Not only are such shocks occurring more regularly, they are also increasingly interconnected. Education systems need to be resilient in the face of crisis while producing young adults capable of leading and driving recovery.

Section 2 emphasizes the tremendous potential for inclusive, quality education to be a buffer against future calamities and a vital engine for a country's stability, growth and security. However, there needs to be wider recognition of the role that education plays in contributing to economic growth and prosperity, effectively acting as a multiplier for investment that impacts across all sectors.

Funding education in ways that finally remove the barriers to all children receiving a quality education, regardless of who they are or where they live, will further amplify its benefits. Inclusive planning and policies are crucial but so too are investments in the teachers who inspire students as well as instruct them, and in the technologies that improve delivery of that education.



Section 3 looks at these imperatives and considers other lessons learned during GPE 2025 that inspired and shaped this strategy for the next five years. In particular, it considers the benefits emerging from GPE's emphasis on country leadership, the alignment of support behind a clear education reform priority and the importance of systematically addressing gender equality and inclusion.

Partner country focus on a single reform has fueled more constructive and representative stakeholder discussions about what education system transformation looks like, how it can be achieved and the resources needed to deliver it. That in turn has led to a tighter focus on learning data, gender equality and inclusion, results monitoring and sustainable domestic financing of education. For GPE, the past five years also saw it deliver on its promises to cut grant approval times and bring its functions closer to the countries it serves while still curbing operating costs.

Section 4 sets out how this evolution shapes GPE's approach to supporting partner countries as they pursue ambitious, inclusive education reforms. GPE will expand the use of innovative finance in ways that reinforce rather than supplant domestic financing to education and that can lower the reliance on outside funding. There will be a continued emphasis on addressing the multiple barriers to inclusion, including gender, disability, refugees and other marginalized groups based on local conditions. Widening the availability and use of learning outcome data to better inform education policies and planning, and improving the volume, equity and efficiency of domestic financing will unlock GPE's results-based financing.

GPE will aim to foster wider participation by school leaders, teachers and students in designing and pursuing education reforms. It will also aid efforts to make education more prominent in planning and decision making at the different ministries or agencies whose support is vital to education system transformation.

GPE 2030 STRATEGIC PLAN 2025-2030

GPE PRINCIPLES

- Education as a public good, a human right and an enabler of other rights
- Focusing our resources on securing learning, equity and inclusion for the most marginalized children and youth, including those affected by fragility and conflict
- Achieving gender equality
- Enabling inclusive, evidence-based policy dialogue that engages national governments, donors, civil society, teachers, philanthropy and the private sector
- Providing support that promotes country ownership and nationally identified priorities and is linked to country performance in achieving improved equity and learning
- Improving development effectiveness by harmonizing and aligning aid to country systems
- Promoting mutual accountability and transparency across the partnership
- Acting on our belief that inclusive partnership is the most effective means of achieving development results

GPE AT A GLANCE

VISION

A QUALITY EDUCATION FOR EVERY CHILD

MISSION

To mobilize partnerships and investments that transform education systems in partner countries, leaving no one behind

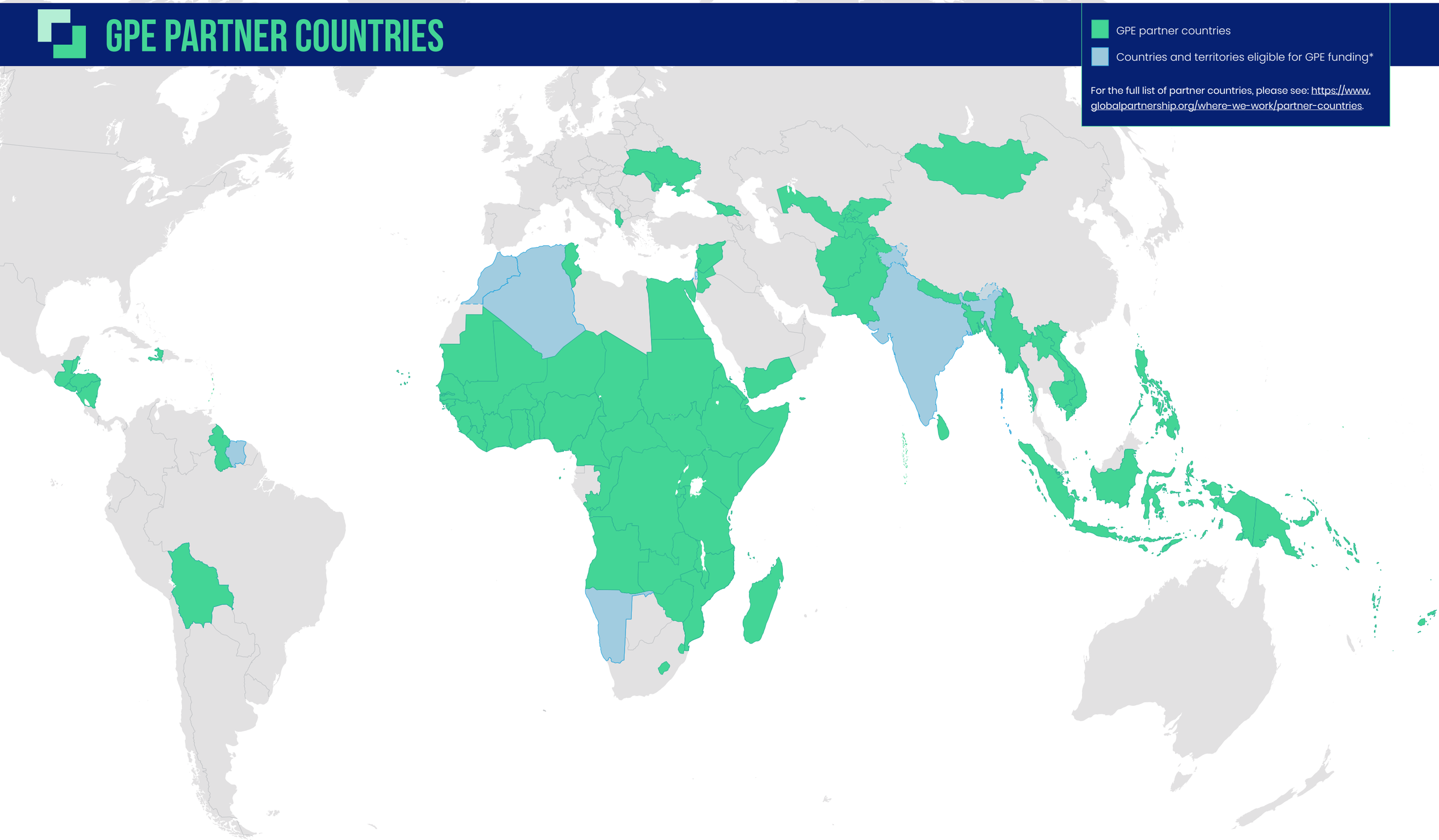
GOAL

To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century

OBJECTIVES

- Country-owned priority education reforms effectively implemented, fully integrating gender equality and inclusion of people with disabilities, refugees and other marginalized groups based on country context
- Domestic and external financing mobilized to support and sustain the effective implementation of priority reforms
- Reforms driven and sustained by coordinated, effective, inclusive and accountable partnerships including core system stakeholders

GPE PARTNER COUNTRIES



GPE partner countries

Countries and territories eligible for GPE funding*

For the full list of partner countries, please see: https://www.globalpartnership.org/where-we-work/partner-countries.

* Eligibility as per GPE Board of Directors decision (June 2025).

1. A WORLD OF MULTIPLE CRISES

The world is entering an era of overlapping and compounding crises that are reshaping the development landscape. Climate shocks, conflict, debt distress, demographic pressures and democratic fragility are converging to create a global environment of uncertainty and volatility. Low- and lower-middle-income countries are confronting simultaneous crises that strain fiscal capacity and weaken the social contract. Debt-service costs have reached record highs, diverting resources from essential investments in people and resilience. In many regions, food insecurity, forced displacement and climate-related disasters are rising sharply, with the poorest and most fragile countries bearing the greatest burden.[1]

Hard-won gains in poverty reduction, human capital development and gender equality are at risk as governments face difficult trade-offs between crisis response and long-term investment. Fiscal space for education, health and climate adaptation is narrowing just as demands on these systems grow. Low- and lower-middle-income countries face an annual education financing gap of US$97 billion to achieve Sustainable Development Goal 4 by 2030, while the global share of aid to education is projected to fall by 25 percent by 2027.[2] At the same time, demographic transitions, rapid technological change and declining trust in public institutions are testing societies' capacity to adapt and govern inclusively.[3] The combined impact is a world in which shocks are more frequent, more interconnected and harder to recover from.

Children are increasingly concentrated in low- and middle-income countries, where 1 in 4 people is younger than 14. Globally, 86 percent of all children now live in these contexts.[4] Sub-Saharan Africa is experiencing the fastest demographic transformation in modern history: its working-age population is projected to increase by more than 620 million people by 2050.[5] This youth surge presents both an opportunity and a challenge. Investments in education and skills will determine whether it becomes a driver of inclusive growth or a source of deepening inequality.

In this context, education stands as a powerful stabilizing force and a critical investment in the future. When education systems falter, the effects reverberate

across generations, deepening inequality, weakening economies and fueling instability. Education, as a human right and an enabler of other rights, risks being further undermined. Investing in learning is therefore not only a moral imperative but a strategic necessity: a foundation for societies to withstand, adapt and transform in the face of multiple crises.[6]

2. EDUCATION: AN ESSENTIAL INVESTMENT AND SHARED RESPONSIBILITY

Equitable access to quality education unlocks the social, economic and peace dividends that drive stability and resilience in a rapidly changing world. Education is a human right, a pathway to prosperity and a cornerstone of peace, stability and human security. Investing in inclusive and equitable education strengthens societies' capacity to manage conflict, adapt to migration and climate pressures, and sustain the conditions for lasting growth.

Over the past five decades, education has contributed to around 50 percent of global economic growth and helped reduce extreme poverty by approximately 40 percent.[7] Each additional year of schooling raises individual earnings by about 10 percent; for children with disabilities, the gains are even greater, estimated at between 19.3 and 25.6 percent per year.[8]

When treated as a strategic national priority, education multiplies the impact of investments across all sectors. It enables stronger economies, more cohesive societies and greater resilience to shocks. Quality education strengthens governance and social trust, creating conditions for political stability and peace. Countries with higher levels of educational attainment experience

lower risks of violent conflict and greater social cohesion.[9] Education equips young people with civic knowledge, critical thinking and economic opportunity, reinforcing institutional legitimacy and reducing fragility.

Investment in education is an investment in peace building and recovery. In postconflict settings, inclusive education helps rebuild the social contract, promotes tolerance and shared identity and reduces the appeal of extremist or violent movements.[10] Education for girls is particularly transformative: each additional year of secondary education reduces early marriage, lowers fertility rates and increases civic participation—benefits that extend across generations and strengthen community stability.[11]

Investments in education for refugees and displaced populations can yield far-reaching economic, social and developmental returns, depending on policy choices, including integration into national education and labor systems, and the adequacy and predictability of financing. These benefits accrue not only to refugees but also to host communities and countries of origin.[12] In fragile or climate-affected contexts, keeping children—especially girls—in school protects them from exploitation and displacement while helping communities adapt to environmental and economic change.[13]

Failing to invest in education carries vast economic and social costs. Inaction could cost governments $1.1 trillion annually from dropouts, with a further $3.3 trillion lost because of weak basic skills.[14] Without urgent action, lifetime earning losses could reach $21 trillion—around 17 percent of global gross domestic product.[15] Limited educational opportunities for girls alone are estimated to cost between $15 trillion and $30 trillion in lost lifetime productivity.[16]

Despite gains in primary enrollment, who you are and where you live still strongly determines access to education. In GPE partner countries, the number of children who are out of school increased by 14 million between 2016 and 2023, reaching 179 million—two-thirds of whom live in countries affected by conflict and fragility. Without urgent action, millions more will remain excluded by 2040. Half of all children who are out of school live in countries most vulnerable to climate impacts, while rapid demographic change places additional pressure on already strained systems.[17]

Barriers to education intersect across poverty, gender, disability, conflict, displacement and climate vulnerability. Girls with disabilities in rural areas are among those least likely to attend school. Globally, 240 million children with disabilities—many living in crisis contexts—are 49 percent more likely never to have attended school. Refugees and displaced children, especially girls, face compounded barriers of insecurity, discrimination and limited resources.[18]

As young people enter the workforce, the skills they need are shifting. Higher-order cognitive and socio-emotional skills—including problem-solving, critical thinking, creativity, communication and collaboration—are essential to adapt to new technologies and for roles that cannot be automated.[19] These capabilities develop progressively across the education journey, starting with holistic foundational skills: literacy, numeracy, socio-emotional development and digital readiness. Multiple learning pathways—from early childhood to secondary education—and flexible, community-based and work-integrated options, grounded in equity and national priorities, are critical to helping young people acquire relevant skills for work and life.

Addressing learning poverty—the share of 10-year-olds unable to read and understand a simple text—is essential to unlocking individual potential and national growth. Foundational skills underpin lifelong learning, employability and resilience. Evidence from recent studies in Indonesia and Pakistan points to high economic returns to investments in foundational learning.[20] Learning poverty disproportionately affects the most marginalized, including girls, children with disabilities, learners in settings impacted by conflict, and refugee and displaced populations.[21]

Teachers remain the cornerstone of quality education, yet the world faces a shortfall of 44 million teachers by 2030, primarily in low- and lower-middle-income countries. Teachers are the most important in-school factor influencing learning outcomes, playing a central role in helping children develop foundational and higher-order skills. Strengthening teacher support and leadership—particularly for women—is essential for learning recovery.[22] Poor working conditions, low pay and limited professional development undermine recruitment and retention. Teachers organizations play a vital role in education policy dialogue, bringing professional expertise, representing diverse voices and partnering with governments to shape and implement reforms that strengthen teaching and learning.

Well-designed education technology can complement teachers, expand reach and close learning gaps, but access remains highly unequal. Only 36 percent of people in low-income countries are online, and bridging the digital divide would require an estimated $1.6 trillion by 2030.[23] Technological advances also carry risks, including the potential to deepen inequalities or introduce new biases or harms if not guided by strong governance, ethical safeguards and teacher-led pedagogy.

The world has never needed education more. The opportunity to forge a pathway toward sustainable, inclusive and technology-supported education systems—as expressed in the Sustainable Development Goals—is clear, yet rapidly contracting education financing poses a critical constraint. As fiscal space narrows and traditional aid declines, education budgets are under increasing strain—at precisely the moment when education is most needed to enable societies to adapt, diversify and recover.

3. LOOKING BACK AT GPE 2025: TRANSFORMING EDUCATION AND LESSONS LEARNED

System transformation lies at the heart of GPE's model for improving education outcomes. Under GPE 2025, the partnership shifted decisively from sector planning and project-based interventions toward a coherent, system-wide approach designed to strengthen the enabling environment for sustainable education reform.

GPE 2025 recognized education systems as complex ecosystems in which progress depends on how different elements interact and reinforce one another. Delivering results at scale requires more than financing standalone projects; it depends on the alignment and coherence of system components, backed by political commitment, institutional capacity and inclusive partnerships. This focus on a single priority reform was intended to sharpen attention on managing change within education systems, maximize alignment and strengthen national ownership of delivery.

A system transformation approach is grounded in four core principles:

- **Country leadership and ownership**: reforms are government-led and anchored in national education sector plans.
- **Coherence and alignment**: all actors work toward a common reform priority, avoiding fragmentation and duplication.
- **Financing for results**: resources are deployed to reinforce government systems and incentivize measurable progress.
- **Inclusion and resilience**: reforms aim to remove barriers for marginalized learners and strengthen systems' ability to withstand shocks.

Shifting from projects to system transformation requires new ways of working. Reform efforts begin with a shared diagnosis of system bottlenecks affecting the

implementation of a priority reform anchored in existing national plans. This collaborative process brings together political leadership and technical perspectives to focus attention on changes most likely to yield measurable improvements. Key lessons include the following:[24]

- Narrowing attention to one priority reform increases political traction and resource alignment.
- Adaptive management, supported by joint monitoring, helps sustain reform momentum.
- Gender-responsive planning, data and evidence, and domestic financing, alongside strong coordination, strengthen system capacity to sustain reform over time.

Under GPE 2025, girls and boys who are marginalized, children with disabilities, refugees and learners who were displaced were increasingly integrated into reform agendas. A more systematic approach to gender equality strengthened institutional awareness and accountability, although continued investment in leadership, capacity and data systems remains necessary. Evaluation evidence shows:[25]

- **Greater integration of gender-responsive analysis** in sector planning and priority reform design
- **Increased financing for gender equality and inclusion**, with the share of gender-related activities doubling compared with GPE 2020
- **Stronger policy dialogue and data use** to support reforms that tackle gender-based violence, disability inclusion and the needs of refugees and learners who are displaced.

The growing impact of climate change further underscored the importance of education systems that are both inclusive and resilient. Under GPE 2025, countries began integrating risk assessment, disaster-resilient infrastructure and climate literacy into sector planning and reform priorities. Early lessons suggest that cross-sector collaboration, particularly with environment and social protection ministries, strengthened education's contribution to national adaptation strategies.[26]

Country ownership and partnership-based approaches were strengthened under GPE 2025. Governments led the identification, design and implementation of reforms, while GPE and partners aligned behind national systems rather than parallel structures. The number of grant agents and cofinanciers increased, enabling new financial and technical partnerships. Evaluations confirm that GPE's value lies in "its ability to foster inclusive dialogue, strengthen government leadership, and ensure coordination among diverse actors around shared priorities."[27]

Several mechanisms reinforced this partnership approach:

- The partnership compact process strengthened national alignment by linking political leadership with technical evidence.[28]
- Dialogue, coordination and mutual accountability between governments and partners improved.
- Joint review processes provided opportunities for reflection, adaptive learning and mid-course correction.
- Initiatives such as Education Out Loud and the GPE Knowledge and Innovation Exchange (KIX)

amplified civil society voices and promoted cross-country learning.[29]

- The pool of accredited grant agents diversified, better matching partner capabilities to country needs across varied contexts.

Alongside programmatic reforms, GPE continued to adapt and simplify its operating model in response to evaluations, stakeholder feedback and broader multilateral reform efforts. These changes have enabled the partnership to accelerate support for partner countries, reducing the average approval time for system transformation grants and shortening the period from grant approval to program start. Streamlined post-approval steps and improved operational workflows also ensure that countries can begin implementation sooner and that resources are deployed where they are needed most.

GPE continues to demonstrate strong internal efficiency through disciplined financial management and operational cost control. Strategic measures—including streamlined staffing, lower-cost operations and digital transformation—enabled the partnership to deliver high levels of program support and grant approvals while operating within Board-approved expenditure parameters.

Across diverse contexts, GPE 2025 demonstrated that transforming education systems requires the following:

- Clear prioritization of reforms anchored in national systems
- Leadership and ownership at all levels
- Inclusive, evidence-based partnerships aligned around shared goals
- Financing and incentives that reinforce sustainability
- Equity, gender equality and resilience as integral—not separate—system objectives.

Building on these lessons, GPE 2030 deepens its commitment to system transformation with a more intentional focus on sustainable education financing, country-led reform and working in partnership. Approaches to gender equality and inclusion are more nuanced, with a deliberate shift toward intersectionality. Annual monitoring and the use of financing incentives reinforce shared responsibility for results, ensuring focus on measurable progress. (Progress will be tracked through the GPE 2030 Results Framework; see appendix 1). These lessons underpin GPE's evolving approach: supporting country-owned reforms with robust monitoring, incentivizing results through financing and embedding gender equality and inclusion at every stage of the partnership.

4. GPE 2030: HOW WE ARE EVOLVING

GPE 2030 builds on a clear and shared theory of change (see box 1), grounded in a simple but powerful idea: every child's right to quality education is realized when countries lead inclusive reforms anchored in strong and sustainable systems and supported by effective partnerships and financing. Under GPE 2030, the partnership deepens this model by more explicitly linking system transformation to sustainable financing, strengthening the focus on results, expanding the role of the partnership, leveraging innovative financing and reinforcing the central role of teachers. Together, these shifts aim to turn ambition into sustained progress for every learner.

Transforming education systems requires predictable, equitable and sustainable financing. Education reforms endure only when they are rooted in strong national systems and backed by coherent fiscal strategies. GPE 2030 therefore strengthens the link between system transformation and sustainable financing—aligning fiscal choices, policy decisions and results toward a shared objective: quality education for every child. GPE will work with ministries of education, finance and planning to reposition education as a strategic investment in human capital, resilience and growth. This includes strengthening the capacity of education ministries to engage in fiscal dialogue and influence budgetary and debt-related decisions. In settings affected by fragility and conflict, GPE's financing model combines flexibility with sustainability—ensuring learning continuity while building long-term system resilience. GPE's geographic footprint for the purpose of providing financial support will continue to prioritize low-income countries, lower-middle-income countries and International Development Association (IDA)-eligible small islands and landlocked developing states, prioritizing allocations to countries that have the greatest educational needs. (See appendix 2).

Domestic public finance remains the cornerstone of sustainability. By engaging ministries across government—particularly education, finance and planning—GPE 2030 helps position education as a strategic investment in human capital, resilience and growth—not merely a social cost. GPE will continue to support countries to improve the efficiency, equity and volume of domestic education

BOX 1. THEORY OF CHANGE

Every child's right to quality education is realized when countries lead their own inclusive reforms, anchored in sustainable systems and supported by effective partnerships and financing.

If partner countries:

- Implement well-defined, context-specific priority reforms that integrate gender equality, inclusion (including people with disabilities, refugees, internally displaced populations and other marginalized groups, depending on context) and climate resilience;
- Strengthen the institutions and delivery systems needed to implement, monitor and sustain those reforms, especially for the most marginalized;
- Secure adequate and sustainable financing, with domestic resources as the anchor and external funding aligned and catalytic; and
- Ensure that teachers, civil society, youth, parents, subnational actors and other stakeholders actively shape and champion reforms...

Then countries will build stronger, more sustainable education systems that deliver quality education for every child.

And strengthened, sustainably financed education systems—fit for the 21st century—will accelerate progress on access, learning, gender equality and inclusion while equipping young people with the skills and resilience needed for the future.

If all members of GPE:

- Work together at the country level to align behind a well-defined, government-led, context-specific priority reform;
- Optimize opportunities to mobilize, provide and align financing in support of that reform; and
- If the GPE Secretariat effectively manages the financial, technical and convening assets of the partnership under the direction of the GPE Board...

Then GPE fulfills its mission to mobilize partnerships and investments that transform education systems in partner countries, leaving no one behind.

BOX 1. *(continued)*

MISSION

To mobilize partnerships and investments that transform education systems in partner countries, leaving no one behind

All partners

- Work together to align behind a well-defined, context-specific priority reform
- Optimize opportunities to mobilize, provide and align financing behind government-led reforms

GPE Secretariat

- Effectively and efficiently manages the financial and technical assets of the partnership in support of the implementation and financing of the reform, under the direction of the GPE Board
- Mobilizes financing and facilitates partnerships to support government-led reforms

OBJECTIVES

1. Country-owned **priority education reforms** implemented, fully integrating gender equality and inclusion, people with disabilities and refugees, and marginalized groups based on country context

2. **Domestic and external financing** mobilized to support and sustain priority reforms

3. Reforms driven and sustained by **partnerships** that are coordinated, effective, inclusive and accountable, including core system stakeholders

Stronger, more sustainable education systems that deliver quality education for every child

GOAL

To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century



VISION A QUALITY EDUCATION FOR EVERY CHILD

spending through stronger planning, budgeting and public financial management. Results-based incentives will reward governments that improve the volume, equity or efficiency of domestic financing, with adaptations for settings affected by fragility and conflict. This approach recognizes that lasting system transformation cannot be achieved through external funds alone; it depends on how governments prioritize and manage their own resources over time.

External financing remains essential, especially for the poorest and most crisis-affected countries—but it must be catalytic, not substitutive. In the context of declining official development assistance, GPE will have a more deliberate focus on leveraging external resources, particularly nontraditional aid, aligned behind country priorities. Where possible, GPE financing will be structured to unlock additional domestic and external resources and support sustainable pathways that progressively reduce aid dependency. In emergencies and protracted crises, GPE financing can be quickly aligned with humanitarian responses, in consultation with Education Cannot Wait (see box 2) and other stakeholders to ensure a coordinated approach, and support continuity of learning while preserving a focus on system strengthening. As the landscape for education in emergencies and protracted crises evolves, GPE will further tailor its financing and operating model.

GPE 2030 adopts a more intentional focus on the multiple and intersecting dimensions of disadvantage that prevent children from accessing and thriving in education. Context-specific analysis of factors related to poverty, gender, disability, refugee status, location and climate vulnerability enables partners to identify which learners are most at risk of exclusion (see figure 1, and also box 3 and box 4). Considering these factors alongside education quality and system reach reveals

BOX 2. COMPLEMENTARITY OF GPE AND EDUCATION CANNOT WAIT

Many GPE partner countries are affected by fragility and conflict. GPE's ability to respond flexibly in these contexts is critical to its mission of strengthening education systems and leaving no one behind. GPE and Education Cannot Wait bring different values in contexts of emergencies and protracted crises. Complementarity requires sequencing efforts with national systems to support coherent transitions and sustainable exit pathways from Education Cannot Wait to GPE.

In emergencies and protracted crises, GPE can support partner countries to reduce disruption to education systems, provide continued learning opportunities and balance immediate response needs with longer-term system strengthening. GPE operations in humanitarian contexts may include examples where Education Cannot Wait resources alone are insufficient to meet needs at scale. Likewise, while Education Cannot Wait works mainly in acute humanitarian contexts, there may be instances where it works in contexts of protracted crises.

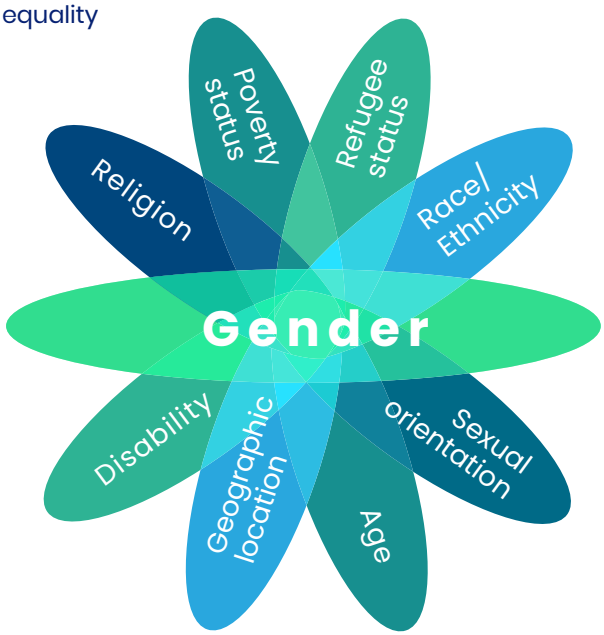
Recognizing Education Cannot Wait's distinct mandate, GPE will ensure that its guidelines and communications clearly convey Education Cannot Wait's primary responsibility for leading education in emergencies, including the deployment of funds and development of response plans.

GPE funding will retain flexibility to support emergency response where Education Cannot Wait is unable to do so, or where Education Cannot Wait resources alone are insufficient to meet the scale of needs. Any emergency response supported through GPE funding will be discussed with Education Cannot Wait in advance.

GPE and Education Cannot Wait will jointly provide guidance to country-level partners on how to sequence and align support in contexts where both are present.

complex, overlapping barriers, including the increased risk of experiencing violence in and around schools. GPE supports partners to identify patterns of educational marginalization and to plan and budget for access and full participation (completion, learning and safety) for every girl and boy.

Figure 1. GPE's intersectional approach to gender equality



A central lesson from GPE 2025 is that transformation must be judged by tangible results—improvements in learning and inclusion—rather than inputs alone. GPE 2030 therefore strengthens a culture of delivery and shared accountability across the partnership, with clear roles and responsibilities for achieving results. (GPE's operating model and ways of working are described in appendix 3.)

Improving foundational learning outcomes data will unlock additional GPE resources. Foundational skills (literacy, numeracy and transferable skills such as socioemotional skills) are essential for future learning and skills development, yet availability of data—especially data that are comparable over time, or across countries—remains limited in many partner countries.[30] GPE will link results-based financing to improvements in the availability and use of foundational learning data, by identifying and incentivizing practical steps to strengthen assessment systems.

Results monitoring will track both system-level progress and beneficiary-level results

BOX 3. GPE'S GLOBAL COMMITMENTS ON DISABILITY

At the Global Disability Summit 2025, GPE committed to supporting countries to strengthen the use data, on disability and intersecting barriers, and to promote equitable financing, including for children with disabilities.

Under GPE 2030, GPE will continue to:

- Disseminate evidence and knowledge about what works in inclusive education
- Offer capacity building for inclusive policy development, planning and implementation
- Promote the meaningful engagement of organizations of persons with disabilities in country-level education sector processes.

GPE will also strengthen monitoring of the volume of GPE funding that supports disability inclusion under GPE 2030.

supported by GPE grants and cofinancing. At the system level, this includes reform implementation, financing, inclusion, learning data and partnership effectiveness. At the beneficiary level, results will focus on measurable benefits for teachers and learners, with emphasis on learning outcomes, gender equality and inclusion. Fewer, clearer and more meaningful indicators will link inputs to outcomes and help countries focus on what can be moved through policy and implementation.

Results will be disaggregated by gender, with an intersectional approach to tracking other forms of exclusion based on context, including refugees and learners who are displaced. In line with GPE's commitments on disability, additional support will strengthen the tracking of outcomes for children with disabilities.

Measurement under GPE 2030 serves not only accountability but also learning. Quantitative monitoring is complemented by evaluative learning, enabling countries to adapt reforms as evidence emerges. Annual monitoring and midterm reviews—integrated into ongoing sector dialogue—allow for inclusive results tracking, course correction and continuous improvement and reinforce mutual accountability between governments, partners and citizens.

As GPE evolves, bringing global capabilities closer to partner countries and enhancing internal effectiveness are integral for achieving meaningful impact. The GPE Secretariat will continue to streamline operations and strengthen its country-facing roles through a stronger regional and country-level presence. This positions GPE as an agile partner able to adapt to changing country needs and shifts in the global education architecture.

GPE's distinctive value lies in its dual identity as both a fund and a multi-stakeholder partnership. Through its convening power, GPE helps countries build political consensus around priority reforms, align external support and ensure that national institutions—not projects—drive delivery. Under GPE 2030, this partnership role becomes more operational and inclusive, with context-adapted approaches in settings affected by fragility and conflict. (An overview of GPE's partner and stakeholder groups is provided in appendix 4.)

BOX 4. GPE'S GLOBAL COMMITMENT TO REFUGEES

At the Global Refugee Forum 2023, GPE joined partners in a multi-stakeholder pledge to expand refugee children's access to safe, quality and relevant education, and to support their inclusion in national education systems. To advance this commitment, GPE will mobilize more financing for refugee inclusion through GPE grant mechanisms; advocate for increased financing for education in refugee-hosting partner countries; support inclusive, evidence-based policy dialogue on inclusion; and support knowledge exchange and the development of global public goods that strengthen inclusion at the country level.

School leaders, teachers and students are critical actors in education reform, yet their voices are often underrepresented. GPE 2030 expands engagement with teacher organizations and civil society, in partnership with governments. It aims, to strengthen their participation in policy dialogue and program implementation, with a special focus on teachers who are women, refugees and with disabilities. Partner countries will also be supported to meaningfully engage students and young people in dialogue and decision making.

The partnership compact remains the central mechanism for aligning stakeholders around a single government-led reform, clarifying roles and shared responsibilities for achieving change. Inclusive dialogue through local education groups brings together ministries, civil society, teachers, youth and development partners to address bottlenecks, monitor delivery and sustain momentum. Governments will be supported to deepen the dialogue with core system stakeholders. External financers are encouraged to align their support through government systems, reinforcing ownership and accountability.

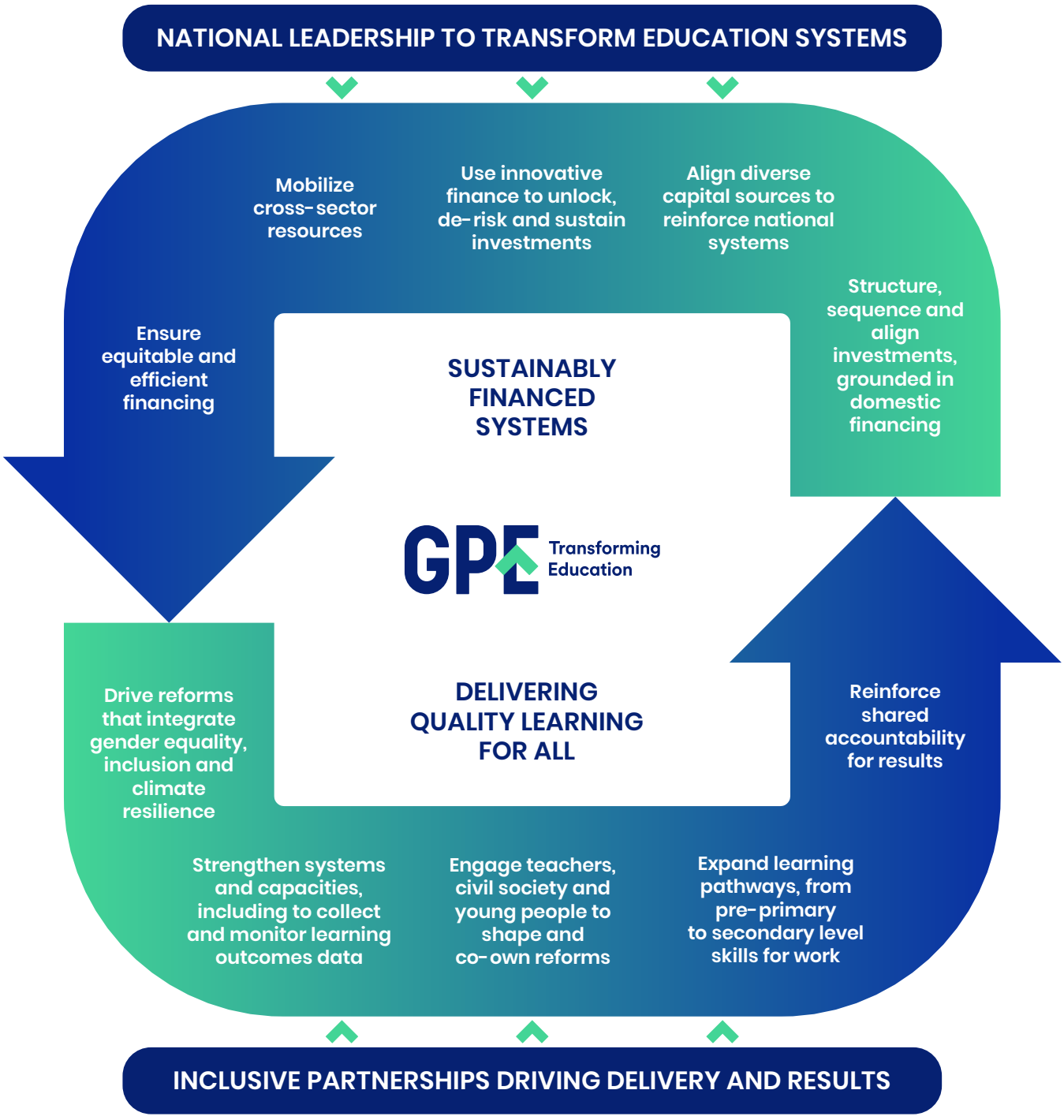
Through instruments such as the system transformation grant, GPE Multiplier, Girls' Education Accelerator and an innovative financing envelope, GPE will crowd in cofinancing from bilateral, multilateral, philanthropic and private partners. Under GPE 2025, the Multiplier leveraged $3.78 billion in cofinancing from 66 partners using just under $1 billion in GPE grants—an average leverage ratio of 4:1. Concessional funds and grant resources will continue to be used strategically to de-risk or unlock larger investments from development banks, climate funds and private partners.

Innovative financing approaches—including blended finance, outcomes-based mechanisms and climate-linked education investments—will connect education to broader national priorities. By leveraging diverse sources of finance and aligning them through a single reform agenda, GPE ensures that every dollar—domestic or external—contributes directly to the sustainability and impact of education systems. Strengthened reporting on cofinancing results, as well as inputs, will ensure mobilized capital contributes directly to sustainable, inclusive reforms.

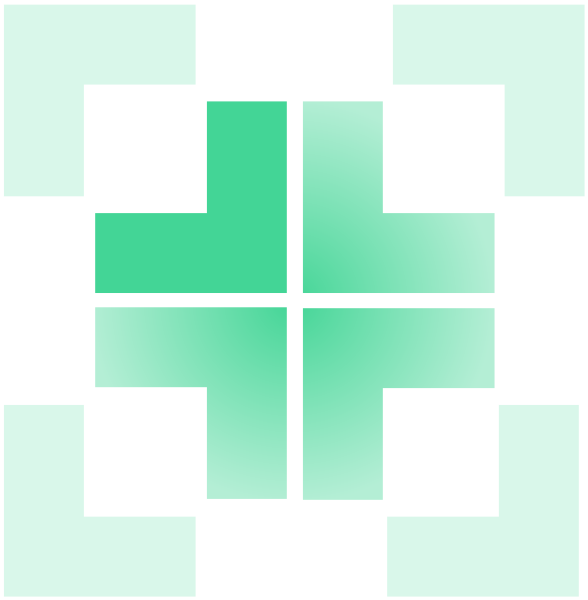
The Foundation for GPE, established in 2026 in Geneva, is a nonprofit entity created to support the mission, vision and objectives of GPE. It provides a dedicated platform to mobilize private and philanthropic capital and other support in alignment with country-led education priorities. Through transparent and accountable mechanisms, the Foundation for GPE complements GPE's core financing instruments by channeling catalytic, blended and innovative finance and collaboration with others to strengthen national education systems and advance sustainable, inclusive learning outcomes.

GPE 2030 builds on the strengths and lessons of GPE 2025 but goes further—integrating system transformation, sustainable financing and inclusive partnership into a stronger, more coherent model. It reaffirms that lasting progress in education depends on aligning political will, financial resources and system capacity around shared results. Through stronger financing, smarter measurement, deeper partnership and a steadfast commitment to gender equality and inclusion, GPE 2030 will support countries to deliver the promise of a quality education for every child—sustainably and at scale (see figure 2).

Figure 2. GPE's model to transform education financing and delivery for sustainable impact



GPE 2030 builds on the strengths and lessons of GPE 2025, but it moves decisively toward a more integrated and future-facing model—one that brings together system transformation, sustainable financing and inclusive partnership in service of shared results. It recognizes that lasting progress in education will depend not on isolated interventions but on the alignment of political leadership, public financing, institutional capacity and coordinated action over time. In a world marked by uncertainty and compounding crises, GPE 2030 positions education not only as a social imperative but as a strategic investment in resilience, equity and human potential. By supporting country-led reforms, strengthening accountability for results and mobilizing partnership around a common purpose, GPE will help ensure that every child can access a quality education—and that education systems are equipped to deliver it sustainably and at scale.





APPENDIXES

Appendix 1. GPE 2030 Results Framework

Disaggregation by sex, level of education, children and youth with disabilities, location, refugees and internally displaced persons, as applicable.[1]

GPE 2030 GOAL: TO ACCELERATE ACCESS, LEARNING OUTCOMES AND GENDER EQUALITY THROUGH EQUITABLE, INCLUSIVE AND RESILIENT EDUCATION SYSTEMS FIT FOR THE 21ST CENTURY	
Headline results from GPE grants and cofinancing	
H1.	Number and percentage of children and youth supported with improved quality of education
H2.	Number and percentage of children and youth that benefit from interventions that promote gender equality
H3.	Number and percentage of out-of-school children and youth provided education or training
H4.	Number and percentage of children with improved learning outcomes
H5.	Number and percentage of teachers who benefit from professional development programs or activities
GPE 2030 OBJECTIVES	
Objective 1: Country-owned priority education reforms effectively implemented, fully integrating gender equality, and inclusion of people with disabilities and refugees, and other marginalized groups based on country context	
1. Percentage of partner countries whose priority reform is making demonstrable progress in improving key education system components	

1. For the methodology, see: https://www.globalpartnership.org/content/gpe-2030-results-framework-annexes-decision.

2. Percentage of partner countries improving education planning, budgeting and monitoring that is gender responsive and inclusive

3a. Percentage of partner countries making progress toward Sustainable Development Goal 4.1.1a reporting

3b. Percentage of partner countries achieving top-up triggers related to reporting on Sustainable Development Goal 4.1.1a

4. Percentage of partner countries improving the availability and use of data and evidence

Objective 2: Domestic and external financing mobilized to support and sustain the effective implementation of priority reforms

5a. Percentage of partner countries improving:

- The volume of domestic finance for education
- The equity of domestic finance for education
- The efficiency of domestic finance for education

5b. Percentage of partner countries achieving top-up triggers related to the volume, equity and efficiency of domestic finance

6. Total cofinancing mobilized through GPE grants

7. Percentage of donor commitments to the GPE Fund fulfilled

8. Percentage of GPE implementation grant-funded programs that contribute to the sustainability of priority reforms

Objective 3: Reforms driven and sustained by coordinated, effective, inclusive and accountable partnerships, including core system stakeholders

9. Percentage of partner countries where the partnership is demonstrating mutual accountability for effective partnership

10. Percentage of partner countries with inclusive local education groups

11. Number of policy changes in partner countries influenced by civil society organizations, teachers organizations, youth groups or the private sector

12. Percentage of partner countries improving sector coordination

Appendix 2. Scope of GPE's Financing and Engagement

SCOPE	EXAMPLES
GPE 2030 will maintain a scope of 12 years of primary and secondary education plus at least one year of pre-primary education.	Expanding pre-primary access; improving foundational learning; supporting catch-up or remedial programs; strengthening teacher training and curriculum alignment.
There is expanded scope for evidence-based interventions to support integrated programming for younger children (3+) as part of programs focused on pre-primary education, and skills-to-work programming for youth enrolled in secondary education or equivalent nonformal or catch-up education and skills programs.	Financing for inclusive early-learning programs (3+); integrating employability and skills options in secondary curricula; pathways for over-age or out-of-school youth to return to learning or work.
GPE will continue to strengthen mainstreaming inclusion and gender equality across all aspects of GPE work, including a focus on addressing gender-based violence and inclusion of children with disabilities and refugees and displaced populations. This includes attention to school health and nutrition.	Support for gender- and disability-responsive budgeting; safe school and gender-based violence prevention initiatives; integration of health and nutrition into education plans; inclusive teacher training for refugee settings.
GPE will strengthen country capacity to identify, track and support children at risk of dropping out or out of school, including directing GPE financing to children and youth outside the formal education system. GPE will continue to support gender-responsive, equitable and inclusive education systems through an intersectional lens and by incentivizing the equity, efficiency and volume of domestic financing.	Incentives for equitable domestic education spending; capacity support for disaggregated data and monitoring; flexible financing to reach the most marginalized learners.
GPE 2030 will strengthen approaches to addressing climate change in education systems and mitigating the impact of climate change on education delivery.	Measures to prevent, respond and mitigate the impact of climate change and conflict on education systems; alignment with national climate resilience strategies (e.g., disaster-resistant schools); targeted measures to mitigate impacts on the most vulnerable.

Appendix 3. How We Work

GPE's ability to deliver results depends not only on *what* we do but also on *how* we work. The GPE 2030 operating model builds on GPE 2025—deepening focus on delivery, sustainability and shared accountability.

OBJECTIVE	KEY QUESTIONS	SUPPORTIVE TOOLS
INCLUSIVE PRIORITY REFORM	What priority does the country want to change? What actions will be needed to drive delivery? Are gender equality and inclusion fully integrated? How will improvements in learning data be achieved? How can the education system be strengthened to deliver?	Partnership compact Top-up triggers related to reporting on foundational learning outcomes System capacity support
MOBILIZE SUSTAINED FINANCING	How will the country improve domestic financing? What is the pathway to a sustainably financed education system? How can external financing, including GPE grants, mobilize additional cofinancing in support of longer-term sustainability? Does the financing strengthen government systems and support the sustainability of the reform?	Support for dialogue on education financing Domestic financing top-up triggers Externally financed grants and leveraged cofinancing
DRIVE DELIVERY THROUGH EFFECTIVE PARTNERSHIPS	Have key stakeholders been engaged in shaping the reform? Are they aligned to support delivery? How will progress be inclusively monitored?	Support for core system stakeholders and inclusive dialogue Annual monitoring/midterm reviews

Financing and Support Tools

GPE's financing instruments are designed to strengthen systems, mobilize sustainable financing and incentivize results. They include results-based triggers linked to domestic financing and learning outcomes and provide flexibility for fragile and crisis contexts.

FINANCIAL INSTRUMENT	PURPOSE	ELIGIBILITY
SYSTEM TRANSFORMATION GRANT	Flagship resource for supporting large-scale, country-led reforms that tackle systemic bottlenecks in education systems.	Low-income countries, small island developing states (SIDS) eligible for IDA, and those classified as least developed, fragile or conflict affected—even if they transition into middle-income status.
GPE MULTIPLIER	Mobilize bilateral, multilateral, philanthropic and private financing to align behind nationally led reform priorities. Unlocks additional financing at a minimum 4:1 ratio for every GPE dollar. Includes a dedicated 1:1 match window for foundations and philanthropic partners.	A wide range of low- and lower-middle-income countries, including those previously eligible under GPE 2025.
INNOVATIVE FINANCING ENVELOPE	Catalytic funds combining blended concessional finance, philanthropic incentives and risk-sharing instruments to mobilize additional public and private resources for sustainable government-led education reforms.	Countries that credibly commit to domestic financing resilience and sustained education funding.
GIRLS' EDUCATION ACCELERATOR	Target resources to support reforms addressing barriers faced by highly marginalized girls, complementing broader gender hardwiring in system transformation or GPE Multiplier grants.	Countries facing the greatest challenges in achieving gender equality through education. Available funds will first be made available for existing eligible countries that met the requirements for the Girls' Education Accelerator under GPE 2025 but did not receive an allocation.

SYSTEM CAPACITY GRANT	Support inclusive sector planning, system diagnostics and institutional capacity strengthening to enhance the enabling environment for reform.	Low- and lower-middle-income countries, and those with prior eligibility under previous GPE frameworks.
EDUCATION OUT LOUD	Strengthen civil society participation in inclusive dialogue, policy reform and social accountability for education systems.	All GPE partner countries.
GPE KNOWLEDGE AND INNOVATION EXCHANGE (KIX)	Support evidence generation, mobilization and uptake through applied research and regional hubs to scale innovations and strengthen policy capacity.	All GPE partner countries, regardless of income level.
TECHNICAL ASSISTANCE INITIATIVES	Provide targeted technical support through demand-driven facilities to address cross-sectoral challenges.	Select GPE partner countries based on needs and priorities identified in their reform agendas.
ACCELERATED FUNDING	Allow partner countries to redirect allocated GPE resources to respond to crises. Focus is on sustaining education continuity and recovery, enabling advance disbursement of up to 20% of a grant allocation (or up to US$10 million).	All GPE-eligible countries facing emergencies such as conflict, climate disasters and health crises. Coordinated with Education Cannot Wait and aligned to joint humanitarian responses.

Appendix 4. Who We Work With

The GPE Board of Directors sets the partnership's policies and strategies. The GPE Secretariat provides administrative and operational support to the partnership and facilitates collaboration with all partners.

PARTNER CATEGORY	ROLES AND CONTRIBUTIONS
PARTNER COUNTRY GOVERNMENTS	› Ministries of education lead and own the reform agenda through partnership compacts aligned with national education sector plans. › Ministries of finance and national budget authorities mobilize, allocate and sustain domestic financing for education. › Subnational and local authorities (states, provinces, districts) play critical roles where education is decentralized. › Governments in contexts affected by fragility and crisis engage with GPE through adapted operational frameworks to sustain learning continuity and system resilience.
CIVIL SOCIETY AND TEACHERS ORGANIZATIONS	› Civil society organizations engage in inclusive policy dialogue, monitoring and accountability processes. › Teachers unions and professional associations contribute to policy design, professional development and equitable deployment strategies. › Education Out Loud strengthens civic space for evidence-based advocacy and participatory monitoring of education reforms.
DEVELOPMENT AND FINANCING PARTNERS	› Multilateral partners such as the World Bank (host and trustee), UNICEF and UNESCO act as grant agents, coordinating technical and financial support. › Global institutions (UNESCO, UNHCR, UNICEF, World Bank, World Food Programme) collaborate with GPE on issues such as data, crisis response, school meals and climate. › Bilateral donors, philanthropic foundations and development banks cofinance GPE grants, supporting the GPE Multiplier's 4:1 leveraging model. › Development finance institutions, including regional and national banks, engage in innovative financing and debt-to-education mechanisms that expand fiscal space for learning.
REGIONAL AND GLOBAL ORGANIZATIONS	› Regional bodies and peer-learning networks, such as the Knowledge and Innovation Exchange (KIX), enhance regional evidence sharing and capacity. › Global institutions (UNESCO, UNICEF, World Food Programme) collaborate with GPE on data, policy, crisis response and school meals. › Partnerships with Education Cannot Wait and other humanitarian actors align efforts across the humanitarian–development nexus.
PRIVATE SECTOR AND NONTRADITIONAL PARTNERS	› Private foundations, corporations and social enterprises contribute innovation, financing and technology for system transformation. › Partnerships focus on digital learning, assistive technologies for disability inclusion and climate-resilient infrastructure. › The Foundation for GPE in Geneva provides a platform to mobilize private and philanthropic capital aligned with public priorities.

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