

GPE 2025 RESULTS FRAMEWORK

Acronyms:

CY	calendar year (January 1–December 31)
FY	fiscal year (July 1–June 30)
ESPIG	education sector program implementation grant
GESI	Gender, equity and social inclusion
ITAP	Independent Technical Advisory Panel
N	number
n.a.	not available
n/a	not applicable
n.e.d.	not enough data
PA	priority area
PC	GPE partner country
PCFC	GPE partner country affected by fragility and conflict
SDG 4	Sustainable Development Goal 4

For further information on baselines, milestones, benchmarks, and targets, please see Appendix B. Technical Notes on Indicator Data.

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark
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GOAL

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

SECTOR PROGRESS INDICATORS

1 Access; Early learning	Proportion of countries with at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks (based on SDG indicator 4.2.5) <i>Source: UNESCO Institute for Statistics</i> UNIT: <i>percentage of countries</i>		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025	
		Overall	35.1	35.1	35.1				n/a	
		PCFC	24.0	24.0	24.0				n/a	
		N	77 PCs (25 PCFCs)	77 PCs (25 PCFCs)	77 PCs (25 PCFCs)					
2 Access; Early learning; Gender equality	Participation rate in organized learning one year before the official primary entry age (SDG indicator 4.2.2) <i>Source: UNESCO Institute for Statistics</i> UNIT: <i>participation rate</i>		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025	
		Overall	53.3	45.1	46.1				78.4	
		PCFC	36.7	30.9	31.3				72.9	
		Female	54.0	44.8	46.0				n/a	
N	62 PCs (23 PCFCs)	64 PCs (24 PCFCs)	55 PCs (17 PCFCs)				66 PCs (19 PCFCs)			
3 Access; Gender equality	(i) Completion rate of: (a) primary education, (b) lower secondary education, (c) upper secondary education (SDG indicator 4.1.2) <i>Source: UNESCO Institute for Statistics</i> UNIT: <i>completion rate</i>		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025	
		Overall	(a)	72.0	73.0	73.0				83.2
			(b)	55.4	56.3	56.8				69.8
			(c)	35.9	37.5	37.8				48.6
		PCFC	(a)	68.3	68.9	68.3				78.3
			(b)	52.1	53.1	52.9				67.7
			(c)	35.1	36.0	36.1				47.2

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark
3 Access; Gender equality	<i>continued</i>	Female	(a)	73.4	74.9	74.7			n/a
			(b)	55.9	57.0	57.3			n/a
			(c)	35.7	37.7	37.9			n/a
		Rural	(a)	63.4	65.4	65.2			n/a
			(b)	44.4	47.0	47.2			n/a
			(c)	25.5	27.2	27.1			n/a
		Bottom wealth quintile	(a)	47.3	51.7	53.8			n/a
			(b)	26.5	32.1	35.4			n/a
			(c)	12.9	16.3	17.0			n/a
		N	(a)	73 PCs (25 PCFCs)	68 PCs (23 PCFCs)	69 PCs (25 PCFCs)			76 PCs (26 PCFCs)
			(b)	71 PCs (24 PCFCs)	68 PCs (21 PCFCs)	69 PCs (23 PCFCs)			74 PCs (25 PCFCs)
			(c)	69 PCs (24 PCFCs)	66 PCs (21 PCFCs)	66 PCs (22 PCFCs)			71 PCs (23 PCFCs)
3 Access; Gender equality	(ii) Out-of-school rate at (a) primary school age, (b) lower secondary school age, (c) upper secondary school age (SDG indicator 4.1.4) Source: UNESCO Institute for Statistics UNIT: out of school rate		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall	(a)	17.2	15.4	16.4			7.7
			(b)	20.7	19.6	20.7			14.5
			(c)	38.1	35.7	36.1			31.3
		PCFC	(a)	22.9	21.7	23.2			12.3
			(b)	24.1	23.8	25.6			13.4
			(c)	41.5	39.6	40.6			28.7
		Female	(a)	17.6	15.7	16.8			n/a
			(b)	21.6	20.1	21.4			n/a
			(c)	41.3	37.9	38.4			n/a
		Rural	(a)	20.3	18.8	19.8			n/a
			(b)	24.2	23.3	24.2			n/a
			(c)	43.5	40.9	41.1			n/a
		Bottom wealth quintile	(a)	31.0	27.8	28.5			n/a
			(b)	37.0	32.4	32.3			n/a
			(c)	56.2	51.0	49.7			n/a
		N	(a)	64 PCs (23 PCFCs)	62 PCs (20 PCFCs)	61 PCs (20 PCFCs)			67 PCs (22 PCFCs)
			(b)	64 PCs (23 PCFCs)	62 PCs (20 PCFCs)	61 PCs (20 PCFCs)			65 PCs (23 PCFCs)
			(c)	63 PCs (23 PCFCs)	62 PCs (20 PCFCs)	61 PCs (20 PCFCs)			65 PCs (21 PCFCs)

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark	
4 Equity, efficiency, and volume of domestic finance	(i) Proportion of countries with government expenditure on education increasing or 20% or above as a percentage of total government expenditure (volume of domestic finance) <i>Source: National budget documents compiled by GPE</i> UNIT: percentage of countries		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)	
		Overall	57.3	61.8	56.8	58.1			n/a	
		PCFC	53.3	63.6	57.1	58.3			n/a	
		N	75 PCs (30 PCFCs)	76 PCs (33 PCFCs)	74 PCs (28 PCFCs)	74 PCs (24 PCFCs)				
	(ii) (a) Proportion of countries where equity, efficiency and volume of domestic finance for education is assessed <i>Source: Enabling factors assessment by ITAP/ Secretariat Review</i> (b) Proportion of countries making progress against identified challenges in equity, efficiency and volume of domestic finance for education <i>Source: Partnership compact periodic monitoring</i> UNIT: percentage of countries		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)	
		Overall	(a)	n/a	8.4	35.8	78.9			n/a
			(b)	n/a	n/a	n/a	80.0			n/a
		PCFC	(a)	n/a	9.5	23.7	80.0			n/a
			(b)	n/a	n/a	n/a	75.0			n/a
		N	(a)	n/a	95 PCs and entities (42 PCFCs)	95 PCs and entities (38 PCFCs)	95 PCs and entities (40 PCFCs)			
	(b)		n/a	n/a	n/a	15 PCs and entities (4 PCFCs)				
	5 Gender equality; Inclusion; Strong organizational capacity	(i) Proportion of women aged 20-24 years who were married or in a union before age 18 (SDG indicator 5.3.1) <i>Source: UNICEF and GPE Secretariat</i> UNIT: percentage of women		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
Overall			29.6	27.7	25.1	26.7			n/a	
PCFC			29.7	27.2	23.6	24.4			n/a	
		N	53 PCs (19 PCFCs)	56 PCs (17 PCFCs)	59 PCs (16 PCFCs)	55 PCs (16 PCFCs)				
(ii) (a) Proportion of countries where gender-responsive planning and monitoring is assessed <i>Source: Enabling factors assessment by ITAP/ Secretariat Review</i> (b) Proportion of countries making progress against identified challenges in gender-responsive planning and monitoring <i>Source: Partnership compact periodic monitoring</i> (c) Proportion of countries where gender-responsive planning and monitoring is assessed that have a legislative framework assuring the right to education for all children <i>Source: Completeness check of enabling factors assessment documentation</i> UNIT: percentage of countries			(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)	
		Overall	(a)	n/a	8.4	35.8	78.9			n/a
			(b)	n/a	n/a	n/a	46.7			n/a
			(c)	n/a	100.0	88.2	64.0			n/a
		PCFC	(a)	n/a	9.5	23.7	80.0			n/a
			(b)	n/a	n/a	n/a	25.0			n/a
			(c)	n/a	100.0	100.0	50.0			n/a
		N	(a)	n/a	95 PCs and entities (42 PCFCs)	95 PCs and entities (38 PCFCs)	95 PCs and entities (40 PCFCs)			
	(b)		n/a	n/a	n/a	15 PCs and entities (4 PCFCs)				
(c)	n/a		8 PCs and entities (4 PCFCs)	34 PCs and entities (9 PCFCs)	75 PCs and entities (32 PCFCs)					

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark	
6 Learning; Gender equality	Proportion of children and young people (a) in Grade 2 or 3, (b) at the end of primary education and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics (SDG indicator 4.1.1) Source: UNESCO Institute for Statistics UNIT: percentage of children		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025	
		Overall	(a) (i)	n.e.d.	n.e.d.	n.e.d.				n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.				n.a.
			(b) (i)	n.e.d.	28.2	28.2				n.a.
			(ii)	20.0	19.2	19.2				53.4
			(c) (i)	n.e.d.	n.e.d.	n.e.d.				n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.				n.a.
		PCFC	(a) (i)	n.e.d.	n.e.d.	n.e.d.				n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.				n.a.
			(b) (i)	n.e.d.	19.9	19.9				n.a.
			(ii)	9.4	9.4	9.4				n.a.
			(c) (i)	n.e.d.	n.e.d.	n.e.d.				n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.				n.a.
		Female	(a) (i)	n.e.d.	n.e.d.	n.e.d.				n/a
			(ii)	n.e.d.	n.e.d.	n.e.d.				n/a
			(b) (i)	n.e.d.	29.6	29.6				n/a
			(ii)	19.9	19.2	19.2				n/a
			(c) (i)	n.e.d.	n.e.d.	n.e.d.				n/a
			(ii)	n.e.d.	n.e.d.	n.e.d.				n/a
		N	(a) (i)	17 PCs (7 PCFCs)	17 PCs (7 PCFCs)	17 PCs (7 PCFCs)				12 PCs (4 PCFCs)
			(ii)	17 PCs (7 PCFCs)	17 PCs (7 PCFCs)	17 PCs (7 PCFCs)				13 PCs (5 PCFCs)
			(b) (i)	22 PCs (9 PCFCs)	28 PCs (10 PCFCs)	28 PCs (10 PCFCs)				25 PCs (8 PCFCs)
			(ii)	26 PCs (10 PCFCs)	27 PCs (10 PCFCs)	27 PCs (10 PCFCs)				23 PCs (6 PCFCs)
			(c) (i)	12 PCs (2 PCFCs)	7 PCs (2 PCFCs)	12 PCs (2 PCFCs)				10 PCs (0 PCFCs)
			(ii)	13 PCs (3 PCFCs)	8 PCs (3 PCFCs)	13 PCs (3 PCFCs)				12 PCs (1 PCFCs)

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark		
7 Quality teaching; Gender equality	(i) Proportion of teachers in (a) pre-primary education, (b) primary education, (c) lower secondary education, and (d) upper secondary education with the minimum required qualifications (SDG indicator 4.c.1) <i>Source: UNESCO Institute for Statistics</i> UNIT: percentage of teachers		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025		
		Overall	(a)	67.6	80.4	80.3				81.3	
			(b)	79.2	83.4	85.5				86.2	
			(c)	73.8	72.6	66.6				88.9	
			(d)	70.3	71.0	68.7				87.6	
		PCFC	(a)	58.9	83.6	83.2				80.0	
			(b)	79.5	82.9	88.3				86.4	
			(c)	72.9	71.4	69.7				89.5	
			(d)	70.8	71.8	76.3				87.7	
		Female	(a)	68.8	80.8	80.3				n/a	
			(b)	78.6	82.7	84.9				n/a	
			(c)	74.4	73.1	66.1				n/a	
			(d)	69.0	69.9	67.8				n/a	
		N	(a)	51 PCs (16 PCFCs)	50 PCs (15 PCFCs)	48 PCs (14 PCFCs)				65 PCs (20 PCFCs)	
			(b)	62 PCs (19 PCFCs)	59 PCs (20 PCFCs)	56 PCs (16 PCFCs)				67 PCs (20 PCFCs)	
			(c)	38 PCs (13 PCFCs)	40 PCs (14 PCFCs)	37 PCs (11 PCFCs)				64 PCs (20 PCFCs)	
			(d)	35 PCs (12 PCFCs)	38 PCs (12 PCFCs)	36 PCs (10 PCFCs)				61 PCs (20 PCFCs)	
		7 Quality teaching; Gender equality	(ii) Proportion of countries where teaching quality is assessed <i>Source: Classroom-observation tool documents compiled by GPE Secretariat</i> UNIT: percentage of countries		(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
				Overall	n/a	51.3	n/a	n/a			n/a
				PCFC	n/a	50.0	n/a	n/a			n/a
N	n/a			76 PCs (36 PCFCs)	n/a	n/a					
8 Strong organizational capacity; Gender equality; Inclusion	(i) Proportion of countries reporting at least 10 of 12 key international education indicators to UNESCO Institute for Statistics <i>Source: UNESCO Institute for Statistics and GPE Secretariat</i> UNIT: percentage of countries		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)		
		Overall	46.6	52.3	48.9	44.3			n/a		
		PCFC	30.3	39.4	30.3	27.3			n/a		
		N	88 PCs (33 PCFCs)	88 PCs (33 PCFCs)	88 PCs (33 PCFCs)	88 PCs (33 PCFCs)					

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark	
	(ii) (a) Proportion of countries where the availability and use of data and evidence is assessed <i>Source: Enabling factors assessment by ITAP/ Secretariat Review</i>		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)	
		Overall	(a)	n/a	8.4	35.8	78.9		n/a	
			(b)	n/a	n/a	n/a	53.8		n/a	
			(c)	n/a	87.5	73.5	60.0		n/a	
	(b) Proportion of countries making progress against identified challenges in the availability and use of data and evidence <i>Source: Partnership compact periodic monitoring</i>	PCFC	(a)	n/a	9.5	23.7	80.0		n/a	
			(b)	n/a	n/a	n/a	0.0		n/a	
			(c)	n/a	75.0	66.7	50.0		n/a	
	(c) Proportion of countries where the availability and use of data and evidence is assessed that report key education statistics disaggregated by children with disabilities <i>Source: Completeness check of enabling factors assessment documentation</i> UNIT: percentage of countries	N	(a)	n/a	95 PCs and entities (42 PCFCs)	95 PCs and entities (38 PCFCs)	95 PCs and entities (40 PCFCs)			
			(b)	n/a	n/a	n/a	13 PCs and entities (3 PCFCs)			
			(c)	n/a	8 PCs and entities (4 PCFCs)	34 PCs and entities (9 PCFCs)	75 PCs and entities (32 PCFCs)			
	(iii) (a) Proportion of countries where sector coordination is assessed <i>Source: Enabling factors assessment by ITAP/ Secretariat Review</i>			FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	(a)	n/a	8.4	35.8	78.9			n/a
			(b)	n/a	n/a	n/a	76.9			n/a
			(c)	66.2	68.6	64.1	62.5			n/a
	(b) Proportion of countries making progress against identified challenges in sector coordination <i>Source: Partnership compact periodic monitoring</i> UNIT: percentage of countries	PCFC	(a)	n/a	9.5	23.7	80.0			n/a
			(b)	n/a	n/a	n/a	50.0			n/a
			(c)	68.6	67.6	66.7	61.5			n/a
	(c) Proportion of local education groups that include civil society organizations and teacher associations <i>Source: Local education group documentation</i> UNIT: percentage of local education groups	N	(a)	n/a	95 PCs and entities (42 PCFCs)	95 PCs and entities (38 PCFCs)	95 PCs and entities (40 PCFCs)			
			(b)	n/a	n/a	n/a	13 PCs and entities (4 PCFCs)			
			(c)	71 LEGs (35 in PCFCs)	70 LEGs (37 in PCFCs)	78 LEGs (36 in PCFCs)	88 LEGs (39 in PCFCs)			

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark
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COUNTRY-LEVEL OBJECTIVE 1

Strengthen gender-responsive planning, policy development for system-wide impact

INDICATORS ON GPE COUNTRY-LEVEL LEVERS

9 Gender equality; Strong organizational capacity	(i) Proportion of countries that implement GPE allocation-linked policy reforms in the gender-responsive sector planning and monitoring enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a	n/a			75
		PCFC	n/a	n/a	n/a	n/a			n/a
		N	n/a	n/a	n/a	n/a			
	(ii) Proportion of system capacity grants where activities under the gender-responsive planning and monitoring window are on track <i>Source: System capacity grant monitoring report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	88.9	95.8			80
		PCFC	n/a	n/a	80.0	88.9			n/a
		N	n/a	n/a	9 grants (5 in PCFCs)	24 grants (9 in PCFCs)			

COUNTRY-LEVEL OBJECTIVE 2

Mobilize coordinated action and financing to enable transformative change

INDICATORS ON GPE COUNTRY-LEVEL LEVERS

10 Strong organizational capacity	(i) Proportion of countries that implement GPE allocation-linked policy reforms in the sector coordination enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a	n/a			75
		PCFC	n/a	n/a	n/a	n/a			n/a
		N	n/a	n/a	n/a	n/a			
	(ii) Proportion of system capacity grants where activities under the mobilize coordinated action and finance window are on track <i>Source: System capacity grant monitoring report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	83.3	88.2			80
		PCFC	n/a	n/a	75.0	83.3			n/a
		N	n/a	n/a	6 grants (4 in PCFCs)	17 grants (6 in PCFCs)			
11 Equity, efficiency and volume of domestic finance	Proportion of countries that implement GPE allocation-linked policy reforms in the equity, efficiency and volume of domestic finance enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a	n/a			75
		PCFC	n/a	n/a	n/a	n/a			n/a
		N	n/a	n/a	n/a	n/a			

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark
12 Equity, efficiency and volume of domestic finance	(i) Proportion of GPE grant funding aligned to national systems <i>Source: ESPIG and system transformation grants application form</i> UNIT: percentage of grants		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	48.9	48.9	53.6	49.9			n/a
		PCFC	40.7	50.3	49.5	43.8			n/a
		N	52 grants (27 in PCFCs)	77 grants (39 in PCFCs)	82 grants (38 in PCFCs)	97 grants (46 in PCFCs)			
	(ii) Proportion of GPE grant funding using harmonized funding modalities <i>Source: ESPIG and system transformation grants application form</i> UNIT: percentage of grants		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	56.6	59.0	62.4	64.0			n/a
		PCFC	46.4	54.3	56.2	55.8			n/a
		N	52 grants (27 in PCFCs)	77 grants (39 in PCFCs)	82 grants (38 in PCFCs)	97 grants (46 in PCFCs)			
13 Strong organizational capacity	(i) Proportion of countries that implement GPE allocation-linked policy reforms in the data and evidence enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a	n/a			75
		PCFC	n/a	n/a	n/a	n/a			n/a
		N	n/a	n/a	n/a	n/a			
	(ii) Proportion of system capacity grants where activities under the adapt and learn for results at scale window are on track <i>Source: System capacity grant monitoring report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	66.7	80.0			80
		PCFC	n/a	n/a	0.0	66.7			n/a
		N	n/a	n/a	3 grants (1 in PCFCs)	10 grants (3 in PCFCs)			

COUNTRY-LEVEL OBJECTIVE 3 Strengthen capacity, adapt and learn, to implement and drive results at scale INDICATORS ON GPE COUNTRY-LEVEL LEVERS

14 All priority areas	(i) Proportion of system transformation grants (a) meeting objectives during implementation (b) met objectives at completion (overall and by priority area): PA1: Access PA2: Early learning PA3: Equity, efficiency, and volume of domestic finance PA4: Gender equality PA5: Inclusion PA6: Learning PA7: Quality teaching PA8: Strong organizational capacity <i>Source: Implementation grant monitoring and completion reports, including education sector program implementation grants, system transformation grants and the GPE Multiplier</i> UNIT: percentage of grants For part (a), active grants in the fiscal year with a grant progress report. For part (b), cumulative reporting, closed grants with a grant completion report since FY2022	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026	
		Overall	(a)	n/a	63.9	56.7	61.3			80
			(b)	n/a	n.e.d.	90.0	87.5			80
		PCFC	(a)	n/a	58.1	54.1	58.6			n/a
			(b)	n/a	n.e.d.	75.0	80.0			n/a
		PA1	(a)	n/a	72.0	83.3	84.4			80
			(b)	n/a	n.e.d.	88.9	85.0			80
		PA2	(a)	n/a	80.0	76.2	83.3			80
			(b)	n/a	n.e.d.	83.3	87.5			80
		PA3	(a)	n/a	71.4	81.8	81.5			80
			(b)	n/a	n.e.d.	88.9	82.4			80

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark	
14 All priority areas	(i) <i>continued</i>	PA4	(a)	n/a	82.7	82.1	80.0		80	
			(b)	n/a	n.e.d.	85.7	82.4		80	
		PA5	(a)	n/a	80.0	82.0	78.8		80	
			(b)	n/a	n.e.d.	88.9	90.5		80	
		PA6	(a)	n/a	76.3	76.6	86.0		80	
			(b)	n/a	n.e.d.	80.0	87.5		80	
		PA7	(a)	n/a	74.5	80.3	81.8		80	
			(b)	n/a	n.e.d.	90.0	90.5		80	
		PA8	(a)	n/a	74.6	77.8	82.5		80	
			(b)	n/a	n.e.d.	90.0	87.0		80	
		N Overall	(a)	n/a	61 grants (31 in PCFCs)	67 grants (37 in PCFCs)	62 grants (29 in PCFCs)			
			(b)	n/a	n.e.d.	10 grants (4 in PCFCs)	24 grants (15 in PCFCs)			
		PA1	(a)	n/a	50 grants	54 grants	45 grants			
			(b)	n/a	n.e.d.	9 grants	20 grants			
		PA2	(a)	n/a	40 grants	42 grants	36 grants			
			(b)	n/a	n.e.d.	6 grants	16 grants			
		PA3	(a)	n/a	35 grants	33 grants	27 grants			
			(b)	n/a	n.e.d.	9 grants	17 grants			
		PA4	(a)	n/a	52 grants	56 grants	50 grants			
			(b)	n/a	n.e.d.	7 grants	17 grants			
		PA5	(a)	n/a	55 grants	61 grants	52 grants			
			(b)	n/a	n.e.d.	9 grants	21 grants			
		PA6	(a)	n/a	59 grants	64 grants	57 grants			
			(b)	n/a	n.e.d.	10 grants	24 grants			
		PA7	(a)	n/a	55 grants	61 grants	55 grants			
			(b)	n/a	n.e.d.	10 grants	21 grants			
		PA8	(a)	n/a	59 grants	63 grants	57 grants			
			(b)	n/a	n.e.d.	10 grants	23 grants			

Note: This indicator monitors the proportion of implementation grants meeting their objectives during implementation. As the GPE 2025 operating model is still being rolled out, most grants considered for this indicator are education sector program implementation grants and multipliers approved under GPE 2020 operating model.

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark
14 All priority areas	(ii) Proportion of grants with a girls' education accelerator component where the girls' education accelerator-funded component met its objective at completion <i>Source: Girls' education accelerator (system transformation grant or multiplier) completion report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a	n/a			80
		PCFC	n/a	n/a	n/a	n/a			n/a
		N	n/a	n/a	n/a	n/a			

Indicator # Objectives	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
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➤ **Enabling objective**
Mobilize global and national partners and resources for sustainable results
INDICATORS ON GPE GLOBAL-LEVEL LEVERS

15 Learning Partnership	Number of cases of uptake of KIX-supported research, knowledge, and innovation in country-level policy development or delivery through: (i) capacity strengthening; (ii) knowledge mobilization <i>Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC)</i> UNIT: cases (cumulative)		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone (i)	n/a	n/a	n/a	n/a	n.a.	n.a.	
		(ii)	12	52	126	167	n.a.	n.a.	
		Overall (i)	n/a	n/a	n/a	n/a			n.a.
		(ii)	18	46	116	240			n.a.
		GESI related (i)	n/a	n/a	n/a	n/a			
		(ii)	10	25	72	150			
		N	68 countries	70 countries	70 countries	87 countries			
16 Strategic Partnership	(i) Number of countries benefiting from newly mobilized Technical Assistance Initiatives <i>Source: GPE Secretariat</i> UNIT: countries (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	n/a	4	10	20	35	
		Overall	n/a	n/a	7	14			35
		N	n/a	n/a	7 countries	14 countries			
	(ii) Proportion of GPE-mobilized Technical Assistance Initiatives that meet their objectives <i>Source: GPE Secretariat</i> UNIT: percentage of Technical Assistance Initiatives		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	n/a	75	85	100	100	
		Overall	n/a	n/a	100	100			100
		N	n/a	n/a	5 countries	7 projects			

Indicator # Objectives	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
16 Strategic Partnership	(iii) Additional co-financing leveraged through GPE innovative financing mechanisms Source: GPE Secretariat UNIT: US\$ million (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	500.0	937.5	1,562.5	2,187.5	2,500.0	
		Overall	n/a	1,003.9	1,727.1	3,845.1			2,500.0
		Multiplier	n/a	993.9	1,441.9	3,347.8			n/a
		Debt2Ed	n/a	0	77.1	77.1			n/a
		Enhanced Convening	n/a	0	27.5	31.1			n/a
		GPE Match	n/a	10.0	48.0	140.1			n/a
		ACG SmartEd	n/a	0	160.0	280.0			n/a
		N	n/a	14 grants	27 grants	56 grants			
17 Advocacy	Number of countries where civil society in Education Out Loud-funded projects has influenced education planning, policy dialogue and monitoring Source: Education Out Loud Results Framework (Oxfam Denmark) UNIT: countries (cumulative)		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	20	27	32	37	38	40	
		Overall	20	30	37	48			40
		PCFC	12	15	15	20			n/a
		N	54 countries (26 in PCFC)	63 countries (29 in PCFC)	62 countries (26 in PCFC)	62 countries (24 in PCFC)			
18 Financing	(i) Cumulative amounts of donor commitments (ii) Cumulative amounts of donor commitments fulfilled Source: GPE Secretariat UNIT: in percentage; US\$ million (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall (i)	n/a	21.0	38.4	60.7			100
		(ii)	n/a	801.8	1,461.3	2,355.6			4 billion USD
		N	n/a	27 donors	28 donors	29 donors			

Note: For more information on indicators, see the GPE 2025 Results Framework: Methodological Technical Guidance at <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.

TECHNICAL NOTES ON INDICATOR DATA

- > **BASELINES:** The results framework presents baseline values for indicators with available and applicable data. Calendar year 2020 is the baseline and first year of reporting for GPE 2025 goal-level indicators (1, 2, 3i, 3ii, 5i, 6 and 7i) aligned with Sustainable Development Goals (SDG) 4¹ and 5 and equivalent 2020 results framework indicators (4i, 8i and 8iic) for which data are available. Fiscal year 2021 is the baseline year for country-level objectives; only indicators on alignment and harmonization (12i and 12ii) include a value, because their equivalent 2020 results framework indicators have data available. Baseline values are not applicable for new results framework indicators because no historical data are available.
- > **MILESTONES:** Annual milestones apply to selected enabling objective indicators (15, 16i, 16ii, 16iii and 17), because those indicators come from defined frameworks of the GPE mechanisms: Education Out Loud, GPE Knowledge and Innovation Exchange (KIX), strategic capabilities and innovative financing.
- > **TARGETS:** Target values are available for enabling objective indicators: fiscal year 2026 target values (target values for Indicator 15 will become available in Results Report 2025). For SDG 4 indicators, at the goal-level, SDG 4 benchmarks for SDG 4 indicators serve as a proxy for targets. Grant performance benchmarks are considered for country-level objectives indicators.
- > **SDG 4 BENCHMARKS:** For goal-level SDG4 indicators (2, 3i, 3ii, 6 and 7i), calendar year 2025 benchmark values are presented in the results framework when data are available. The UNESCO Institute for Statistics (UIS) calculates indicators' overall SDG 4 benchmarks on the basis of globally agreed SDG 4 2030 benchmarks ("n" values, in the results framework matrix, reflect the number of partner countries that have committed to achieving national SDG 4 benchmarks, where applicable, by 2025). Disaggregation by sex or other characteristics is not applicable as countries do not report on disaggregated values.
- > **GRANT PERFORMANCE BENCHMARKS, OR "PERFORMANCE BENCHMARKS":** Benchmarks apply to country-level objectives indicators for tracking implementation progress and achievement of objectives in GPE grants. Annual benchmarks for indicators related to the partnership compact (9i, 10i, 11 and 13i) and GPE grants (9ii, 10ii, 13ii, 14i and 14ii) are set at 75 percent and 80 percent, respectively.
- > **DISAGGREGATION:** The results framework includes disaggregation of indicators by country and individual characteristics (e.g., fragility status for countries and sex for children and teachers) as data availability allows. Indicators based on household survey data include disaggregation by location and socioeconomic status, where available. Implementation grant indicators include disaggregation by GPE priority areas and fragility status.
- > **PARTNER COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT (PCFCs):** GPE updates the list of PCFCs every fiscal year. GPE's list is based on the World Bank's list of fragile and conflict-affected situations and the UNESCO Global Monitoring Report's list of conflict-affected states. See Appendix C for more information. In this report, calendar-based indicators (1, 2, 3, 4i, 5i, 6, 7 and 8i) use fiscal year 2023 PCFC categorization. Fiscal year-based indicators (4ii, 5ii, and 8ii through 18) use fiscal year 2024 PCFC categorization, except for Indicators 9ii, 10ii, 13ii and 14, which use PCFC categorization one year before the grant's approval.
- > **SAMPLE, OR "N":** At the end of each calendar and fiscal year, the Secretariat reports on data available following the list of partner countries or those eligible for funding as of the end of that year. The sample of countries varies depending on the indicator.
- > **SDG 4 INDICATORS' REPORTING:** To improve SDG 4 data coverage for reporting on GPE partner countries at the aggregate level, the respective GPE results framework indicators' methodology differs from official UIS reporting guidelines². GPE's results framework indicators' aggregate values are calculated when available data cover at least 35 percent of GPE partner countries' relevant population.

¹ While calendar year 2020 is the baseline year for goal sector level indicators aligned with SDG 4 indicators, calculated by UNESCO Institute for Statistics (UIS), it is also the first year of reporting to optimize data coverage.

² Per IAEG-SDGs, which is the member state-led governance mechanism for monitoring global SDG indicators per an agreed global indicator framework for the Goals and targets of the 2030 Agenda. For tier classification criteria and definitions for global SDG indicators, reviewed in annual meetings led by IAEG, see: <https://unstats.un.org/sdgs/iaeg-sdgs/tier-classification/>.

While this approach allows optimizing data available at the national level and reporting on indicators with less than 50 percent of population coverage in GPE partner countries, values should be interpreted with caution, given potential instability and lower reliability issues. Thus, SDG 4 indicators' data published in this report are accompanied by analysis and technical notes, as applicable.

- > **UPDATED DATA AND RETROACTIVE REVISIONS:** New data available for some results framework indicators are considered. Particularly, indicators' values are subject to retroactive revisions for new partner countries joining GPE and for the most recent available data (e.g., to include new indicator data from the most recent UIS data release). Data available on the list of partner countries as of the end of the calendar or fiscal year are used to recalculate indicator values when applicable. Enabling objective indicators (15 and 17) refer to the list of eligible countries for GPE Knowledge and Innovation Exchange and Education Out Loud funding.
- > **RESULTS FRAMEWORK REVISIONS:** In 2024, GPE Results Framework adopts following modifications to:
 - **Indicator 3ia:** Replace gross intake ratio to the last grade with completion rates to better align with SDG 4.1.2 and report the increased data coverage on completion,
 - **Indicators 4ii, 5ii, 8ii, and 8iii:** Transition from calendar year reporting (January–December) to fiscal year reporting (July–June) to present the most recent data in annual reports,
 - **Indicators 15 and 17:** Introduce of milestones and targets for Education Out Loud and Knowledge and Innovation Exchange indicators through the end of GPE 2025, reflecting the extension of these global grant mechanisms. Indicator 15 will incorporate a sub-indicator, from fiscal year 2025, to capture latest data on the KIX-supported research and innovation uptake in partner countries.
- > **UNITS OF ANALYSIS:** Indicators have different units of analysis—for example, partner countries, grants, children, teachers, cases, US dollars and so on.
- > **REPORTING CYCLES:** Indicators are reported on every year as applicable, except for Indicator 7ii, which is to be reported twice over the entire period of the results framework.
- > **DATA SOURCES:** Data sources vary. In addition to data generated by the GPE Secretariat, the results framework uses data from UIS, UNICEF and other partners.
- > **METHODOLOGICAL NOTES:** The *GPE Results Framework 2025: Methodological Technical Guidelines* presents the methodological technical guidelines of the results framework's indicators, outlining indicator purpose, definition, calculation methods and corresponding formulas, interpretation, and limitations. It is available at <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.

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