

APPENDIXES

APPENDIX A

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
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	n/a	n/a	n/a	80
		PCFC	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		N	n/a	n/a	n/a	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 cofinancing leveraged through GPE innovative financing mechanisms <i>Source: GPE Secretariat</i> 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 <i>Source: Education Out Loud Results Framework (Oxfam Denmark)</i> 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 <i>Source: GPE Secretariat</i> 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>.

APPENDIX B

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>.

APPENDIX C

GPE PARTNER COUNTRIES

GPE Partner Countries by Income Level as of end of June 2024

LOW-INCOME COUNTRIES: Afghanistan; Burkina Faso; Burundi; Central African Republic; Chad; Democratic Republic of Congo; Eritrea; Ethiopia; The Gambia; Guinea-Bissau; Liberia; Madagascar; Malawi; Mali; Mozambique; Niger; Rwanda; Sierra Leone; Somalia; South Sudan; Sudan; Togo; Uganda; Republic of Yemen

LOWER-MIDDLE-INCOME COUNTRIES: Angola; Arab Republic of Egypt; Bangladesh; Benin; **Bhutan**; **Cabo Verde**; Cambodia; Cameroon; Comoros; Republic of Congo; Côte d'Ivoire; Djibouti; Eswatini; Ghana; Guinea; Haiti; Honduras; Jordan; Kenya; **Kiribati**; Kyrgyz Republic; Lao People's Democratic Republic; Lebanon; Lesotho; Mauritania; **Federated States of Micronesia**; Mongolia; Myanmar; Nepal; Nicaragua; Nigeria; Pakistan; Papua New Guinea; Philippines; **Samoa**; **São Tomé and Príncipe**; Senegal; **Solomon Islands**; Sri Lanka; Tajikistan; Tanzania; **Timor-Leste**; Tunisia; Ukraine; Uzbekistan; **Vanuatu**; Viet Nam; Zambia; Zimbabwe

UPPER-MIDDLE-INCOME COUNTRIES: **Albania**; Belize; **Dominica**; El Salvador; **Fiji**; **Georgia**; **Grenada**; Guatemala; Indonesia; **Maldives**; **Marshall Islands**; Moldova; **St. Lucia**; **St. Vincent and the Grenadines**; **Tonga**; **Tuvalu**

HIGH-INCOME COUNTRIES: **Guyana**

Countries and territories eligible to join GPE, by income level

LOW-INCOME COUNTRIES: Syrian Arab Republic (Syria is not a partner country yet but has received funding with exceptional approval by the GPE Board)

LOWER-MIDDLE-INCOME COUNTRIES: Algeria; Bolivia; India; Morocco

UPPER-MIDDLE-INCOME COUNTRIES AND TERRITORIES: West Bank and Gaza

TABLE C.1.

GPE partner countries affected by fragility and conflict (PCFCs) included in the Results Report samples, by fiscal year

FY2023	FY2024
Afghanistan	Afghanistan
Burkina Faso	Burkina Faso
Burundi	Burundi
Cameroon	Cameroon
Central African Republic	Central African Republic
Chad	Chad
Comoros	Comoros
Congo, Democratic Republic of	Congo, Democratic Republic of
Congo, Republic of	Congo, Republic of
Egypt, Arab Republic of	Egypt, Arab Republic of
Eritrea	Eritrea
Ethiopia	Ethiopia
Guinea-Bissau	Guinea-Bissau
Haiti	Haiti
Mali	Kiribati
Marshall Islands	Lebanon
Micronesia, Federated States of	Mali
Mozambique	Marshall Islands
Myanmar	Micronesia, Federated States of
Niger	Mozambique
Nigeria	Myanmar
Pakistan	Niger
Papua New Guinea	Nigeria
Philippines	Pakistan
Solomon Islands	Papua New Guinea
Somalia	Philippines
South Sudan	Sao Tome and Principe
Sudan	Solomon Islands
Timor-Leste	Somalia
Tuvalu	South Sudan
Ukraine	Sudan
Yemen, Republic of	Timor-Leste
Zimbabwe	Tuvalu
	Ukraine
	Yemen, Republic of
	Zimbabwe

Note: Applicable for calendar-based Indicators 1, 2, 3, 4i, 5i, 6, 7 and 8i.

Note: Applicable for fiscal year-based Indicators 4ii, 5ii, and 8ii through 18 with the exception of Indicators 9ii, 10ii, 13ii and 14, which use PCFC categorization one year before grant approval.

¹ Partner countries in blue are Small Islands and Landlocked Developing States, and partner countries in orange are no longer eligible for GPE funding. For more information on eligibility and allocation for GPE 2025, see <https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-Board-eligibility-allocation.pdf>.

APPENDIX D

MEASURING PROGRESS TOWARD NATIONAL SDG 4 BENCHMARKS

In 2016, the *Education 2030 Framework for Action*,¹ the roadmap for achieving Sustainable Development Goal (SDG 4), called on countries to translate global targets into achievable national targets—or benchmarks—based on their education priorities, their national development strategies and plans, the organization of their education systems, their institutional capacity and their resource availability. Overall, 79 percent of countries have submitted benchmarks, or national targets, to be achieved by 2025 and 2030 for at least one of the eight SDG 4 benchmark indicators.² Those benchmarks serve also as national targets under the GPE 2025 results framework.

The UNESCO Institute for Statistics has classified countries into four categories based on the probability that they will achieve their benchmarks, with probability defined according to their progress since 2015 relative to the average progress rates observed in 2000–15. Countries in the “Fast progress” category either have already achieved or have a high probability of achieving their 2025 benchmarks. “Average progress” and “Slow progress” signify countries that are off track and have only a moderate or low probability of achieving their 2025 benchmarks. “No progress” signifies countries that have moved away from their 2025 benchmark. Two additional categories recognize either the total lack of data or the absence of sufficient data to establish a trend.

Overall, the second assessment of the benchmark exercise, published in the 2024 SDG 4 Scorecard,³ suggests that progress comes close to the national targets set for primary school internet connectivity and for the share of pre-primary teachers with minimum required qualifications, but significantly below expectations for the other six indicators. For two indicators—the gender gap in secondary completion (which showed disparity at the expense of boys in 2015) and public education expenditure as share of total public expenditure—countries are even moving backward and away from their benchmarks.

The results indicate that countries must intensify their efforts toward achieving the Education 2030 Agenda and that understanding what policies are linked to slow or fast progress will require more work. GPE invites all countries to set national targets for the eight indicators for 2025 and 2030 if they have not yet done so.

¹ UNESCO, *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4*, (Paris: UNESCO, 2016), https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf.

² The eight benchmark indicators are the following: (1) participation rate one year before primary, (2) out-of-school rate, (3) completion rate, (4) gender gap in completion rate, (5) minimum learning proficiency in reading and mathematics, (6) school internet connectivity, (7) trained teachers and (8) education expenditure.

³ UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Scorecard Progress Report on National Benchmarks: Focus on Teachers*, (Paris: UNESCO, 2024), <https://unesdoc.unesco.org/ark:/48223/pf0000388411>.



APPENDIX E

FIGURE E.1.

Despite progress since 2015, almost one in five primary-school-age children is still out of school.

Out-of-school rates, overall and PCFCs, by education level, 2015–22 (percent)

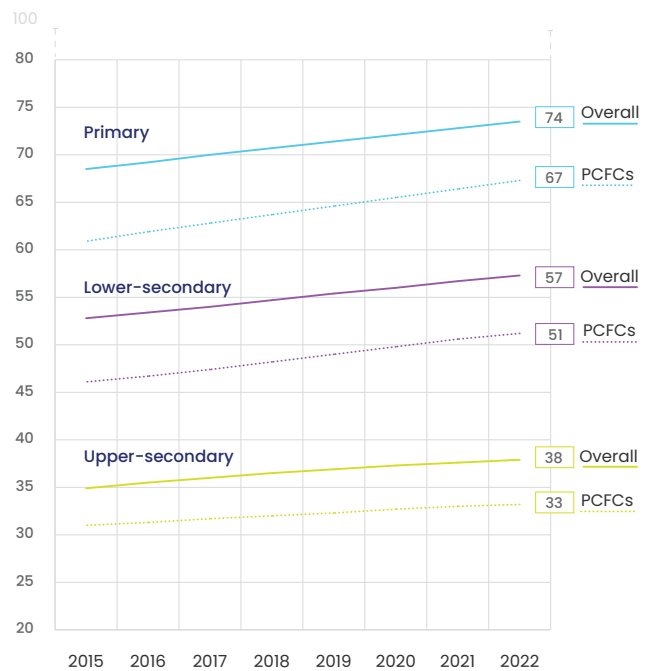


Source: Authors' estimates based on UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, "A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: Out-of-School Rates," (Montreal: UIS and Paris: Global Education Monitoring Report, 2022), https://www.unesco.org/gem-report/sites/default/files/medias/fichiers/2022/08/OOS_Proposal.pdf.

FIGURE E.2.

Completion rates have increased by less than a percentage point per year.

Completion rates, overall and PCFCs, by education level, 2015–22 (percent)



Source: Authors' estimates based on UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, "A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: Out-of-School Rates," (Montreal: UIS and Paris: Global Education Monitoring Report, 2022), https://www.unesco.org/gem-report/sites/default/files/medias/fichiers/2022/08/OOS_Proposal.pdf.

APPENDIX F

FIGURE F.1.

Less than half of the countries are on track to achieve their 2025 benchmark in primary education completion.

Classification of country progress relative to national 2025 completion rate benchmarks and data availability

	Primary education	Lower-secondary education	Upper-secondary education
Fast progress	Albania; Bangladesh; Benin; <u>Burkina Faso</u> ; Congo, Rep.; Fiji; Georgia; Guyana; Honduras; Indonesia; Kyrgyz Republic; Lesotho; Maldives; Moldova; Mongolia; <u>Mozambique</u> ; <u>Myanmar</u> ; <u>Philippines</u> ; Rwanda; Samoa; <i>St. Lucia</i> ; <u>Sudan</u> ; Tajikistan; Tonga; Tunisia; Tuvalu; <u>Ukraine</u> ; Uzbekistan; Viet Nam	Albania, Bangladesh, Benin, <u>Burkina Faso</u> , Burundi, Cambodia, Fiji, Georgia, Honduras, Kyrgyz Republic, Maldives, Mongolia, <u>Niger</u> , Rwanda, Samoa, <i>St. Lucia</i> , <u>Tajikistan</u> , Tunisia, Tanzania, <u>Ukraine</u> , Uzbekistan, Viet Nam, Zimbabwe	Albania; Bangladesh; Benin; <u>Egypt</u> , <u>Arab Rep.</u> ; Fiji; Ghana; Guyana; Honduras; Indonesia; Kyrgyz Republic; <u>Mali</u> ; Moldova; Mongolia; Nepal; Rwanda; Samoa; <i>St. Lucia</i> ; Tonga; Tunisia; <u>Ukraine</u> ; Uzbekistan
Average progress	<u>Egypt</u> , Arab Rep.; <u>Mali</u>	<i>Afghanistan</i> ; Comoros; Congo, Rep.; <u>Mozambique</u>	Mauritania
Slow progress	<i>Afghanistan</i> ; Angola; Belize; Burundi; Cambodia; <u>Cameroon</u> ; <u>Central African Republic</u> ; <u>Chad</u> ; Comoros; Côte d'Ivoire; <u>Congo, Dem. Rep.</u> ; El Salvador; Eswatini; <u>Ethiopia</u> ; Gambia, The; Ghana; Guatemala; Guinea; Guinea-Bissau; <i>Haiti</i> ; Kenya; Kiribati; <i>Liberia</i> ; Madagascar; Malawi; Mauritania; Nepal; <u>Niger</u> ; <u>Nigeria</u> ; <u>Pakistan</u> ; <u>Papua New Guinea</u> ; São Tomé and Príncipe; Senegal; Sierra Leone; Timor-Leste; Togo; Zimbabwe	Angola; Belize; Cameroon; <u>Central African Republic</u> ; <u>Chad</u> ; Côte d'Ivoire; <u>Congo, Dem. Rep.</u> ; <u>Egypt</u> , Arab Rep.; El Salvador; Eswatini; Ethiopia; Gambia, The; Ghana; Guatemala; Guinea; <i>Guinea-Bissau</i> ; Guyana; <i>Haiti</i> ; Indonesia; Kenya; Kiribati; Lesotho; <i>Liberia</i> ; Madagascar; Malawi; Mali; Mauritania; Moldova; <u>Myanmar</u> ; Nepal; <u>Nigeria</u> ; <u>Pakistan</u> ; <u>Papua New Guinea</u> ; <u>Philippines</u> ; São Tomé and Príncipe; Senegal; Sierra Leone; <u>Sudan</u> ; Timor-Leste; Togo; Tonga; Tuvalu; Uganda; Zambia	<i>Afghanistan</i> ; Angola; Belize; <u>Burkina Faso</u> ; Burundi; Cambodia; <u>Cameroon</u> ; <u>Central African Republic</u> ; <u>Chad</u> ; Comoros; <u>Congo, Dem. Rep.</u> ; Congo, Rep.; Côte d'Ivoire; El Salvador; Eswatini; <u>Ethiopia</u> ; Gambia, The; Georgia; Guatemala; Guinea; <i>Guinea-Bissau</i> ; <i>Haiti</i> ; Kenya; Kiribati; Lesotho; <i>Liberia</i> ; Madagascar; Malawi; Maldives; <u>Mozambique</u> ; Myanmar; <u>Niger</u> ; <u>Nigeria</u> ; <u>Pakistan</u> ; <u>Papua New Guinea</u> ; <u>Philippines</u> ; São Tomé and Príncipe; Senegal; Sierra Leone; <u>Sudan</u> ; Tajikistan; Timor-Leste; Togo; Tuvalu; <i>Tanzania</i> ; Uganda; Viet Nam; Zambia
No progress	Tanzania, Uganda, Zambia		<i>Zimbabwe</i>
No data for trend	Bhutan; Djibouti; Lao PDR; Nicaragua; <u>Somalia</u> ; <u>South Sudan</u> ; Sri Lanka; <i>Vanuatu</i> ; <u>Yemen, Rep.</u>	Bhutan; Djibouti; Lao PDR; Nicaragua; <u>Somalia</u> ; <u>South Sudan</u> ; Sri Lanka; <i>Vanuatu</i> ; <u>Yemen, Rep.</u>	Bhutan; Cabo Verde; Djibouti; Lao PDR; Nicaragua; <u>Somalia</u> ; <u>South Sudan</u> ; Sri Lanka; <i>Vanuatu</i> ; <u>Yemen, Rep.</u>
No data	Cabo Verde; <i>Dominica</i> ; <i>Eritrea</i> ; Grenada; Marshall Islands; Micronesia, FS; Solomon Islands; <i>St. Vincent and the Grenadines</i>	Cabo Verde; <i>Dominica</i> ; <i>Eritrea</i> ; Grenada; Marshall Islands; Micronesia, FS; Solomon Islands; <i>St. Vincent and the Grenadines</i>	<i>Dominica</i> ; <i>Eritrea</i> ; Grenada; Marshall Islands; Micronesia, FS; Solomon Islands; <i>St. Vincent and the Grenadines</i>

Source: Analysis based on UIS and GEM Report (2024) and the SDG 4 benchmark database.

Note: "Fast progress" signifies countries that either have already achieved or have a high probability of achieving their 2025 benchmark. "Average progress" and "Slow progress" signify countries that are off-track and have only a moderate or low probability of achieving their 2025 benchmark. "No progress" signifies countries that have moved away from their 2025 benchmark. "No trend data" and "No data" mean that countries have no data to track progress against their national target.

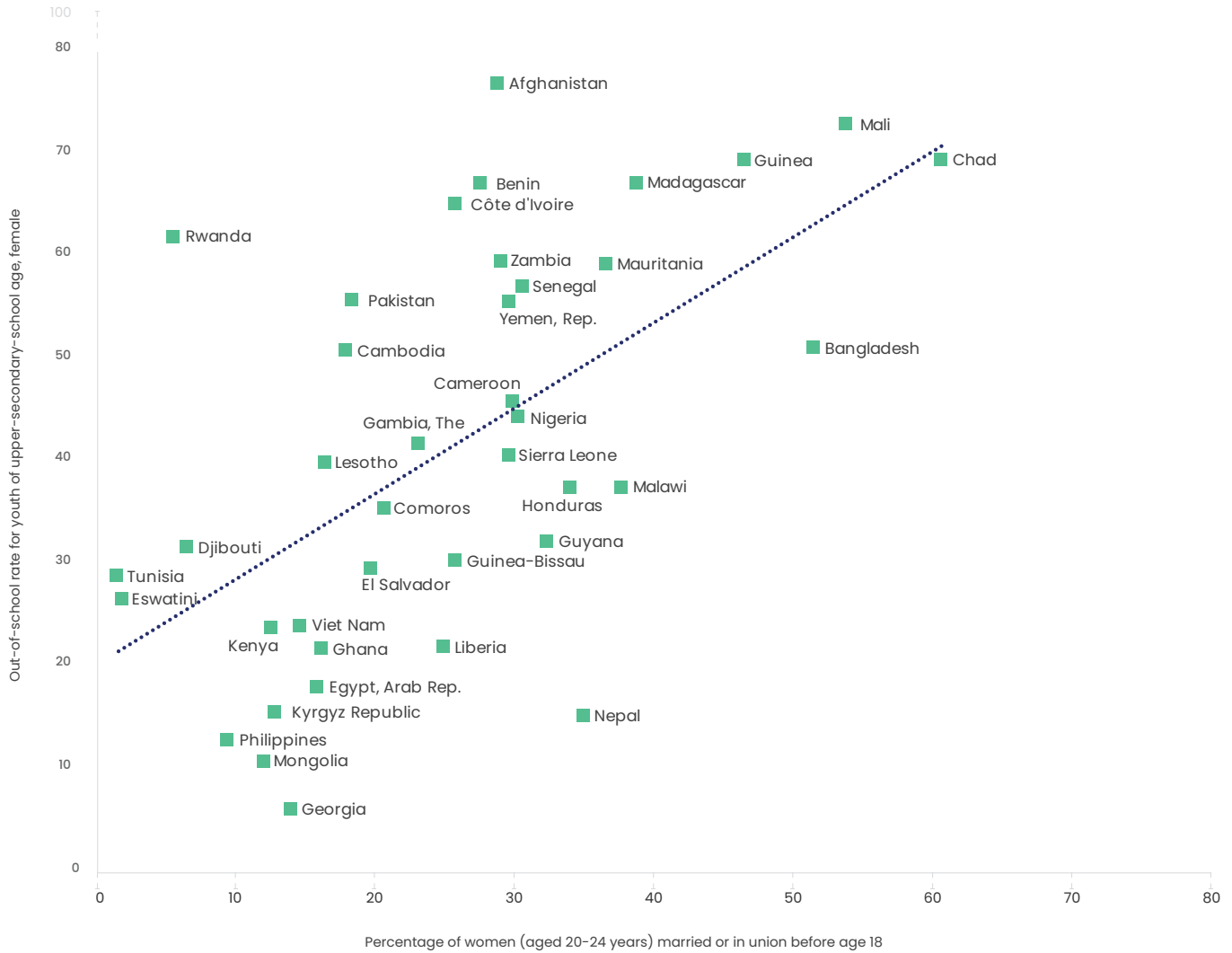
Countries in gray and italics do not have a national benchmark. Countries underlined are PCFCs.

APPENDIX G

FIGURE G.1.

Girls' out-of-school rates and child marriage are strongly correlated.

Women aged 20–24 years who were first married or in a union before age 18 and out-of-school rate of upper-secondary-school-age girls, 2018–23



Source: Global Education Monitoring Report analysis based on UNESCO Institute for Statistics (UIS) and [UNICEF Child Protection data](#).
 Note: The out-of-school rate reflects a two-year lag to ensure that the two indicators refer to the same age cohorts.

APPENDIX H

FIGURE H.1.

Only a few GPE partner countries have data on learning outcomes.

Classification of country progress relative to national 2025 minimum proficiency level benchmarks and data availability

Early primary grades

	Reading	Mathematics
Fast progress	<i>Benin; Chad; Congo, Rep.; Niger</i>	<i>Benin; Burundi; Chad; Congo, Rep.; Côte d'Ivoire; Niger</i>
Average progress	<i>Côte d'Ivoire, Senegal</i>	<i>Honduras, Senegal</i>
Slow progress	<i>Cameroon, Togo</i>	<i>Burkina Faso, Cameroon, Nicaragua, Togo</i>
No progress	<i>Burkina Faso; Burundi; Guatemala; Honduras; Nicaragua</i>	<i>Guatemala</i>
No data for trend	<i>Congo, Dem. Rep.; El Salvador; Guinea; Madagascar</i>	<i>Congo, Dem. Rep.; El Salvador; Guinea; Madagascar</i>
No data	<i>Afghanistan; Albania; Angola; Bangladesh; Belize; Bhutan; Central African Republic; Cabo Verde; Cambodia; Comoros; Djibouti; Dominica; Egypt, Arab Rep.; Eritrea; Eswatini; Ethiopia; Fiji; Gambia, The; Georgia; Ghana; Grenada; Guinea-Bissau; Guyana; Haiti; Indonesia; Kenya; Kiribati; Kyrgyz Republic; Lao PDR; Lesotho; Liberia; Malawi; Maldives; Mali; Marshall Islands; Mauritania; Micronesia, FS; Moldova; Mongolia; Mozambique; Myanmar; Nepal; Nigeria; Pakistan; Papua New Guinea; Philippines; Rwanda; São Tomé and Príncipe; Samoa; Sierra Leone; Solomon Islands; Somalia; South Sudan; Sri Lanka; St. Lucia; St. Vincent and the Grenadines; Sudan; Tajikistan; Tanzania; Timor-Leste; Tonga; Tunisia; Tuvalu; Uganda; Ukraine; Uzbekistan; Vanuatu; Viet Nam; Yemen, Rep.; Zambia; Zimbabwe</i>	<i>Afghanistan; Albania; Angola; Bangladesh; Belize; Bhutan; Central African Republic; Cabo Verde; Cambodia; Comoros; Djibouti; Dominica; Egypt, Arab Rep.; Eritrea; Eswatini; Ethiopia; Fiji; Gambia, The; Georgia; Ghana; Grenada; Guinea-Bissau; Guyana; Haiti; Indonesia; Kenya; Kiribati; Kyrgyz Republic; Lao PDR; Lesotho; Liberia; Malawi; Maldives; Mali; Marshall Islands; Mauritania; Micronesia, FS; Moldova; Mongolia; Mozambique; Myanmar; Nepal; Nigeria; Pakistan; Papua New Guinea; Philippines; Rwanda; São Tomé and Príncipe; Samoa; Sierra Leone; Solomon Islands; Somalia; South Sudan; Sri Lanka; St. Lucia; St. Vincent and the Grenadines; Sudan; Tajikistan; Tanzania; Timor-Leste; Tonga; Tunisia; Tuvalu; Uganda; Ukraine; Uzbekistan; Vanuatu; Viet Nam; Yemen, Rep.; Zambia; Zimbabwe</i>

FIGURE H.1.

Only a few GPE partner countries have data on learning outcomes.

Classification of country progress relative to national 2025 minimum proficiency level benchmarks and data availability

	End of primary	
	Reading	Mathematics
Fast progress	<i>Benin, Burkina Faso</i>	Georgia
Average progress	<i>Cameroon, Chad, Madagascar</i>	<i>Benin, Honduras, Madagascar</i>
Slow progress	Congo, Rep.; Georgia; <i>Honduras</i> ; <u>Niger</u> ; Senegal; Togo; <i>Zambia</i>	<i>Burkina Faso</i> ; Congo, Rep.; <i>Nicaragua</i> ; <u>Niger</u>
No progress	Burundi, Côte d'Ivoire, Guatemala, <i>Nicaragua</i>	Burundi, <i>Cameroon, Chad</i> , Côte d'Ivoire, Guatemala, Kenya, Senegal, Togo, <i>Zambia</i>
No data for trend	Albania; Belize; Cambodia; <i>Congo, Dem. Rep.</i> ; <u>Egypt, Arab Rep.</u> ; El Salvador; Eswatini; Guinea; <i>Indonesia</i> ; Kenya; Lao PDR; <i>Lesotho</i> ; Malawi; Moldova; <i>Mozambique</i> ; <i>Myanmar</i> ; <i>Philippines</i> ; Tanzania; Uganda; <i>Uzbekistan</i> ; Viet Nam; <i>Zimbabwe</i>	Albania; Cambodia; <i>Congo, Dem. Rep.</i> ; El Salvador; Eswatini; Guinea; <i>Indonesia</i> ; Lao PDR; <i>Lesotho</i> ; Malawi; Moldova; Mongolia; <i>Mozambique</i> ; <i>Myanmar</i> ; <u>Pakistan</u> ; <i>Philippines</i> ; Tunisia; Tanzania; Uganda; <i>Ukraine</i> ; Viet Nam; <i>Yemen, Rep.</i> ; <i>Zimbabwe</i>
No data	<i>Afghanistan</i> ; <i>Angola</i> ; Bangladesh; Bhutan; <i>Central African Republic</i> ; <i>Cabo Verde</i> ; <i>Comoros</i> ; <i>Djibouti</i> ; <i>Dominica</i> ; <i>Eritrea</i> ; <u>Ethiopia</u> ; Fiji; <i>Gambia, The</i> ; Ghana; Grenada; <i>Guinea-Bissau</i> ; Guyana; Haiti; Kiribati; Kyrgyz Republic; <i>Liberia</i> ; Maldives; <u>Mali</u> ; Marshall Islands; <i>Mauritania</i> ; Micronesia, FS; Mongolia; Nepal; <i>Nigeria</i> ; <u>Pakistan</u> ; Papua New Guinea; Rwanda; <i>São Tomé and Príncipe</i> ; Samoa; Sierra Leone; Solomon Islands; <i>Somalia</i> ; <u>South Sudan</u> ; <i>Sri Lanka</i> ; St. Lucia; St. Vincent and the Grenadines; <i>Sudan</i> ; <i>Tajikistan</i> ; Timor-Leste; Tonga; Tunisia; Tuvalu; <i>Ukraine</i> ; Vanuatu; <i>Yemen, Rep.</i>	<i>Afghanistan</i> ; <i>Angola</i> ; Bangladesh; Belize; Bhutan; <i>Central African Republic</i> ; <i>Cabo Verde</i> ; <i>Comoros</i> ; <i>Djibouti</i> ; <i>Dominica</i> ; <u>Egypt, Arab Rep.</u> ; <i>Eritrea</i> ; <u>Ethiopia</u> ; Fiji; <i>Gambia, The</i> ; Ghana; Grenada; <i>Guinea-Bissau</i> ; Guyana; Haiti; Kiribati; Kyrgyz Republic; <i>Liberia</i> ; Maldives; <u>Mali</u> ; Marshall Islands; <i>Mauritania</i> ; Micronesia, FS; Nepal; <i>Nigeria</i> ; Papua New Guinea; Rwanda; <i>São Tomé and Príncipe</i> ; Samoa; Sierra Leone; Solomon Islands; <i>Somalia</i> ; <u>South Sudan</u> ; <i>Sri Lanka</i> ; St. Lucia; St. Vincent and the Grenadines; <i>Sudan</i> ; <i>Tajikistan</i> ; Timor-Leste; Tonga; Tuvalu; <i>Uzbekistan</i> ; Vanuatu

Source: Analysis based on UIS and GEM Report (2024) and the SDG 4 benchmark database.

Note: "Fast progress" signifies countries that either have already achieved or have a high probability of achieving their 2025 benchmark. "Average progress" and "Slow progress" signify countries that are off-track and have only a moderate or low probability of achieving their 2025 benchmark. "No progress" signifies countries that have moved away from their 2025 benchmark. "No trend data" and "No data" mean that countries have no data to track progress against their national target.

Countries in *gray and italics* do not have a national benchmark. Countries underlined are PCFCs.

APPENDIX I

FIGURE I.1.

Many GPE partner countries are on track to meet their teacher targets in pre-primary and primary education.

Classification of country progress relative to national 2025 teacher qualifications targets and data availability

	Pre-primary education	Primary education
Fast progress	<i>Benin; Bhutan; Cambodia; <u>Chad</u>; Côte d'Ivoire; <u>Congo, Dem. Rep.</u>; El Salvador; Kenya; Kyrgyz Republic; Liberia; Moldova; Mongolia; <u>Niger</u>; <u>Philippines</u>; Samoa; Sierra Leone; <u>South Sudan</u>; <u>Tajikistan</u>; Togo; Tunisia; Uzbekistan; <u>Vanuatu</u>; <u>Zimbabwe</u></i>	Bangladesh; Bhutan; Burundi; Cabo Verde; Cambodia; Côte d'Ivoire; <u>Congo, Dem. Rep.</u> ; <u>Djibouti</u> ; El Salvador; Eswatini; Kiribati; Kyrgyz Republic; <u>Lesotho</u> ; Mauritania; Moldova; Mongolia; <u>Mozambique</u> ; Nepal; <u>Niger</u> ; <u>Philippines</u> ; Sierra Leone; Solomon Islands; Tajikistan; Togo; Tonga; Tunisia; Uganda; Uzbekistan; <u>Vanuatu</u> ; Viet Nam; <u>Zambia</u> ; <u>Zimbabwe</u>
Average progress	Belize; Gambia, The; Grenada	<i>Benin; <u>Chad</u>; Fiji; Gambia, The; Grenada; Madagascar</i>
Slow progress	<u>Cameroon</u> ; <u>Dominica</u> ; <u>Egypt, Arab Rep.</u> ; Ghana; Lao PDR; Rwanda; Senegal; Tonga	Belize; <u>Burkina Faso</u> ; <u>Cameroon</u> ; <u>Egypt, Arab Rep.</u> ; Ghana; Maldives; Marshall Islands; Senegal; Sri Lanka; <u>Ukraine</u>
No progress	Albania; <u>Burkina Faso</u> ; Burundi; Cabo Verde; <u>Eritrea</u> ; Fiji; Guinea; Guyana; Maldives; Micronesia, FS; Nepal; São Tomé and Príncipe; Sri Lanka; St. Lucia; Tuvalu; Uganda; Viet Nam	Albania; <u>Dominica</u> ; Guinea; Guyana; Lao PDR; Liberia; Micronesia, FS; <u>Pakistan</u> ; Rwanda; São Tomé and Príncipe; St. Lucia; St. Vincent and the Grenadines; Tuvalu
No data for trend	Angola; Comoros; Congo, Rep.; <u>Djibouti</u> ; Eswatini; <u>Ethiopia</u> ; Georgia; <u>Guinea-Bissau</u> ; <u>Honduras</u> ; Kiribati; Lesotho; Madagascar; <u>Mali</u> ; Marshall Islands; Mauritania; <u>Myanmar</u> ; Nicaragua; Solomon Islands; <u>Somalia</u> ; St. Vincent and the Grenadines; Tanzania	Angola; <u>Comoros</u> ; Congo, Rep.; <u>Eritrea</u> ; Ethiopia; Georgia; <u>Guinea-Bissau</u> ; <u>Honduras</u> ; Kenya; <u>Malawi</u> ; <u>Mali</u> ; <u>Myanmar</u> ; Nicaragua; <u>Nigeria</u> ; <u>South Sudan</u> ; <u>Tanzania</u>
No data	<u>Afghanistan</u> ; Bangladesh; <u>Central African Republic</u> ; <u>Guatemala</u> ; Haiti; Indonesia; Malawi; <u>Mozambique</u> ; <u>Nigeria</u> ; <u>Pakistan</u> ; Papua New Guinea; Sudan; Timor-Leste; <u>Ukraine</u> ; <u>Yemen, Rep.</u> ; <u>Zambia</u>	<u>Afghanistan</u> ; <u>Central African Republic</u> ; <u>Guatemala</u> ; Haiti; Indonesia; Papua New Guinea; Samoa; <u>Somalia</u> ; <u>Sudan</u> ; Timor-Leste; <u>Yemen, Rep.</u>

	Lower-secondary education	Upper-secondary education
Fast progress	Albania; Bhutan; <u>Burkina Faso</u> ; Cabo Verde; Cambodia; <i>Chad</i> ; El Salvador; Liberia; Maldives; Marshall Islands; Moldova; Nepal; <u>Philippines</u> ; Rwanda; Sierra Leone; Tunisia; Uzbekistan	Albania; Belize; Bhutan; <u>Burkina Faso</u> ; Cabo Verde; <i>Liberia</i> ; Marshall Islands; Moldova; <u>Philippines</u> ; Sierra Leone; Tunisia; Uzbekistan
Average progress	Belize, Madagascar, Solomon Islands	El Salvador, Mauritania
Slow progress	Bangladesh; <u>Egypt, Arab Rep.</u> ; Ghana; Grenada; Micronesia, FS; <u>Myanmar</u>	Bangladesh; <u>Chad</u> ; <u>Egypt, Arab Rep.</u> ; Grenada; Micronesia, FS; Nepal; Rwanda; Senegal; Sri Lanka
No progress	Burundi; Gambia, The; Lao PDR; Mauritania; <u>Pakistan</u> ; Senegal; Sri Lanka; Tuvalu; Viet Nam	Burundi; Gambia, The; Ghana; Lao PDR; Madagascar; Maldives; <u>Myanmar</u> ; <u>Niger</u> ; <u>Pakistan</u> ; Samoa; <u>Sudan</u> ; Tuvalu
No data for trend	Angola; <i>Benin</i> ; <u>Cameroon</u> ; <i>Comoros</i> ; Congo, Rep.; <i>Djibouti</i> ; Dominica; <i>Eritrea</i> ; <u>Ethiopia</u> ; Fiji; Georgia; Guinea; Guyana; <i>Honduras</i> ; Indonesia; Kenya; Kiribati; <u>Mali</u> ; Mongolia; <u>Mozambique</u> ; Nicaragua; <u>Niger</u> ; Nigeria; Papua New Guinea; São Tomé and Príncipe; <u>South Sudan</u> ; St. Lucia; St. Vincent and the Grenadines; Tajikistan; Togo; <i>Vanuatu</i> ; Zambia	Angola; <i>Benin</i> ; Cambodia; <u>Cameroon</u> ; <i>Comoros</i> ; Congo, Rep.; <i>Djibouti</i> ; Dominica; <i>Eritrea</i> ; <u>Ethiopia</u> ; Fiji; Georgia; Guinea; Guyana; <i>Honduras</i> ; Indonesia; Kenya; Kiribati; <u>Mali</u> ; Mongolia; <u>Mozambique</u> ; Nicaragua; Nigeria; Papua New Guinea; São Tomé and Príncipe; Solomon Islands; <u>Somalia</u> ; St. Lucia; St. Vincent and the Grenadines; <i>Tajikistan</i> ; Togo; Viet Nam; <u>Yemen, Rep.</u>
No data	<i>Afghanistan</i> ; <i>Central African Republic</i> ; Côte d'Ivoire; <u>Congo, Dem. Rep.</u> ; Eswatini; <i>Guatemala</i> ; <i>Guinea-Bissau</i> ; Haiti; Kyrgyz Republic; <i>Lesotho</i> ; <i>Malawi</i> ; Samoa; <i>Somalia</i> ; <u>Sudan</u> ; <i>Tanzania</i> ; Timor-Leste; Tonga; <i>Uganda</i> ; <u>Ukraine</u> ; <u>Yemen, Rep.</u> ; <i>Zimbabwe</i>	<i>Afghanistan</i> ; <i>Central African Republic</i> ; Côte d'Ivoire; <u>Congo, Dem. Rep.</u> ; Eswatini; <i>Guatemala</i> ; <i>Guinea-Bissau</i> ; Haiti; Kyrgyz Republic; <i>Lesotho</i> ; <i>Malawi</i> ; <u>South Sudan</u> ; Timor-Leste; Tonga; <i>Tanzania</i> ; <i>Uganda</i> ; <u>Ukraine</u> ; <i>Vanuatu</i> ; <i>Zambia</i> ; <i>Zimbabwe</i>

Source: Analysis based on UIS and GEM Report (2024) and the SDG 4 benchmark database.

Note: "Fast progress" signifies countries that either have already achieved or have a high probability of achieving their 2025 benchmark. "Average progress" and "Slow progress" signify countries that are off-track and have only a moderate or low probability of achieving their 2025 benchmark. "No progress" signifies countries that have moved away from their 2025 benchmark. "No trend data" and "No data" mean that countries have no data to track progress against their national target. "track and only have a moderate or low probability to achieve their 2025 benchmark. Finally, 'No progress' means countries have been moving away from their 2025 benchmark. 'No data for trend' and 'No data' categories refer to countries with no data to track progress against their national target.

Countries in *gray and italics* do not have a national benchmark. Countries underlined are PCFCs.

APPENDIX J

TABLE J.1.

Country priority levels for the enabling factors

Enabling factors	High priority	Medium priority	Low priority
Gender-responsive sector planning and monitoring	Burkina Faso, Burundi, Central African Republic, Comoros, Democratic Republic of Congo, El Salvador, Fiji, Guinea-Bissau, Kyrgyz Republic, Lao People's Democratic Republic, Federated States of Micronesia, Mozambique, Tanzania (Mainland), Tonga, Tuvalu, Somalia (Somaliland), Republic of Yemen	Angola, Belize, Benin, Bhutan, Cabo Verde, Cambodia, Cameroon, Chad, Côte d'Ivoire, Djibouti, Eritrea, Ethiopia, The Gambia, Guinea, Guyana, Haiti, Indonesia, Kenya, Kiribati, Liberia, Madagascar, Malawi, Mali, Maldives, Marshall Islands, Mauritania, Moldova, Nepal, Nicaragua, Niger, Nigeria, Pakistan (Balochistan), Pakistan (Khyber Pakhtoonkhwa), Pakistan (Punjab), Pakistan (Sindh), Papua New Guinea, Rwanda, Samoa, São Tomé and Príncipe, Sierra Leone, Solomon Islands, Somalia (Federal), South Sudan, St. Lucia, St. Vincent and the Grenadines, Tajikistan, Tanzania (Zanzibar), Timor-Leste, Uganda, Uzbekistan, Vanuatu, Zambia, Zimbabwe	Dominica, Grenada, Lesotho, Senegal, Sri Lanka
Data and evidence	Belize, Benin, Comoros, Democratic Republic of Congo, El Salvador, Ethiopia, Fiji, The Gambia, Haiti, Kenya, Kiribati, Kyrgyz Republic, Lesotho, Liberia, Maldives, Marshall Islands, Mozambique, Nigeria, Papua New Guinea, Samoa, Sierra Leone, Solomon Islands, Somalia (Federal), Tajikistan, Timor-Leste, Tonga, Tuvalu, Uganda, Uzbekistan, Vanuatu, Republic of Yemen, Zambia	Angola, Bhutan, Burkina Faso, Burundi, Cabo Verde, Cambodia, Cameroon, Central African Republic, Chad, Djibouti, Dominica, Eritrea, Grenada, Guinea, Guinea-Bissau, Guyana, Indonesia, Lao People's Democratic Republic, Madagascar, Malawi, Mali, Mauritania, Federated States of Micronesia, Moldova, Nicaragua, Niger, Pakistan (Balochistan), Pakistan (Khyber Pakhtoonkhwa), Pakistan (Punjab), Pakistan (Sindh), Rwanda, São Tomé and Príncipe, Somalia (Somaliland), South Sudan, Sri Lanka, St. Lucia, St. Vincent and the Grenadines, Tanzania (Mainland), Tanzania (Zanzibar)	Côte d'Ivoire, Nepal, Senegal, Zimbabwe



Enabling factors	High priority	Medium priority	Low priority
Sector coordination	Angola, Cameroon, Central African Republic, Democratic Republic of Congo, El Salvador, Kenya, Mali, Mauritania, Federated States of Micronesia, Somalia (Federal), Republic of Yemen	Benin, Bhutan, Burkina Faso, Burundi, Cabo Verde, Comoros, Côte d'Ivoire, Djibouti, Dominica, Eritrea, Ethiopia, Fiji, The Gambia, Grenada, Guinea, Guinea-Bissau, Haiti, Indonesia, Kiribati, Kyrgyz Republic, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Maldives, Marshall Islands, Moldova, Nepal, Nicaragua, Nigeria, Pakistan (Balochistan), Pakistan (Khyber Pakhtoonkhwa), Pakistan (Punjab), Pakistan (Sindh), Papua New Guinea, Rwanda, Samoa, São Tomé and Príncipe, Senegal, Solomon Islands, Somalia (Somaliland), South Sudan, St. Lucia, St. Vincent and the Grenadines, Tajikistan, Tanzania (Zanzibar), Timor-Leste, Tonga, Tuvalu, Uganda, Uzbekistan, Vanuatu, Zambia	Belize, Cambodia, Chad, Guyana, Malawi, Mozambique, Niger, Sierra Leone, Sri Lanka, Tanzania (Mainland), Zimbabwe
Volume, equity and efficiency of domestic public expenditure on education	Angola, Burkina Faso, Cambodia, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of Congo, Eritrea, Ethiopia, Guinea-Bissau, Haiti, Kyrgyz Republic, Lao People's Democratic Republic, Madagascar, Malawi, Mali, Marshall Islands, Mauritania, Moldova, Mozambique, Niger, Nigeria, Pakistan (Punjab), Papua New Guinea, Rwanda, Samoa, São Tomé and Príncipe, Senegal, Sierra Leone, Somalia (Federal), Somalia (Somaliland), South Sudan, Sri Lanka, Tajikistan, Tanzania (Mainland), Tanzania (Zanzibar), Timor-Leste, Tonga, Tuvalu, Uganda, Uzbekistan, Vanuatu, Zimbabwe, Republic of Yemen	Belize, Benin, Bhutan, Burundi, Cabo Verde, Djibouti, Dominica, El Salvador, The Gambia, Guinea, Guyana, Indonesia, Kenya, Kiribati, Lesotho, Liberia, Federated States of Micronesia, Nepal, Nicaragua, Pakistan (Balochistan), Pakistan (Khyber Pakhtoonkhwa), Pakistan (Sindh), Solomon Islands, St. Vincent and the Grenadines, Zambia	Fiji, Grenada, Maldives, St. Lucia

Source: GPE Secretariat.

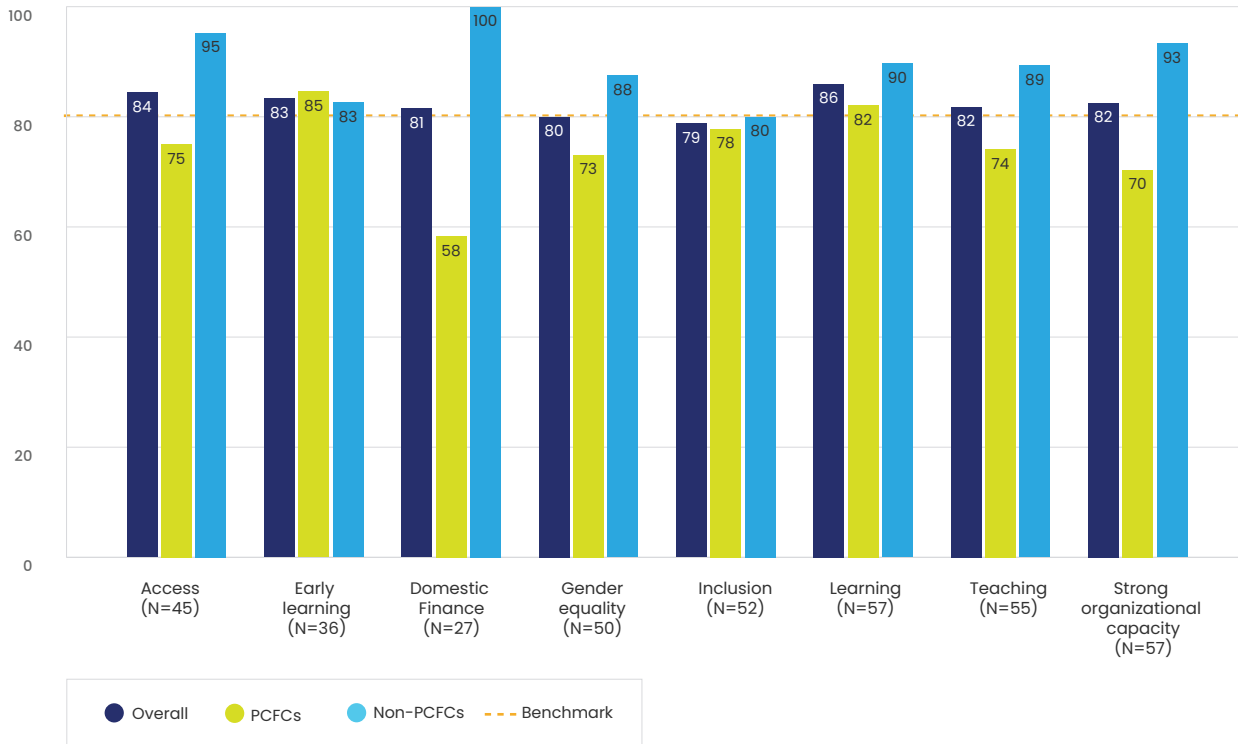
Note: Priority levels: "Low: The enabling factor area could benefit from minor tweaks to accelerate progress in one or more of the country's top policy outcomes. Medium: Achieving progress in one or more of the country's policy outcomes will be significantly delayed unless issues in the enabling factor area are addressed. High: Achieving progress in one or more of the country's policy outcomes is deemed impossible or extremely unlikely unless significant reforms are undertaken in the enabling factor area. The ministry(ies) of education and/or development partners are either not actively working in this enabling factor area, or engagement is insufficient to make meaningful improvements." Global Partnership for Education (GPE), *Independent Technical Advisory Panel (ITAP) Guidelines and Report Template*, (Washington, DC: GPE, 2022), <https://assets.globalpartnership.org/s3fs-public/document/file/2022-08-GPE-ITAP-guidelines.pdf?VersionId=Ln23Vowb8Xn0d2elzpl8fRlaja3flnG6>.

APPENDIX K

FIGURE K.1.

PCFCs have exceeded their benchmarks in almost every priority area under GPE 2025.

Proportion of on-track grants, overall, PCFCs and non-PCFCs, by GPE 2025 priority area, FY24 (percent)



Source: GPE Secretariat.

APPENDIX L

TABLE L.1.

Number and proportion of grants meeting objectives in eight priority areas under GPE 2025

Priority area	Access	Learning	Gender equality	Inclusion	Early learning	Teaching	Domestic finance	Organizational capacity
Number of grants supporting priority area	20	24	17	21	16	21	17	23
Number of grants that met the objective	17	21	14	19	14	19	14	20
Proportion of grants that met objective (%)	85	88	82	90	88	90	82	87

Source: GPE Secretariat.

APPENDIX M

METHODOLOGY FOR TRACKING GRANTS' OUTPUT-LEVEL RESULTS

The GPE Secretariat tracks implementation grants' output-level results in three areas: textbook distribution, teacher training and classroom construction and rehabilitation. Implementation grants refer to system transformation grants, education sector program implementation grants, Multiplier grants, regular accelerated funding grants and COVID-19 accelerated funding grants active at some point in fiscal year 2024 and that submitted a report during the same fiscal year providing the relevant number. Grant agents report these numbers in grants' progress and completion reports if they have relevant activity in their program. After collecting these numbers from grant agents' reports, the GPE Secretariat estimates the numbers achieved in one year, if necessary, and aggregates them for the purpose of this reporting.

"Textbooks distributed" refers to textbooks and learning materials that were developed and/or purchased and distributed through GPE's implementation grants during a reporting period. "Textbooks" and "learning materials" are those designed for instructing pupils in specific subject areas. They can be printed on paper or distributed electronically. They exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides/kits). Books and materials designed for use by both teachers and students can be counted toward this number. The data refer to textbooks that have been "distributed" to schools and then either distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks can include textbooks in stock but not currently in use by pupils. The reach of electronic learning materials can be measured through various data sources depending on the modality of distance learning, including surveys and backend analytics for online learning.

"Teachers trained" refers to teachers who received and completed formal training, according to national standards, through GPE's implementation grants during the reporting period. "Teachers" comprise professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers, special education teachers and other teachers who work with students as a class in a classroom, in small groups in a resource room or in one-to-one teaching inside or outside a regular classroom. Teaching/instructional staff excludes nonprofessional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel. "Training" refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior and skills required for teaching at the relevant level and performing their tasks effectively.

"Classrooms constructed or rehabilitated" refers to classrooms that were built and/or rehabilitated through GPE's implementation grants during the reporting period. For this reporting, "classrooms" comprise rooms in which teaching and learning activities can take place. They are semi-permanent or permanent physical structures and may or may not be located in a school. The term "rehabilitated" may be interpreted differently in different contexts and may be subject to different standards. In general, this term means that the structure (class, building and so on) has been renovated, either fully or partially, implying that the structure is brought up to code.



APPENDIX N

GENDER EQUALITY MARKER

The GPE Secretariat developed a gender marker system that builds on the Organisation for Economic Co-operation and Development's Development Assistance Committee gender equality policy marker. GPE's gender marker scores program subcomponents on the different degree to which they target gender equality as a policy objective. Scores range from 0 to 2: 0 = not targeted, 1 = significant and 2 = principal.

Refer to [table N.1](#) for the definition of each score.

TABLE N.1.

GPE's gender marker system

Gender score	Definition
Score 0 (not targeted)	Subcomponent has been screened and found not to target gender equality.
Score 1 (gender equality as significant objective)	Gender equality is an important and deliberate objective, but not the principal reason for undertaking the subcomponent. For example, gender equality is incorporated in the design. Interventions included in the subcomponent have been informed by evidence, and their progress may be monitored through indicators in the results framework, where applicable.
Score 2 (gender equality as principal objective)	Gender equality is the main objective of the subcomponent and is fundamental in its design and expected results. The subcomponent would not have been undertaken without this gender equality objective. Interventions included in the subcomponent have been informed by evidence and their progress will be monitored through indicators in the results framework, where applicable.

Source: GPE Secretariat.

