

A photograph of a young Black woman, Teacher Marie Goreth Mukayisenga, smiling and raising her right hand in a classroom. She is wearing a white button-down shirt. Behind her is a chalkboard with some faint writing, including the words "our" and "colour".

Teacher Marie Goreth Mukayisenga raises her hand at GS Rosa Mystica school in Kamonyi, Rwanda. This inclusive school is one of the pioneering institutions utilizing Rwanda Basic Education Board edutainment episodes for early learning developed through funding from GPE and the World Bank, making learning an engaging and enjoyable experience for all students.
GPE/ Nkurunziza (Trans.Lieu)



CHAPTER 2

GPE CONTRIBUTIONS TO SYSTEM REFORMS TO DRIVE A QUALITY EDUCATION FOR EVERY CHILD



KEY TAKEAWAYS

- By June 2024, local education groups agreed to 57 partnership compacts. The system reforms described in partnership compacts are better prioritized than previous reform efforts, and most compacts integrate gender equality as a cross-cutting consideration in their reforms. Evaluations noted strong evidence of government-led inclusive dialogue in compact development processes.
- In undertaking system reforms highlighted in their compacts, countries identified how they would address key challenges in domestic financing, gender-responsive planning and monitoring, sector coordination and data and evidence. This first year of reporting provides emerging evidence of GPE's contribution to policy reform and institutional strengthening in these areas. Four-fifths of the 15 countries reporting progress during the first year of implementation were on track to address key challenges in domestic education financing and sector coordination. About half of the countries were on track to address challenges related to gender-responsive planning and data and evidence.
- Almost 60 percent of partner countries either maintained their education spending at or above the 20 percent benchmark or increased their education expenditure from 2020, indicating a small increase in the proportion of partner countries making progress in domestic financing. The average education spending as a share of total government expenditure increased for the first time since the onset of the COVID-19 pandemic.
- The proportion of local education groups that included both civil society organizations and teachers associations decreased slightly in fiscal year 2024 to 62.5 percent from 64.1 in fiscal year 2022.
- The proportion of partner countries reporting at least 10 of the 12 indicators to the UNESCO Institute for Statistics fluctuated in the period 2015–23, with a decrease from 48.9 percent in 2022 to 44.3 percent in 2023, showing weakening international reporting.
- In fiscal year 2024, more than 80 percent of system capacity grants were on track to meet their objectives under all three of the system capacity grant windows.
- In fiscal year 2024, 50 percent of GPE grants aligned to national systems, and 64 percent harmonized with other sources of external finance for education. The steady increase in the use of harmonized modalities since fiscal year 2021 is in part due to the success of the GPE Multiplier because Multiplier grants are often comingled with the funds of the cofinanciers that unlock the Multiplier.
- In fiscal year 2024, Multiplier funds were exhausted earlier than expected because of high demand. The cumulative amount of cofinancing being leveraged through all GPE innovative financing mechanisms since fiscal year 2022—almost \$4 billion—far exceeds the \$1.6 billion target for fiscal year 2024.

- Grant approvals increased in fiscal year 2024, with over \$1 billion in implementation grants approved, up from \$398 million in the previous fiscal year. Disbursements from the GPE fund also exceeded \$1 billion in fiscal year 2024.
- Implementation grants continue to meet their objectives at completion, including with respect to gender and inclusion. Of 24 grants closed and submitting completion reports since the start of GPE 2025, 21 grants (88 percent) met their overall objectives.
- Since the start of GPE 2025, GPE has reached nearly 253 million children, including 103 million girls and 380,387 children with disabilities. Those children account for 39 percent of all school-age children in the 76 countries with GPE grants that reported this number. Of the nearly 253 million children, 70 percent are in partner countries affected by fragility and conflict.
- Sixty-two percent of grant funds approved during GPE 2025 had gender as an objective, compared with 34 percent approved during GPE 2020.
- All GPE cross-national mechanisms—Knowledge and Innovation Exchange, Education Out Loud and technical assistance initiatives—exceeded their targets for 2024.
- As of June 2024, 61 percent of donors' financial pledges were fulfilled, representing a total disbursement of \$2.35 billion from 29 donors.

INTRODUCTION

GPE contributes to the achievement of Sustainable Development Goal 4 by supporting partner countries in designing and implementing the system reforms articulated in their partnership compacts through three interrelated stages: (1) education system diagnosis and analysis of four key factors (called enabling factors, which are domestic financing, gender-responsive planning and monitoring, sector coordination and data and evidence) that support or impede the achievement of education outcomes through system reforms, (2) prioritization of reforms through the development of partnership compacts that document the reforms and how they will be supported by the country-level partners, and (3) implementation, learning and adaptation through GPE grants and other domestic and external financing.

Those stages are reflected in three country-level objectives in GPE's results framework. The enabling objective for GPE 2025—that is, mobilizing global and national partners and resources for sustainable results—reinforces the country-level objectives.

After the local education groups have identified a system reform in their partnership compact, GPE provides grants focused on supporting that reform. GPE also incentivizes improvements in the four enabling factors by making up to 40 percent of the system grant allocation, called the top-up, contingent upon achieving top-up triggers, or actions to address the most pressing challenges identified.

GPE's country-level grants are: the system transformation grant, the system capacity grant, the Girls' Education Accelerator and innovative financing mechanisms to leverage additional financing for

education. Three cross-national mechanisms complement that support: Knowledge and Innovation Exchange, Education Out Loud and technical assistance initiatives.

Organized by the country-level and enabling objectives, this chapter summarizes partner countries' progress in implementing key actions related to the enabling factors—this is the first year such data are available. The sections on country-level objectives 1 and 2 are combined so that progress on all four enabling factors can be discussed together. Partner countries have just begun mid-term reviews of their compacts. Progress on countries' reforms, therefore, will be available in next year's report.

This chapter also presents information on how GPE's country-level grants, innovative financing mechanisms and cross-national mechanisms have performed in supporting partner countries' reforms.

2.1 COUNTRY-LEVEL OBJECTIVES 1 AND 2: GENDER-RESPONSIVE SECTOR PLANNING AND MONITORING, AND COORDINATED ACTION AND FINANCING

In fiscal year 2024, 24 partner countries completed their compacts, bringing the total to 57 compacts. This included middle-income countries such as Indonesia, the Kyrgyz Republic and Uzbekistan, which were not required to complete compacts to receive GPE financing. The recently completed thematic and country-level evaluations found that the reforms described in partnership compacts are better prioritized than previous reform efforts, due in part to a more systematic evidence-based approach

to identifying challenges. Evaluations also noted strong evidence of government-led inclusive dialogue in compact development processes

System reforms require the enabling factors for their success to be in place. The GPE Secretariat, in coordination with local education groups under government leadership, annually tracks partner countries' progress on implementing key actions related to the enabling factors, beginning a year after the local education groups have agreed to their system reforms.

As of June 2024, 75 partner countries had completed enabling factors analyses, highlighting the level of priority accorded to each enabling factor (table 2.1).¹⁵ Of those countries, the GPE Board had approved the focus areas for

TABLE 2.1.

Enabling factors analysis with priority levels

Enabling factors	High priority	Medium priority	Low priority	Countries reporting on progress
Gender-responsive sector planning and monitoring	17	53	5	15
Data and evidence	32	39	4	13
Sector coordination	11	53	11	13
Volume, equity and efficiency of domestic public expenditure on education	46	25	4	15

Source: GPE Secretariat.

Note: Refer to appendix J for the complete list of countries and levels of priority for the four enabling factors.

¹⁵ 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>.

GPE grants for 17 countries by June 2023. Those countries were, therefore, due to assess progress against the “high” and “medium” priority enabling factors–related actions they had identified in their partnership compacts by June 2024.¹⁶

This first year of reporting provides emerging evidence of GPE’s contribution to policy reform and institutional strengthening, beyond the direct outcomes of GPE grants. Overall, 12 out of 15 countries are on track on domestic finance, 10 out of 13 on sector coordination, seven out of 15 on gender and seven out of 13 on data and evidence. The following sections provide more details on countries’ progress on the enabling factors.

Gender-responsive Sector Planning and Policy Reforms (Indicators 5ii and 9ii)

Gender-responsive sector planning and monitoring were assessed in 79 percent (75 out of the 95) of partner countries as of fiscal year 2024 (Indicator 5iia), including 32 partner countries affected by fragility and conflict (PCFCs). Gender-responsive education sector planning was assessed as a high-priority area in 17 of those countries¹⁷ (table 2.1).

Seven out of the 15 countries reporting were on track to complete the actions outlined in their compacts to address the challenges identified (Indicator 5iib). Their actions fell into three main categories: gender mainstreaming in education sector analyses, strengthening operational planning and monitoring implementation of education plans and policies. For example, Guyana is making progress on completing a gender equality in education analysis as well a gender-based curriculum review, El Salvador is working

on an analysis of learning assessment results with a gender perspective and Kenya is assessing gender disparities at the pre-primary level.

The results framework also tracks the presence of right-to-education legislation, one element of the enabling factors analysis for gender-responsive education sector planning (Indicator 5iic). Two-thirds of the 75 countries have a legislative framework assuring the right to education for all children.

Several countries are also addressing operational planning. For instance, Cambodia is harmonizing its early grade learning programs across levels of government and development partners. Kenya is establishing a framework for joint monitoring of policy implementation through aligned reporting by key actors in the sector. Rwanda and Zimbabwe are strengthening district-level planning capacity and coordination to ensure that education activities are aligned to the sector plan. And Uganda is strengthening its system for monitoring implementation to improve planning at the local level.

System capacity grants provide support for countries’ gender-responsive planning and monitoring, and data from fiscal year 2024 show that 95.8 percent of the system capacity grants are on track overall (23 out of 24), with 88.9 percent for PCFCs (eight out of nine) (Indicator 9ii). The progress made on gender-responsive planning and monitoring is one aspect of GPE’s broader approach to advancing gender equality in access, within and through education, which made significant progress in fiscal year 2024 (box 2.1).

¹⁶ Fifteen of the 17 countries had data available in time for this report. Progress is tracked for enabling factors rated “high” or “medium” priority. All 15 countries reporting data rated domestic education financing and gender-responsive planning and monitoring as high or medium priority. Thirteen of the 15 partner countries rated data availability and use and sector coordination as high or medium priority. Once available, data for the remaining two countries will be published on the GPE website. Data are expected for 61 partner countries in the 2025 results report.

¹⁷ The reporting period for Indicator 5iia has changed from calendar year to fiscal year.



BOX 2.1. An update on GPE's work on gender equality in 2024

A central priority for GPE is to advance gender equality in access, within and through education. GPE is taking additional steps to better integrate gender with other dimensions that affect education opportunities, such as disability and location, in its approach to working with partner countries.

About 90 percent of partnership compacts are informed by a gender analysis and recent gender data and evidence, and gender is a cross-cutting consideration within the country's reform in 72 percent of partnership compacts.^a Furthermore, independent evidence shows that partner countries are also integrating a wider approach to gender within education. In its Phase 1 report, the Country-Level and Thematic Evaluation^b of GPE 2025 found that the activities identified by the eight sampled countries in their partnership compacts go beyond gender equality in access to education. The evaluation found instances of countries addressing gender within the education system and through education and using education to enhance gender equality in society at large.

Gender equality is also being integrated at an early stage of the program development process for GPE implementation grants. As of July 1, 2024, 71 percent of program concept notes (25 of 35) integrated gender equality at an early stage, and 77 percent (17 of 22) did so in the last 12 months. The higher proportion of recent concept notes that integrate gender equality reflects improvements in the shared understanding of GPE's approach to operationalizing gender equality.

As a founding member of the Safe to Learn initiative, GPE has become more engaged in initiatives dedicated to ending violence in schools, particularly gender-based violence, so that children are free to learn, thrive and pursue their dreams. GPE collaborated with the Center for Global Development; the Coalition for Good Schools, Safe to Learn and the United Kingdom's Foreign, Commonwealth and Development Office to co-convene the Wilton Park dialogue on violence in education in January 2024. GPE is also piloting a technical assistance initiative on safety from violence, through which partner countries implement cross-sectoral interventions to tackle gender-based violence. For instance, Mali's Ministry of Education intends to partner with the Ministry of Justice and Parliament to strengthen legislation on gender-based violence, while improving its implementation in and around schools.

a. From a review of 46 compacts.

b. Triple Line Consulting, "GPE 2022-2026 Study: Country-Level and Thematic Evaluation," (London: Triple Line Consulting, April 5, 2024), <https://www.globalpartnership.org/content/country-level-and-thematic-evaluation-synthesis-report-phase-1>.

Data and Evidence (Indicators 8i, 8ii and 13)

As of June 2024, the data and evidence enabling factor was assessed in 79 percent (75 out of 95) of partner countries, including 32 PCFCs (Indicator 8iia). Forty-three percent of those 75 countries rated data and evidence as a high priority (refer to [table 2.1](#)). Reporting of key education statistics disaggregated by disability status, an element of the enabling factors analysis for data and evidence, is also tracked independently through the GPE results framework (Indicator 8iic). Of the 75 countries where data and evidence were assessed, 78 percent reported key education statistics disaggregated by

disability status nationally, but the data are not consistently reported to the UNESCO Institute for Statistics (UIS).

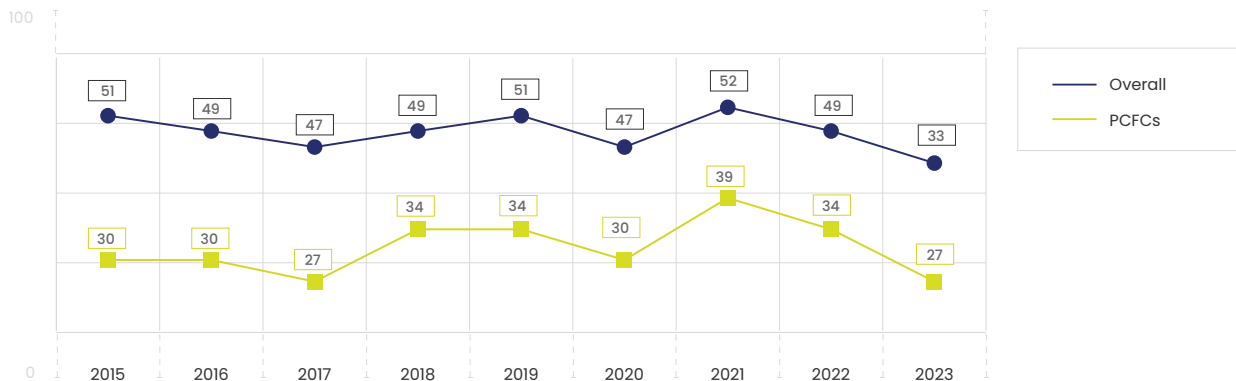
In fiscal year 2024, key actions to improve data and evidence were rated "on track" in seven of the 13 partner countries that reported progress (Indicator 8iib). Such actions frequently include measures to strengthen education management information systems (EMISs), learning assessment systems, gender-disaggregated data and the use of data to strengthen decision making. For example, Cambodia, Tajikistan and Tanzania are upgrading their EMISs with new hardware and software, integrating various data management systems and

FIGURE 2.1.

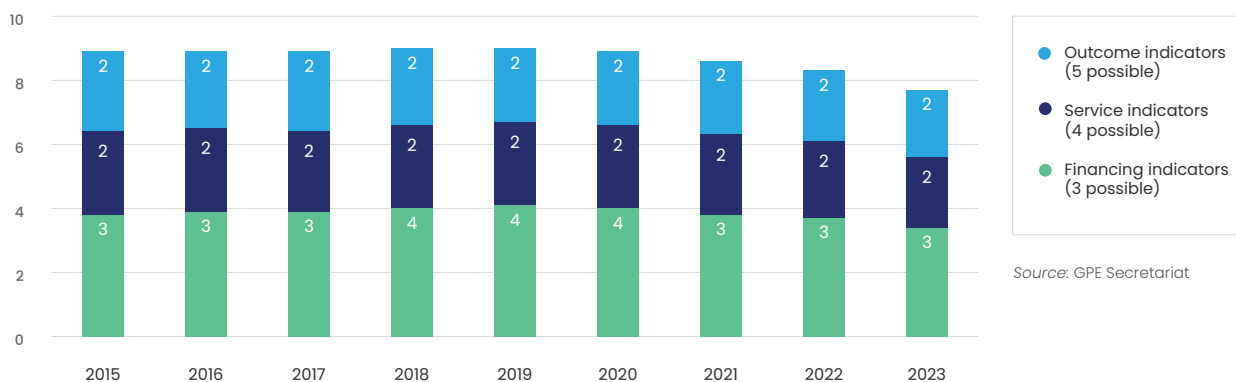
Partner countries continue to face challenges in data availability and reporting.

Proportion of partner countries reporting at least 10 of 12 key international education indicators to UIS and average number of indicators reported, 2015–23

a) Proportion of partner countries reporting at least 10 of 12 key international education indicators to UIS (percent)



b) Number of indicators reported per category



Source: GPE Secretariat

including additional demographic data such as gender and disability.

Cambodia, El Salvador, Somalia (Federal) and Tanzania (Mainland) are establishing policy frameworks for regular student learning assessments. Their policies aim to measure learning outcomes to use learning data to inform instructional strategies.

Bhutan, the Democratic Republic of Congo, El Salvador and Guyana are focusing on collecting and using gender-disaggregated data and gender-sensitive information.

Three partner countries are fostering a culture of data-informed decisions at all administrative levels by training staff on data processes and creating feedback

mechanisms to ensure data are actively used for planning and policy development.

Given the lack of progress on improving the availability of international education data, such actions are critical. Between 2015 and 2023, the proportion of partner countries reporting at least 10 of the 12 indicators to UIS (indicator 8i) fluctuated. In 2015, 51.1 percent of partner countries reported at least 10 out of 12 indicators to UIS (figure 2.1). That proportion decreased to 44.3 percent (39 out of 88 countries) in 2023, showing weakening international reporting. The proportion of PCFCs reporting at least 10 indicators also fluctuated, with a low of 27.3 percent in 2017 and in 2023 and a high of 39.3 percent in 2021. The 2023 figure stands at 27.3 percent (nine out of 33 PCFCs).¹⁸

¹⁸ The lack of available data may be one reason for limited data reporting to UIS; however, in many cases, country level data may exist but not be reported to UIS.

The average number of indicators reported annually by all partner countries has declined slightly, from 8.9 in 2015 to 7.7 in 2023. As noted in the 2023 results report, fewer countries still report data on service delivery indicators (teacher-related data), financing indicators (particularly the share of education in government spending) and indicators derived from household surveys than on the other indicators.

Through the grant top-up mechanism, GPE incentivizes the implementation of specific key actions to improve data systems. As of June 30, 2024, in the 23 countries with Board-approved top-up triggers, five of those triggers are related to actions to improve data and evidence. For instance, in Uganda, \$15 million of the \$162.5 million allocation is tied to the country's establishment of a functional EMIS. In Liberia, the disbursement of \$950,000 of the \$34.5 million system transformation grant allocation is conditioned on the country's production of timely statistical reports.

Sector Coordination (Indicators 8iii, 10, 12 and 13ii)

Country-level objective 2 aims to support partner countries in strengthening coordinated action and financing for education. GPE adds value by mobilizing country-level partners to support countries' system reform.¹⁹

Sector coordination was assessed in 79 percent (75 out of 95) of partner countries, including 32 PCFCs (Indicator 8iiia). Eleven of those 75 countries rated sector coordination as a high priority area (refer to [table 2.1](#)).²⁰

The majority (10 out of 13) of the countries with data available were on track to complete the actions outlined in their compacts to improve sector coordination, and two out four PCFCs were on track (Indicator 8iiib). The actions in those countries fell into two categories: strengthening coordinated action and coordinated financing.

Countries commonly focused on establishing or strengthening mechanisms for collaboration in the sector. For example, Somalia (Federal) is reactivating technical working groups for education sector actors, and Tajikistan is establishing and equipping a coordination and analytical unit in the Ministry of Education.

On coordinated financing, Somalia (Federal) is on track to strengthen its budgeting and financial management processes to enable better tracking of the education budget and of donor resources. Tanzania (Zanzibar) is developing a joint financing framework for its sector plan to support alignment of external financing to national priorities, and Rwanda is undertaking a survey to identify and map key financiers of education in the country.

The system capacity grant also supports partner countries in improving sector coordination. In fiscal year 2024, 88.2 percent (15 out of 17) of the system capacity grants under the "mobilize coordinated action and finance" window were on track (Indicator 10ii), and that proportion was 83.3 percent for PCFCs (five out of six).

Inclusive Sector Dialogue

The local education group—composed of various stakeholders, including governments, donors, multilateral agencies, nongovernmental organizations, the private sector, teacher representatives and civil society organizations, among others—acts as a collaborative forum for education sector policy dialogue at the country level. Inclusion of teachers associations and civil society organizations (Indicator 8iiic) ensures that the voices of teachers and citizens are heard and considered in education policy and decision making processes.²¹

The initial evaluation of the GPE 2025 operating model noted evidence of improving inclusive dialogue on the identification of system reforms.

In fiscal year 2024, 62.5 percent of local education groups (61.5 percent in PCFCs) included both civil society organizations and teachers associations, 96.6 percent included civil society organizations (97.4 percent

¹⁹ J. Perrier, M. Ramos and C. Salzano, "Coordinated Action to Transform Education – What's in It for Different Education Actors and Partners?" *Education for All* (blog), July 12, 2023, <https://www.globalpartnership.org/blog/coordinated-action-transform-education-whats-it-different-education-actors-and-partners>.

²⁰ The reporting period for Indicator 8iiia has changed from calendar year to fiscal year.

²¹ Global Partnership for Education (GPE), *Charter of the Global Partnership for Education*, (Washington, DC: GPE, January 2023), <https://www.globalpartnership.org/node/document/download?file=document/file/2023-02-charter-global-partnership-education.pdf>. Refer also to GPE, *Principles toward Effective Local Education Groups*, (Washington, DC: GPE, October 2019), https://assets.globalpartnership.org/s3fs-public/document/file/2019-10-GPE-principles-effective-local-education-groups.pdf?VersionId=otebl6Dgwz6LmuzlBoXTMRWR7k7r_2DK.

in PCFCs) and 63.6 percent included teachers associations (64.1 percent in PCFCs) (figure 2.2). The percent of local education groups that included both civil society organizations and teachers associations is a slight decrease from 2023.²²

The system capacity grant also supports joint learning from evidence by governments and education stakeholders to drive better implementation of education plans and policies. Eighty percent (eight out of 10) of system capacity grants overall and 66.7 percent (three out of five) of PCFCs under this financing window were on track in fiscal year 2024 (Indicator 13ii).

Coordinated Financing through GPE Grants

As part of its commitment to coordinated financing, GPE tracks (1) the alignment of its grants with existing country systems to reduce inefficiencies in coordination and implementation and (2) the harmonization or pooling of its grants with other external resources through cofinanced or pooled implementation modalities to reduce aid fragmentation.²³

Alignment of GPE grants to national systems has fluctuated around 50 percent since 2021, reaching 49.9 percent (48 out of 97 grants)²⁴ overall in 2024 and 43.8 percent (20 out of 46 grants) for PCFCs (figure 2.3, panel a).

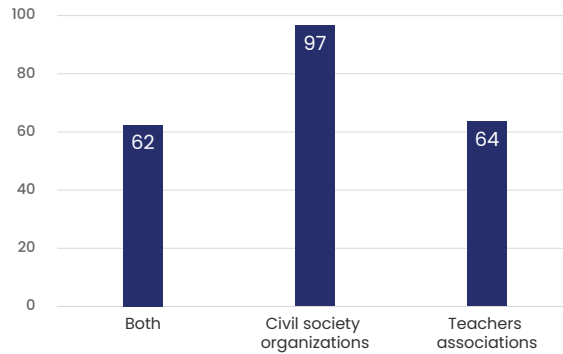
The share of implementation grant funding using harmonized modalities increased steadily between 2021 and 2024, reaching 64 percent (62 out of 97 grants) overall in 2024 and 55.8 percent (26 out of 46 grants) in PCFCs (figure 2.3, panel b). That increase can be partly attributed to the growth of GPE’s Multiplier, which is often comingled with the funds of the cofinanciers that unlock it. The amount of implementation grant funding using harmonized modalities totaled \$1.9 billion out of \$2.9 billion.

FIGURE 2.2.

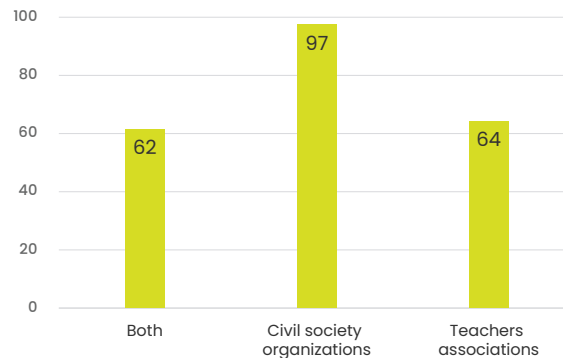
More local education groups have civil society representation than teachers association representation.

Proportion of local education groups with civil society and teacher representation, FY2024 (percent)

a) Overall



b) PCFCs



Source: GPE Secretariat data, fiscal year 2024.

Note: The reporting period for Indicator 8iic has changed from calendar year to fiscal year. The total number increased to 88 this year with the addition of new partner countries: Angola, Belize, the Arab Republic of Egypt and Sri Lanka. Ukraine, which became a partner country last year, now has a local education group. Collection of data on local education groups in the Pacific Islands also changed this year, shifting from regional reporting to country-level reporting. The data now include separate entries for Kiribati, Marshall Islands, Samoa, Solomon Islands, Tonga and Tuvalu. Fiji, the Federated States of Micronesia and Vanuatu are now part of the Pacific Islands.

22 Of the four countries that joined the partnership in fiscal year 2024, Belize and the Arab Republic of Egypt reported representation by both civil society organizations and teachers associations, whereas Angola and Sri Lanka reported representation by civil society organizations only. Reporting for the Pacific Islands changed from the regional level to the country level, with Kiribati, Marshall Islands, Samoa, Solomon Islands, Tonga and Tuvalu now being reported separately. Kiribati, Marshall Islands, Samoa and Solomon Islands reported representation by both civil society organization and teachers associations. Tonga reported representation by only a civil society organization and Tuvalu by only a teachers association. Representation of civil society organizations and overall local education group ratings improved for the Federated States of Micronesia and Ukraine; representation of teachers associations and overall local education group ratings improved for Fiji, Somalia (Federal) and Tajikistan. Conversely, the representation of teachers associations and overall local education group ratings declined for the Caribbean, Honduras, Liberia, Pakistan and the Republic of Yemen.

23 Global Partnership for Education (GPE), “Coordinated Action to Transform Education,” (Washington, DC: GPE, no date), <https://www.edc.org/sites/default/files/Coordinated-Action-Transform-Education.pdf>.

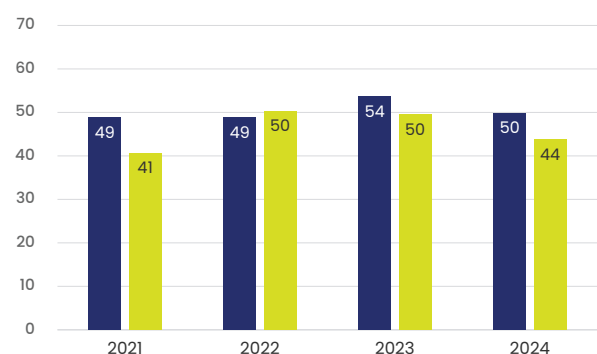
24 Ninety-seven represents the number of implementation grants (that is, system transformation grants, education sector program implementation grants, Multipliers and Girls’ Education Accelerators) active at some point in fiscal year 2024, excluding regional grants (for Caribbean and Pacific islands) and accelerated funding grants. The number of all implementation grants active at some point in fiscal year 2024 is 119, including regional grants and accelerated funding grants.

FIGURE 2.3.

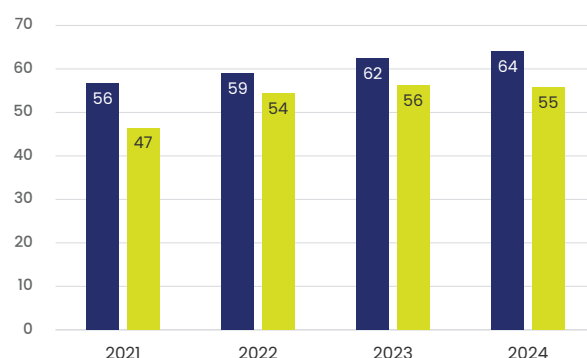
Since 2021, alignment of grant funding has hovered around 50 percent, and the proportion of harmonized grant funding has increased.

Proportion of GPE grant funding aligned to national systems and using harmonized funding modalities, FY2021–24 (percent)

a) Alignment of grant funding



b) Grant funding using harmonized modalities



● Overall ● PCFCs

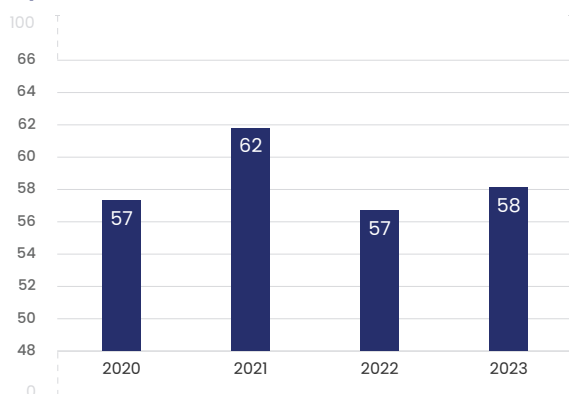
Source: GPE Secretariat data, fiscal years 2015–24.

FIGURE 2.4.

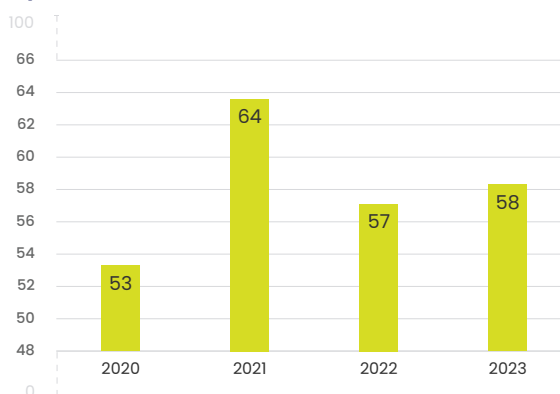
Domestic education financing improved slightly in 2023

Proportion of partner countries that achieved the 20 percent benchmark or increased the share of education spending, 2020–23 (percent)

a) Overall



b) PCFCs



Source: GPE Secretariat

Note: The 2021, 2022 and 2023 data for Indicator 4i capture the proportion of countries achieving the 20 percent benchmark or increasing their share of education expenditure from 2020. The 2020 data point captures the proportion of countries achieving the 20 percent benchmark or increasing their share of education spending between 2019 and 2020.

Domestic Financing for Education (Indicators 4i and 11)

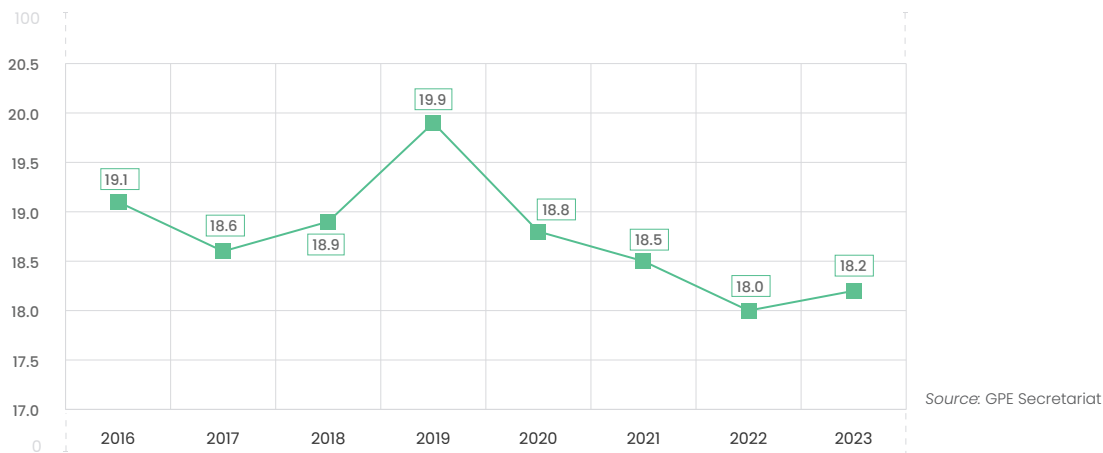
The volume of domestic financing for education in partner countries improved slightly in 2023. Fifty-eight percent (43 out of 74)²⁵ of partner countries either maintained their education spending at or above the 20 percent benchmark or increased their education expenditure from 2020 (Indicator 4i) (figure 2.4).

The average share of education expenditure has declined since the start of the COVID-19 pandemic but showed a slight improvement in 2023 (figure 2.5). Between 2019 and 2022, average education spending as a share of total government expenditure decreased by 1.9 percentage points, highlighting the pandemic's impact on education financing.

²⁵ Seventy-four countries have data available at two points—baseline year and actual year. The remaining partner countries did not have publicly available budget documents that allowed the share of education in government expenditure to be calculated.

FIGURE 2.5.**The share of education spending has declined since 2020.**

Average share of government expenditure on education excluding debt services in 62 partner countries with data available, 2016–23 (percent)



Against that background of constrained education spending, GPE supports partner countries in improving the equity, efficiency and volume of domestic financing for education. Domestic financing was the most frequently prioritized enabling factor, with 46 countries rating it as a high priority (table 2.1). Of the 15 countries with available data on progress, 12 (including three PCFCs) were on track to complete the domestic finance-related actions they had identified in their partnership compacts.

Equity-related actions commonly include policy changes to make the distribution of school grants, teachers or teaching and learning materials more equitable. For example, in Nepal, a rationalization plan for teacher deployment has been approved to improve the equity of teacher deployment and, consequently, reduce repetition in grade 1 in lower-performing schools. In Rwanda, the policy for school capitation grants has been revised to provide higher per capita funding for children with disabilities. Four countries focused on data collection or analytical studies related to equity. For example, Bhutan is conducting an expenditure and finance review, Guyana is doing a public expenditure tracking survey and a study on the development of national education accounts, and Tajikistan is conducting a review of the effectiveness of the per capita school funding mechanism.

Efficiency-related examples include Cambodia and Rwanda, which are improving institutional capacity by working on financial management systems and

integrating them with EMISs. In addition, the Democratic Republic of Congo is undertaking a key policy measure to improve efficiency through better teacher management, and Zimbabwe is completing a public expenditure review to identify bottlenecks in budgeting and expenditure processes by October 2024.

In terms of the volume of finance, Cambodia is strengthening the Ministry of Education's capacity for financial modeling and advocacy with the Ministry of Finance. Somalia (Federal) and Tanzania (Zanzibar) are addressing policies to increase the share of public expenditure on education. In Zimbabwe, a School Financing Task Force has been established to develop and implement a school financing policy that aims to improve the volume of domestic finance.

Of the 23²⁶ countries with top-up triggers approved by June 30, 2024, all have at least one trigger related to domestic finance. Domestic finance triggers represent \$300 million, or 81 percent of the total top-up allocation approved so far. For 15 countries, the triggers focus on the equity and/or efficiency of domestic financing. The top-up trigger is linked solely to the volume of domestic finance only in Eritrea, where it relates to increasing the availability of funds for teacher salaries. For the remaining seven countries, the triggers target some combination of all three dimensions—that is, volume, equity and efficiency. Teachers are at the center of numerous triggers, with conditions such as increasing the availability of quality teachers and deploying them to areas of greatest need.

26 Twenty-five countries as of September 1st, 2024.

2.2. COUNTRY-LEVEL OBJECTIVE 3: STRENGTHEN CAPACITY, ADAPT AND LEARN TO IMPLEMENT AND DRIVE RESULTS AT SCALE

GPE financing supports the implementation of partner countries’ reforms and priority actions and contributes to strengthening their capacities. GPE channels its country-level financing through several grant mechanisms, each of which supports key aspects of countries’ reforms, including the system transformation grant, the system capacity grant, the Girls’ Education Accelerator and innovative financing mechanisms to leverage additional financing for education.

This section provides an overview of the performance of GPE’s country-level grants, focusing particularly on implementation grants, GPE’s largest financing mechanism.²⁷

Implementation Grant Portfolio

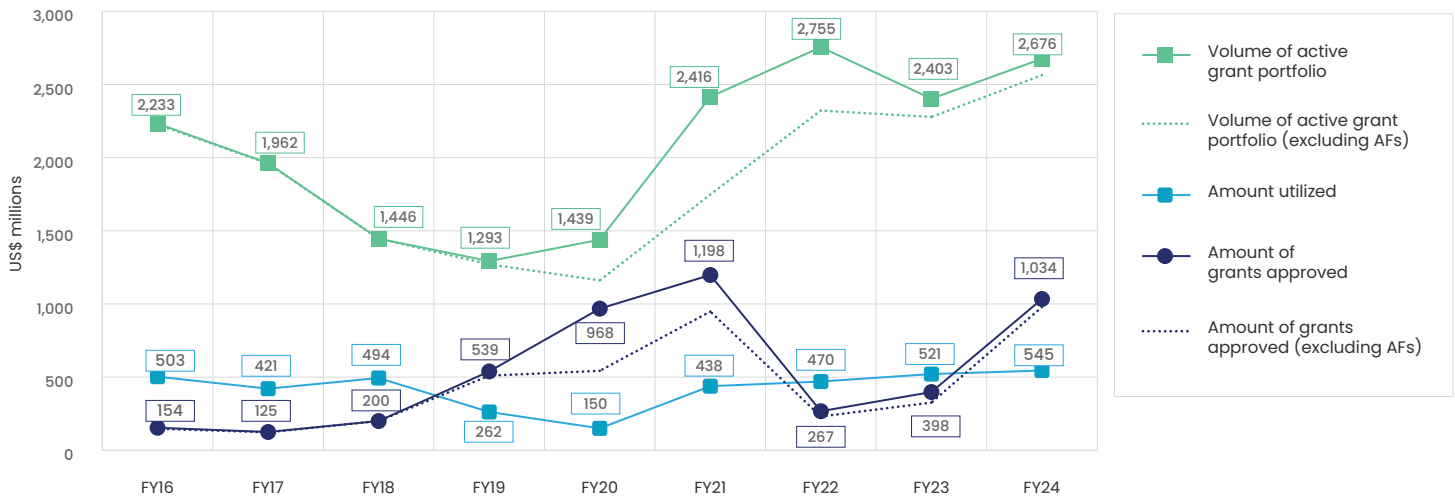
Grant approvals increased dramatically in fiscal year 2024, with over \$1 billion in implementation grants approved, up from \$398 million in the previous fiscal year (figure 2.6). Those grants consisted of 16 system transformation grants,²⁸ 12 Multipliers,²⁹ six accelerated funding grants and two education sector program implementation grants.³⁰ Excluding accelerated funding grants, grant approvals reached an all-time high of \$979 million in fiscal year 2024. That improvement in operational efficiency has been achieved through governance reforms, simplifying grant processes, strengthening grant monitoring and portfolio management by the GPE Secretariat, and increasing the pool of accredited grant agents.

The pace of system transformation grant approvals has accelerated. Cumulatively, since the start of GPE 2025, GPE had approved three system transformation grants as of June 2023 and 19 as of June 2024. An additional

FIGURE 2.6.

Excluding accelerating funding grants, the volume of active implementation grant portfolio and approvals reached an all-time high.

Amount of implementation grants approved and utilized, and volume of active portfolio, FY16–FY24



Source: GPE Secretariat

Note: AF stands for accelerated funding and includes regular accelerated funding grants and COVID-19 accelerated funding grants.

27 Implementation grants consist of education sector program implementation grants, system transformation grants, Multipliers and accelerated funding grants. As the rollout of the GPE 2025 operating model continues, the grant portfolio and the performance discussed in this chapter reflect the mix of grants approved under the GPE 2020 and GPE 2025 operating models.

28 This is the number of grants that have system transformation grant components that were approved in fiscal year 2024. The total comprises six system transformation grants, four system transformation grants with Multiplier funding, five system transformation grants with Girls’ Education Accelerator funding and one system transformation grant with Multiplier and Girls’ Education Accelerator funding.

29 The 12 Multiplier grants do not have a system transformation grant component; 11 of the 12 were only Multipliers, and one was a Multiplier–Girls Education Accelerator. Five additional Multiplier grants were approved together with system transformation grants.

30 The two education sector program implementation grants—for Afghanistan—reprogrammed activities supported by a previous education sector program implementation grant that was canceled after the Taliban takeover in 2021.

23 are expected to be approved by December 2024, bringing the total number of system transformation grants approved to 42. The time it takes for partner countries to receive grant approval (including education sector analysis and education sector plan development) has decreased from approximately 39 months under GPE 2020 to 25 months under the GPE 2025 operating model.³¹

The size of the active implementation grant portfolio also increased in fiscal year 2024, reaching \$2.7 billion, up from \$2.4 billion in fiscal year 2023. Excluding accelerated funding grants, GPE reached an all-time high in the size of the active implementation grant portfolio, \$2.6 billion in fiscal year 2024 (figure 2.6).

Disbursements from the GPE Fund exceeded \$1 billion in fiscal year 2024.³² Utilization has shown a more gradual increase, reaching \$545 million in fiscal year 2024. Although utilization has not yet reached the expected level, rising disbursement levels, the growing size of the active portfolio and the increasing rate of implementation grant approvals (almost tripling in amount between fiscal years 2023 and 2024, with an even larger pipeline expected in fiscal year 2025) indicate that utilization will keep increasing.

Allocation of GPE's Implementation Grants by Priority Area and Education Level

GPE grants continue to support eight priority areas under GPE 2025: access; learning; gender equality; inclusion; early learning; teaching and teachers; volume, equity and efficiency of domestic finance; and organizational capacity. The proportion of grant amount allocated to different priority areas and education levels remain similar to that in previous years.³³

Climate

Climate-related areas saw an increase in grant allocation in fiscal year 2024. The proportion of implementation grants supporting mitigation and adaptation measures for climate change increased from 24 percent

(26 out of 107) in fiscal year 2022 to 41 percent (49 out of 119) in fiscal year 2024. Activities supported in this area include constructing and rehabilitating school infrastructure with the installation of renewable energy sources, integrating climate/disaster risks and environmental issues into teaching and learning, and improving system resilience.

Gender

In 2024, the GPE Secretariat introduced a gender marker system to better estimate the extent to which grants integrate gender equality into program design.³⁴ Of 119 implementation grants active in fiscal year 2024, 87 percent included at least one activity with gender equality as an objective. By volume, activities with gender equality as an objective accounted for 41 percent of the total active grant amount (equivalent to \$1.3 billion).

GPE 2025 grants increasingly integrate gender equality. All implementation grants approved under GPE 2025 had at least one activity with gender equality as an objective,³⁵ up from 81 percent of grants approved before GPE 2025. In terms of grant amount, activities with gender equality as an objective accounted for 62 percent of grants approved during GPE 2025, compared with 34 percent of grants approved before GPE 2025 (figure 2.7). That proportion includes activities with gender equality as a principal objective (that is, gender equality is the main objective and is fundamental in activity design) and as a significant objective (gender equality is an important objective but not the principal reason for undertaking the activity). Notably, for grants approved during GPE 2025, activities worth 30 percent of the total grant amount had gender equality as the principal objective, compared to 6 percent for GPE 2020 grants.

Performance of GPE Grants

Grant Progress during Implementation

In fiscal year 2024, 61 percent (38 out of 62) of active implementation grants were on track to meet their overall objectives during implementation

31 The grant approval time includes the time taken from cohort start date (which begins with analysis of enabling factors, the Independent Technical Advisory Panel's assessment of enabling factors, if applicable, and compact development) to grant approval for system transformation grants and the time taken from education sector plan development (which starts with education sector analysis) to grant approval for education sector program implementation grants. Note that the average of 25 months is for the 19 system transformation grants approved by June 30, 2024.

32 This total includes \$983 million in country grants and about \$70 million in GPE Secretariat and trustee costs.

33 Global Partnership for Education (GPE), "Allocation of Implementation Grants by Priority Areas under GPE 2025 and by Education Levels," (Washington, DC: GPE, 2024), <https://www.globalpartnership.org/content/gpe-grants-priority-areas-and-education-levels-november-2024>.

34 Refer to appendix N for the methodology, which is based on a methodology developed by the Organisation for Economic Co-operation and Development's Development Assistance Committee and applies to all implementation grants.

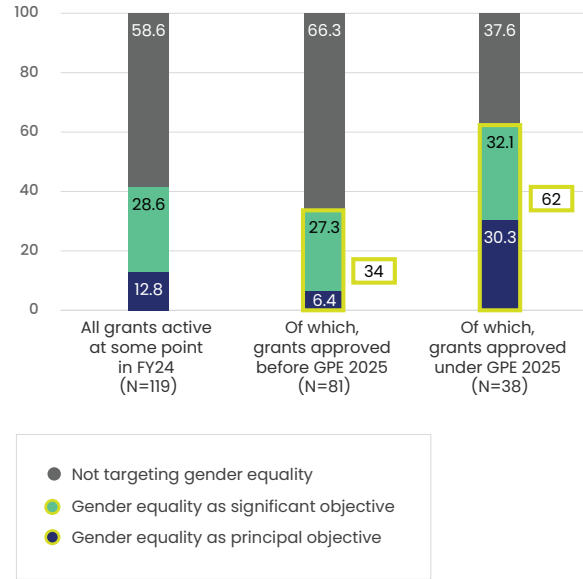
35 For The Gambia, gender equality is supported by the system capacity grant, which also finances the same program.

(Indicator 14ia)³⁶—a 4-percentage-point improvement from 57 percent in fiscal year 2023 (figure 2.8).³⁷ Of 29 grants that were off track in the previous year, more than half (15) either caught up with the implementation and expenditure and improved their status to on track or fully implemented and closed.

Off-track grants are taking less time to get back on track. Analysis of grants ever rated off track between 2015 and 2024 that eventually improved their status to on track or closed shows that 16 off-track grants that started after 2020 took 1.5 years on average to get back on track. By comparison, 26 off-track grants that started between 2015 and 2019 took 2.04 years to get back on track. Measures taken to strengthen GPE’s oversight of program implementation, including regular portfolio reviews with grant agents, with reinforced action for programs on a watch list, made it possible to monitor grants’ progress more closely and follow up when they were off track.

FIGURE 2.7.

GPE 2025 grants increasingly integrate gender equality.
Share of grant amount focusing on gender equality (percent)

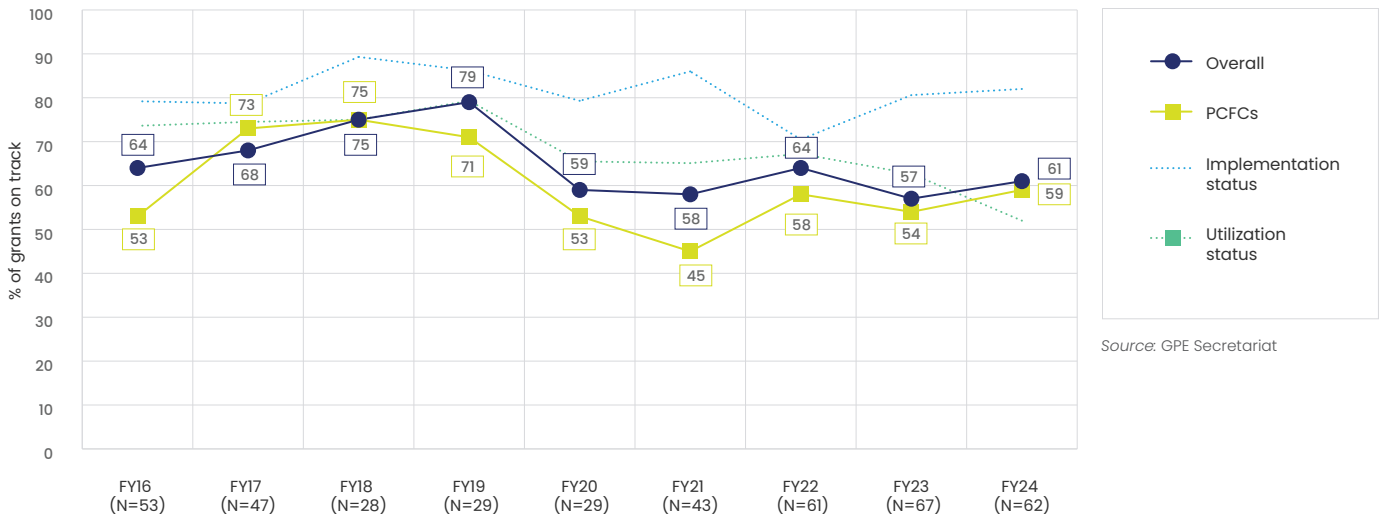


Source: GPE Secretariat

Note: For grants approved under GPE 2025, even if the activities are marked as not targeting gender equality, at least one activity in the same grant has gender equality as the principal or a significant objective.

FIGURE 2.8.

In FY24, 60 percent of grants were on track to meet their objectives.
Proportion of on-track grants, overall and PCFCs, FY16–FY24 (percent)



Source: GPE Secretariat

³⁶ Grants are considered on track to achieve their objectives if the overall implementation status and the fund utilization status are both on track, using GPE’s grant monitoring standards. This indicator covers education sector program implementation grants, Multiplier grants and system transformation grants, with an implementation rating available. Of the 84 grants active as of the end of fiscal year 2024, the following 22 active grants were excluded because they did yet not have the first report due by the end of June 2024: Afghanistan (grant agent: Save the Children UK), Afghanistan (grant agent: UNICEF), Myanmar, Belize, Bhutan, Cambodia, Democratic Republic of Congo, Ethiopia, Guyana, Haiti, Lesotho, Nigeria (Kaduna), Sierra Leone, Somalia (Federal), Somalia (Somaliland), South Sudan, Tajikistan, Tanzania (Mainland), Tanzania (Zanzibar), Viet Nam, Zimbabwe (Multiplier) and Zimbabwe (system transformation grant—Girls’ Education Accelerator).

³⁷ Refer to appendix K for progress by eight priority areas under GPE 2025. About 80 percent of grants are on track to achieve objectives for all priority areas in fiscal year 2024. The proportion of on-track grants is higher than that for overall progress because it doesn’t take fund utilization status into account.

Grant Completion Status

Most grants continue to meet their objectives at completion (Indicator 14ib).³⁸ Of 24 grants that have closed and submitted completion reports since the start of GPE 2025, 21 grants (88 percent) met their overall objectives.³⁹ Major achievements of grants closed during this year include improvement in children's learning outcomes in Benin, Côte d'Ivoire and Somalia (Somaliland);⁴⁰ enrollment of nearly 34,000 out-of-school children in Somalia (Federal) and the expansion of early childhood education in Bhutan and Liberia. Grant performance in eight priority areas under GPE 2025 was also satisfactory (refer to the table in appendix L).

Textbook Distribution, Teacher Training and Classroom Construction

GPE tracks grants' output-level results in three areas: textbook distribution, teacher training and classroom construction.⁴¹ Since the start of GPE 2025, GPE's implementation grants have distributed 169 million

textbooks, trained 1.9 million teachers and constructed or rehabilitated 36,135 classrooms. The results achieved in four years of GPE 2025 already exceed the numbers achieved in five years under GPE 2020 (table 2.2). Major achievements in this year include over 11 million textbooks distributed in Tanzania (Mainland) (including 1.7 million for learners with visual impairment), 136,033 teachers trained in the Punjab province of Pakistan and 2,063 preschool classrooms constructed in Niger.

Number of Students Benefiting from GPE Grant Financing

GPE has monitored the number of students benefiting from GPE's implementation grants since the start of GPE 2025 in fiscal year 2022.⁴² Data from this year show that, since 2022, GPE has reached approximately 253 million children,⁴³ accounting for 39 percent of all school-age children in 76 countries with GPE grants that reported the number. Of 252.7 million children reached, 70 percent (or 176 million children) are in PCFCs (figure 2.9). Out of 165

TABLE 2.2.

Results during GPE 2020 and GPE 2025

Number of textbooks distributed, teachers trained and classrooms constructed or rehabilitated, GPE 2025 versus GPE 2020

	Numbers achieved in four years of GPE 2025 (2021–24)	Numbers achieved in five years of GPE 2020 (2016–20)
Number of textbooks distributed	168,850,450	155,715,890
Number of teachers trained	1,913,909	1,570,909
Number of classrooms constructed or rehabilitated	36,135	16,837

Source: GPE Secretariat.

38 A grant is considered to have met its overall objectives if the grant's efficacy is rated "substantial" or "high" according to GPE's grant completion reporting standards. Grants counted toward the indicator value for this year are education sector program implementation grants and Multipliers.

39 This indicator includes completion reports submitted between fiscal years 2022 and 2024. Three grants missed their objectives: Afghanistan, Comoros and Myanmar. The Afghanistan grant was on track to meet its objectives but was canceled following the Taliban takeover in August 2021 before meeting its objectives by the scheduled completion in 2024. The Comoros grant did not meet the objectives because of COVID-19, insufficient appropriation of funds by the government and challenges in coordination between the government and GA. Following a pause in disbursement by the grant agent because of the military coup in 2021, Myanmar's grant was canceled.

40 In Benin, the proportion of grade 2 students who attained minimum standards on national learning assessment tests increased from 16.8 percent to 29.1 percent in reading and 23.2 percent to 34.7 percent in mathematics. In Côte d'Ivoire, a GPE-funded project produced an early learning mathematics tool based on recent neuroscience research and supported teachers in improving teaching practices. At project completion in 2023, 64 percent of grade 2 students met the minimum competency for mathematics in poor and lagging communities, up from 24 percent in 2018. From 2019 to 2022, Somalia (Somaliland), through its GPE grant, conducted three national early grade reading and mathematics assessments, showing notable improvements in student performance. Letter sound fluency rose from 80.7 correct letter sounds per minute in 2019 to 86.7 in 2022. Math skills also improved, with correct additions per minute increasing from 7.7 in 2019 to 11.1 in 2022.

41 Refer to appendix M for methodology.

42 Based on grant agents' reports on the number of students who directly participated in project activities, received project-supported incentives or services, or otherwise benefited from project interventions through GPE implementation grants (refer to appendix H of GPE 2023 Results Report for the methodology). The implementation grants reporting this figure include education sector program implementation grants, system transformation grants, Multipliers and accelerated funding grants (including COVID-19 accelerated funding grants), <https://www.globalpartnership.org/docs/rr-2023/en/2023-gpe-results-report-appendixes.pdf>.

43 The number of children reached per year decreased to 26 million in fiscal year 2024 from 107 million in fiscal year 2022 and 120 million in fiscal year 2023 because of the closure of COVID-19 accelerated funding grants. Those grants accounted for 77 percent and 85 percent of the total number of children reached in fiscal years 2022 and 2023, respectively. The number of children reached by grants other than COVID-19 accelerated funding grants increased from 18 million in fiscal year 2023 to 22 million in fiscal year 2024 despite the slight decrease in the number of grants reporting, from 72 to 69.

grants reporting this number, 132 have provided figures on the number of girls reached, totaling 103 million girls.⁴⁴

GPE grants also supported marginalized children. Eight grants reported that they benefited 501,850 internally displaced children—more than double the cumulative number reached until last year (211,100).⁴⁵ Forty-two grants reported a total of 380,397 children with disabilities reached, including 43,475 children under a grant in Tanzania (Mainland), which developed sign language teacher guides and screening tools to identify children with special needs. Five grants supported refugee children and reported a total of 66,805 children reached.

2.3 ENABLING OBJECTIVE: MOBILIZE GLOBAL AND NATIONAL PARTNERS AND RESOURCES FOR SUSTAINABLE RESULTS

GPE's enabling objective reinforces the country-level objectives. This section discusses Knowledge and Innovation Exchange (KIX), Education Out Loud and GPE's technical assistance initiatives, programs that reinforce country-level capacities. It also discusses the financing raised to provide resources for the achievement of GPE's goals.

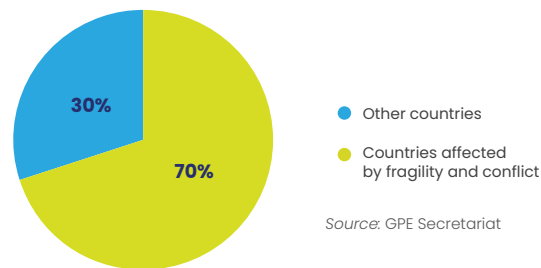
Learning Partnership through KIX (Indicator 15)

KIX is the largest education fund dedicated to meeting gaps in global goods for education. Designed to generate demand-driven knowledge by developing insights and evidence from applied research, it also supports learning exchanges and strengthens the capacity of knowledge producers and users in low- and middle-income countries. KIX is being implemented by the International Development Research Centre, with financing from that center and GPE. It has been extended through 2027 with an additional \$88 million in funding, bringing its budget to over \$165 million.

FIGURE 2.9.

GPE has reached 252.7 million children since the inception of GPE2025.

Cumulative number of children benefitting from GPE grants since the inception of GPE 2025 (in millions)



Over the period 2021–24, KIX-supported knowledge and research have been used in 240 cases of education policy development or delivery across 70 partner countries, with 150 of those cases related to gender equality, equity and social inclusion (Indicator 15) (figure 2.10). That number far exceeds the overall target of 167 cases for 2024. The increase is attributed to several factors, including the maturation of the research cycle of projects in the past year as well as capitalization by several projects on unexpected windows of opportunities for the uptake of their research and innovation that arose during implementation. The 2025 results report will report on a revised indicator.⁴⁶ Early findings from an ongoing review of KIX show that it is unique in its scale, in terms of the breadth of research and the number of countries reached, and in marrying knowledge generation, knowledge mobilization and country support. This review will be completed by December 2024.

The KIX annual report further outlines the achievements of KIX for the 2023–24 period.⁴⁷

⁴⁴ The number of girls reached represents 41 percent of the total number of children benefiting, not only because 32 grants did not report the number of girls benefiting but also because some grants reported only the number of girls benefiting from a specific activity in the grant rather than a disaggregation of girls for the total number of children benefiting from the entire project.

⁴⁵ The following eight grants supported internally displaced children and reported the numbers: Ethiopia, Haiti, Mozambique, Nigeria, Somalia (Federal), Somalia (Somaliland), Syrian Arab Republic (with UNICEF as grant agent) and Syrian Arab Republic (with Save the Children as grant agent).

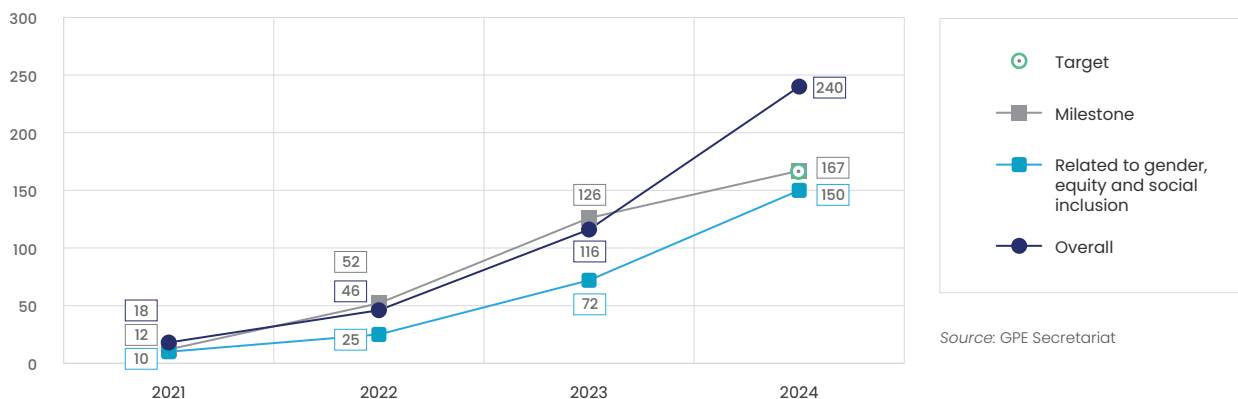
⁴⁶ For the revised indicator, refer to page 92 of Global Partnership for Education (GPE), *Results Framework 2025: Methodological Technical Guidelines*, (Washington, DC: GPE, 2024), <https://www.globalpartnership.org/node/document/download?file=document/file/2024-04-gpe-results-framework-methodological-guidelines.pdf>.

⁴⁷ International Development Research Centre (IDRC), *KIX Annual Report 2023–2024: Fostering Innovations in Early Childhood Education*, (Ottawa, Canada: IDRC, 2024). <https://www.gpekix.org/knowledge-repository/kix-annual-report-2023-24>.

FIGURE 2.10.

KIX continues to contribute to strengthening knowledge and skills in partner countries.

Cumulative number of cases of uptake of KIX-supported research, knowledge and innovation in country-level policy development or delivery

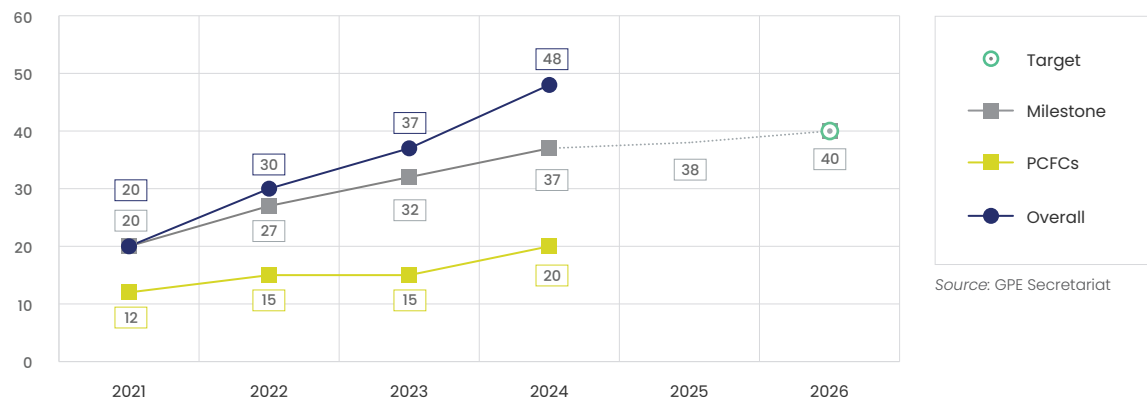


Source: GPE Secretariat

FIGURE 2.11.

Education Out Loud contributes to improved civic participation.

Cumulative number of countries where civil society organizations engaged in Education Out Loud-funded projects have influenced education planning, policy dialogue and monitoring, 2021-24



Source: GPE Secretariat

Advocacy through Education Out Loud (Indicator 17)

Education Out Loud funds activities that support civil society participation in education policy decision making. The initiative advocates for increased domestic and international financing for education and for inclusive policies, planning, monitoring and results in the education sector. Managed by Oxfam Denmark (formerly Oxfam IBIS) and financed by GPE, Education Out Loud is the world’s largest education advocacy fund.

In December 2022, it was extended through 2027 with an additional \$60 million, bringing its total funding to \$133 million.

From 2021 to 2024, civil society organizations with Education Out Loud funding have influenced education planning, policy dialogue or monitoring in 48 countries,⁴⁸ exceeding the milestone of 37 (Indicator 17) (figure 2.11).⁴⁹ The Education Out Loud annual report outlines the initiative’s achievements for the period 2023-24.⁵⁰

48 This number includes 11 new countries in 2024: Bolivia, Cabo Verde, Cameroon, the Arab Republic of Egypt, Ethiopia, Haiti, Indonesia, Niger, Senegal, Uganda and Vanuatu.

49 In 2024, new 2025 and 2026 milestones were added to this indicator.

50 The annual report will be published in December 2024 and available on GPE’s Education Out Loud web page, <https://www.globalpartnership.org/what-we-do/advocacy-accountability>.

In 2024, Oxfam began to measure the level of gender responsiveness of the policy changes influenced by Education Out Loud funding. Of the 52 policy changes logged in the 48 countries, 27 were listed as “high” for gender responsiveness, 16 were “medium” and seven were “low.” Early findings from an ongoing review of Education Out Loud, which will be completed by December 2024, indicate that it has strong relevance for, and provides value to, civil society advocacy and social accountability, which is contributing to strengthening education policy and accountability at the country level.

Technical Assistance Initiatives

(Indicators 16i and 16ii)

GPE’s technical assistance initiatives, formerly GPE strategic capabilities, mobilize technical partners’ expertise, resources and solutions to reinforce national government capacity for aligned and coordinated action across multiple ministries. The portfolio of technical partnerships includes the Climate Smart Education Systems Initiative, the Gender Equality Initiative, the Safe Learning Initiative, the School Nutrition Technical Assistance Facility and the Technology for Education Initiative. Those initiatives focus on child well-being as crucial to positive education outcomes, where children’s experience of gender discrimination, chronic hunger, violence in and around schools, climate risks and the disadvantage of a growing digital divide pose unique challenges for education ministries.

In 2020, the GPE Board of Directors approved an initial \$2 million to test the new modality of on-demand technical assistance that was piloted in the areas of system monitoring, data and climate change. Based on learning from this first year of implementation, the GPE Board allocated an additional \$20 million to scale support for climate-smart education systems, and \$12 million to pilot initiatives in gender equality, safe learning, school nutrition and technology for education.

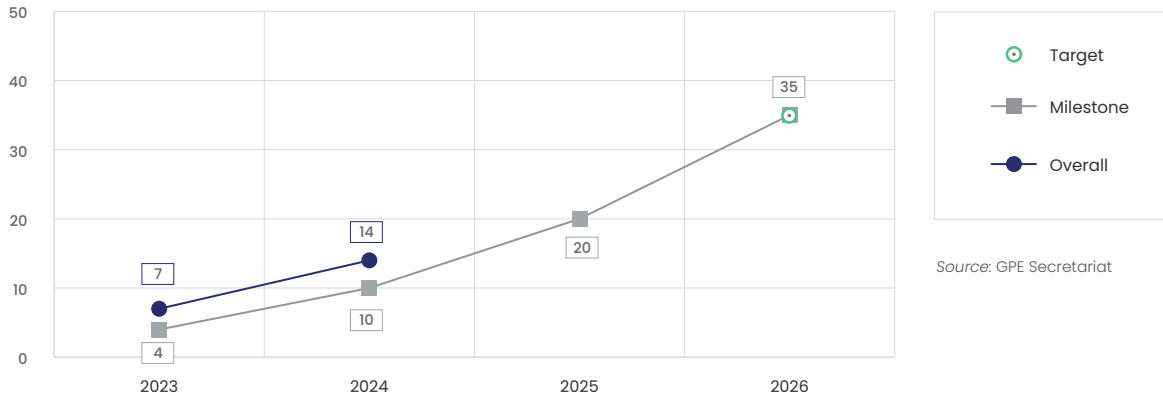
In 2024, the Climate Smart Education Systems Initiative, first implemented in Malawi and Zimbabwe, began rolling out to 35 countries to mainstream climate change mitigation and adaptation into the education sector, with cofinancing from Japan in late 2023. The initiative has also provided the basis for a partnership with the Green Climate Fund to develop a pipeline of climate finance

in participating countries. The Climate Smart Education Systems Initiative partners, Save the Children, UNESCO and IIEP–UNESCO, submitted their first semiannual progress report⁵¹ in May 2024.

Also in 2024, four new cross-sectoral initiatives began implementation. Partnering with the Gender at the Center Initiative, the Gender Equality Technical Assistance Initiative, aimed at reinforcing country capacity to mainstream gender equality in and through the education system, is starting in Chad and Côte d’Ivoire. The Safe to Learn Coalition has launched the Safe Learning Initiative in Nepal and Sierra Leone, focusing on building country capacity to prevent and respond to violence in and around schools. The School Nutrition Initiative, tailored to reinforce national capacity to implement increasingly sustainable, gender-responsive and nationally owned school meal programs, is starting in Kenya and Lesotho in partnership with the World Food Programme and School Meals Coalition. Finally, the Technology for Education Initiative, aimed at strengthening the capacity of and within partner countries to use technology to improve education access and learning outcomes for children, is starting in Ghana and Tajikistan in partnership with UNICEF and the Tech4Ed Hub. Those pilots will test diverse approaches to delivering targeted capacity support and inform GPE’s understanding of the effectiveness of cross-sectoral initiatives in different country contexts and through different implementation arrangements, ahead of the GPE 2030 strategic cycle. Each of the initiatives will begin to report biannually on progress beginning in late 2024.

The Monitoring Evaluation and Learning Initiative, implemented by Social Impact between 2021 and 2024, is reaching the conclusion of its first phase; and the Education Data Leadership Program partnership with Cisco has concluded. The lessons learned from the Monitoring, Evaluation and Learning Initiative suggest that partner countries need additional support for generating and using evidence to monitor system-level reforms, beyond traditional programmatic monitoring, evaluation and learning support. Efforts are under way to provide that support through GPE’s global system capacity grant. Lessons from the Education Data Leadership Program have informed GPE’s engagement with the private sector in support of country needs, where alignment of efforts requires significant investment of time and sustained institutional commitment.

⁵¹ Save the Children, UNESCO and IIEP–UNESCO, *Climate Smart Education Systems Initiative: Bi-annual Progress Report—Reporting Period: April 2023 to March 2024*, (Washington, DC: GPE, 2024), <https://www.globalpartnership.org/content/climate-smart-education-systems-initiative-bi-annual-progress-report-2024>.

FIGURE 2.12.**The number of strategic partnerships increased significantly in 2024.***Cumulative number of partner countries benefiting from newly mobilized technical assistance initiatives, 2023-24*

Source: GPE Secretariat

In 2024, 14 partner countries⁵² drew on technical assistance initiatives, surpassing the milestone of 10 countries (Indicator 16i) (figure 2.12). By 2026, the target is 35 countries.

In 2024, all seven of the initiatives that reported progress were on track to meet their objectives (Indicator 16ii). Most of the reports came from the Monitoring, Evaluation and Learning Initiative, the first one to roll out and well advanced with respect to implementation. Countries benefiting from the climate initiative and the other new initiatives are all in early stages of implementation, so progress data are expected in future reports.

Innovative Financing (Indicator 16iii)

Transforming education in partner countries will require substantial financial resources beyond GPE funding. GPE 2025 seeks to crowd in new and additional external cofinancing through the GPE Multiplier, which is designed to attract and diversify resources from a range of financing partners. The GPE Multiplier grant aims to leverage additional financing from development banks, nongovernmental organizations and bilateral partners by contributing \$1 for every \$3 mobilized in cofinancing. Several innovations to the Multiplier were introduced under GPE 2025:

- > GPE Match is designed to catalyze financing from the private sector and philanthropic donors by matching their contributions dollar for dollar.
- > The Arab Coordination Group Smart Education Financing Initiative (ACG SmartEd) leverages \$4 from the Arab Coordination Group and the Islamic Development Bank for every dollar from GPE and targets 37 common partner country members of the Organization of Islamic Cooperation and GPE.
- > The Debt2Ed instrument aims to support debt relief by channeling funding that would have been spent on debt service toward investments in education.
- > Enhanced Convening supports partner countries in the design and implementation of resource mobilization strategies intended to gather additional resources from sovereign and nonsovereign donors.

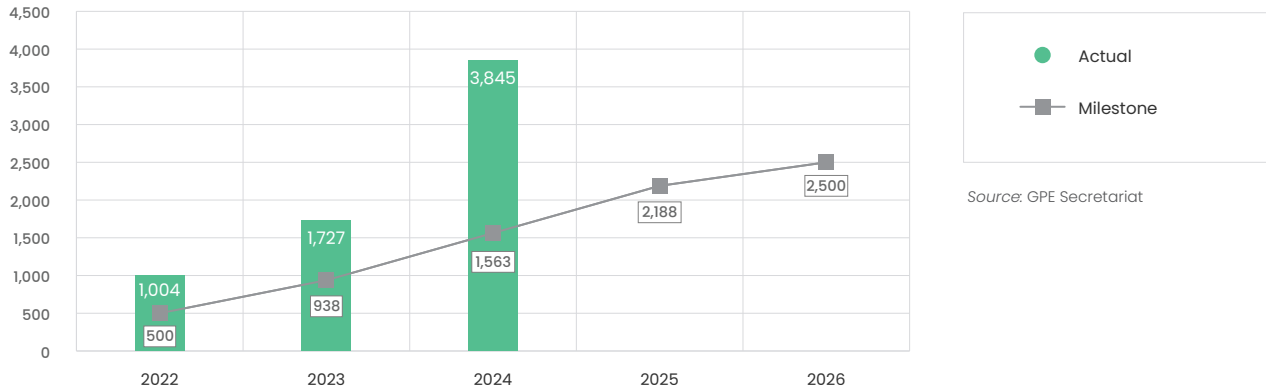
As of June 30, 2024, GPE had approved \$940 million in GPE 2025 Multiplier expression of interest allocations (half of that amount has been converted into grants, with the remaining half expected to be converted into grants in fiscal year 2025) (Indicator 16iii). The Multiplier allocations leveraged over \$3.8 billion in cofinancing, including SmartEd (\$280 million), GPE Match (\$140 million), Debt2Ed (\$77.1 million) and Enhanced Convening (\$31.1 million)—exhausting GPE’s Multiplier resources and illustrating strong demand and interest in GPE’s innovative financing initiatives (figure 2.13).

⁵² Those countries are Cambodia, Dominica, El Salvador, The Gambia, Ghana, Grenada, Malawi, Nepal, Sierra Leone, St. Lucia, St. Vincent and the Grenadines, Tajikistan, Uzbekistan and Zimbabwe.

FIGURE 2.13.

GPE innovative financing mechanisms have leveraged \$3.8 billion.

Additional cofinancing leveraged through GPE innovative financing mechanisms (US\$ millions)



Source: GPE Secretariat

This growth in additional cofinancing leveraged also results from significant diversification of cofinancing leveraged from a range of new and existing partners. Under GPE 2025, the GPE innovative finance portfolio crowded in financing from 64 cofinanciers to reach 49 partner countries—including leveraging financing to mitigate climate impact, address gender issues and support education continuity in fragile and conflict settings.

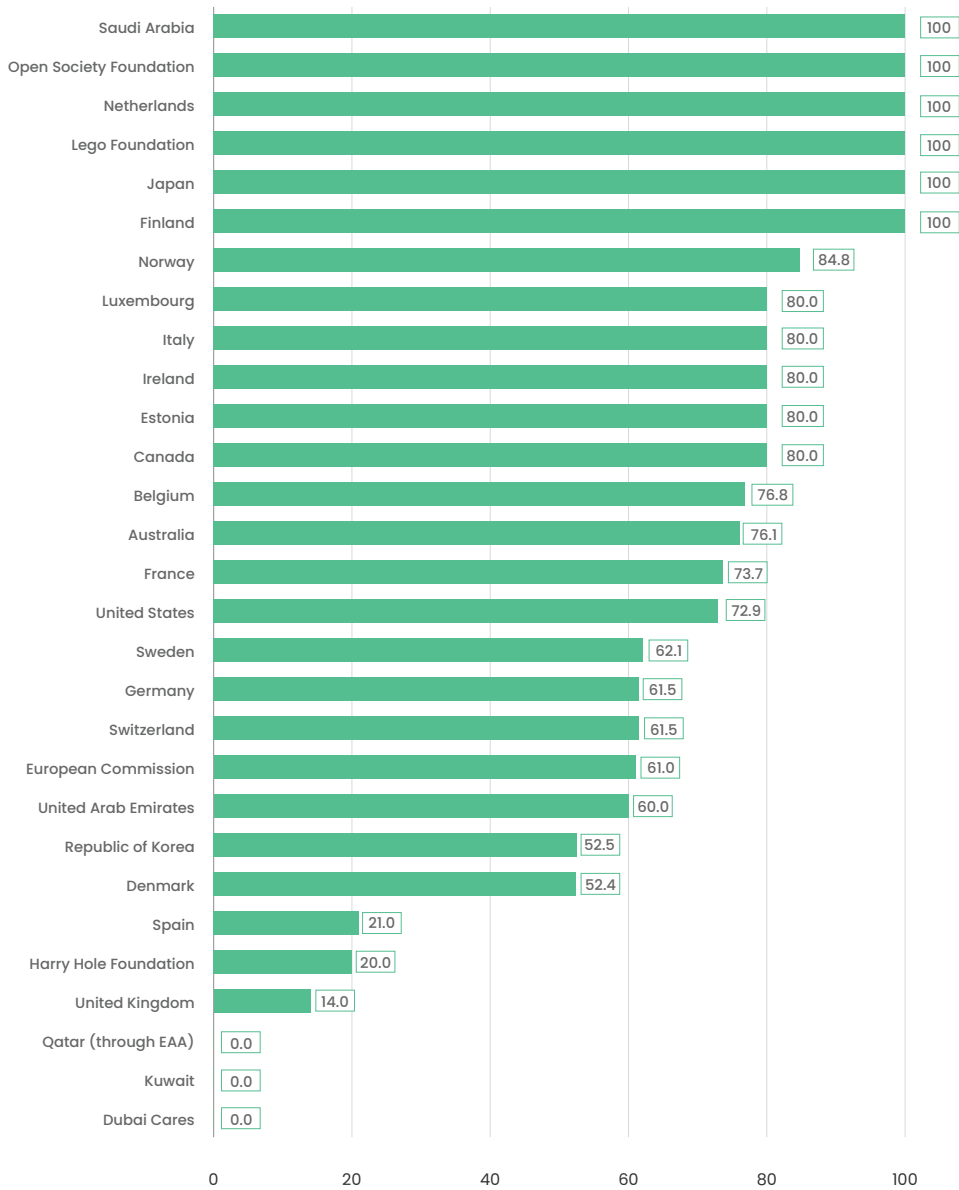
The Multiplier is also showing promise in crowding in additional local financing for education. For example, in Malawi, a coalition of 11 foundations and private sector entities have come together to provide more than \$41 million in cofinancing to unlock the Multiplier allocation of \$31.5 million. Alongside contributions from international civil society organizations and philanthropic foundations, the cofinancing includes \$7.86 million in cofinancing from Malawian civil society and foundations. There has been similar success in leveraging local financing in Lesotho and Ghana.

Donor Contributions to GPE (Indicator 18)

At the 2021 replenishment conference, 27 donors (including 23 donor countries, one multilateral organization and three foundations) pledged to contribute nearly \$4 billion to the GPE Fund for the period 2021–25. Qatar and the Harry Hole Foundation committed an additional \$20 million and \$1.5 million to the GPE Fund, respectively, in 2022 and 2023. As of June 2024, donors had fulfilled 56 percent of their financial pledges, representing a total disbursement of \$2.4 billion from 26 donors. Whereas Finland, Japan, the Lego Foundation, the Netherlands, the Open Society Foundation and Saudi Arabia have disbursed the total amount pledged for the period 2021–25, other donors like Dubai Cares, Kuwait and Qatar had not yet contributed as of June 2024 (figure 2.14).

FIGURE 2.14.

GPE donors have fulfilled more than 60 percent of their pledges to contribute to the GPE Fund as of June 2024.
Share of pledged contribution fulfilled (percent)



Source: GPE Secretariat

CONCLUSION

GPE's support of countries' system reforms has begun to yield early signs of success. In fiscal year 2024, 24 partner countries completed their compacts, bringing the total to 57 compacts. Progress reports on countries' work on system reforms for the first year show that four-fifths of partner countries are on track to address challenges in domestic financing, especially equity and efficiency, as well as in sector coordination; about half are on track on gender-responsive education sector planning and data and evidence. In the coming year, GPE expects to receive more systematic data from countries. In addition, countries will conduct midterm reviews that will provide a fuller picture of progress.

GPE has responded to a challenging sectoral context by stepping up its support to partner countries over this reporting year. Grant approvals nearly tripled in 2024, with the total volume of approvals increasing from \$400 million in 2023 to over \$1 billion, driven by the ongoing simplification of GPE's operating model and better alignment to partner countries' policy processes. Disbursements from the GPE Fund also exceeded \$1 billion in fiscal year 2024.

Grants continue to meet their objectives at completion: nearly 90 percent of grants closed since the start of GPE 2025 met their objectives—including those related to learning outcomes, gender equality and inclusion. For example, in Côte d'Ivoire, the proportion of students in disadvantaged communities meeting minimum competency in mathematics increased from 24 percent in 2018 to 64 percent in 2023. In Somalia (Federal), 33,955 out-of-school children, including 27,242 girls, were enrolled in schools through various project interventions.

Since the start of GPE 2025, GPE's implementation grants have reached 252.7 million children, or 39 percent of all school-age children in the 76 countries with GPE grants that reported this number. Of the 252.7 million children reached, 70 percent are in PCFCs, and 103 million are female. Over the same period, GPE's implementation grants distributed 169 million textbooks, trained 1.9 million teachers and constructed or rehabilitated 36,135 classrooms.

Grants under implementation are also showing increased attention to gender equality, with the volume of grant funds that have gender equality as an objective nearly doubling for grants approved under GPE 2025 compared to grants before GPE 2025. However, timely system transformation grant implementation requires continued attention. Although efforts to redress grants that were off track in 2023 have resulted in more than half of those grants coming back on track to achieve their objectives, and overall grant implementation performance has improved slightly, about 40 percent of grants were still off track in 2024.

GPE's grant financing has been complemented by the success of its innovative financing mechanisms in leveraging additional financing for education. Those mechanisms have leveraged nearly \$4 billion in cofinancing since 2022, far exceeding the 2024 target of \$1.56 billion. All GPE cross-national mechanisms—KIX, Education Out Loud and technical assistance initiatives—also exceeded their targets for 2024.

