

# RESULTS REPORT 2024



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# RESULTS REPORT 2024



# FOREWORD

Education is the cornerstone of economic and social development, and equitable growth. It forges resilience in the face of hardships and unlocks innovation and opportunity. Now more than ever, at a time where we face multiple and profound challenges such as conflicts, climate disasters and record levels of displacement, the world needs strong and resilient national education systems.

In Global Partnership for Education (GPE) partner countries, education is in crisis and progress toward national targets remains slow, constrained by economic challenges and the aftershocks of the COVID-19 pandemic. One in five children is still out of school in lower-income countries and seven out of ten 10-year-olds still cannot read and comprehend a simple story.

Despite these challenges, GPE is making an impact, delivering record levels of financing and rallying partners behind country-led education reforms. At the same time, GPE has made strides in becoming a more effective, efficient and innovative partner based on country feedback and its two decades of experience.

## RECORD GRANT APPROVALS AND REACH

GPE grant approvals reached a record US\$1 billion in fiscal year 2024, with disbursements also surpassing \$1 billion. GPE grants were bolstered by an additional \$3.8 billion from 64 cofinanciers leveraged through GPE's innovative financing mechanisms.

GPE's results in this strategic period have already exceeded those of the previous five years. Since 2022, GPE grants have reached approximately 253 million children, with more than two-thirds living in countries affected by fragility and conflict.

With GPE support, partner countries have distributed almost 169 million textbooks, trained 1.9 million teachers and built or rehabilitated 36,000 classrooms. Nearly 90 percent of closed grants under the current plan met their stated objectives.

## PRIORITIZING GENDER EQUALITY AND LEARNING

GPE's strong focus on gender equality is yielding results. Nearly 90 percent of partnership compacts are informed by gender data and analyses, and two thirds of all system transformation grants approved since 2022 focus on gender equality—twice as many compared to the previous period.

Nearly all partnership compacts focus on improving learning. However, data on learning remains sparse. To help address this, all partnership compacts under GPE 2025 incorporate a focus on improving learning assessment systems as part of their priority reforms, and 65 percent of active GPE grants support country learning assessments.

GPE is also supporting countries to increase the number of qualified teachers and improve teacher training quality—the most important factor in improving learning.

## LEVERAGING PARTNERSHIPS TO MATCH COUNTRIES' AMBITIONS

Transforming education requires more than financing, as reflected by GPE's diverse offerings to partner countries. In fiscal year 2024, both the GPE Knowledge and Innovation Exchange (KIX) and our fund for advocacy and social accountability, Education Out Loud, exceeded their targets.

We also saw the successful uptake of demand-driven technical assistance initiatives that are supporting governments to incubate context-specific solutions to address climate change, student safety, gender equality and school nutrition.

## CONTINUALLY ADAPTING TO ADDRESS CHALLENGES

For partner countries to accelerate progress in transforming their education systems, it will be essential to address sector-wide data challenges and to link reforms more closely with results.

Going forward, GPE will continue to support and incentivize partner countries to strengthen learning assessment systems and to report their learning data internationally. A renewed focus on monitoring the implementation and impact of systemic reforms supported by GPE will also help governments to sustain momentum, adjust their approaches and ensure mutual accountability for results.

### **RESPONDING TO THE EDUCATION CRISIS AT THE SCALE IT DESERVES**

Education drives innovation, catalyzes inclusive growth and equips people with skills to grasp new opportunities. Research shows that a 1 percent improvement in learning can increase economic growth by 7 percent, while one extra year of schooling increases earnings by 10 percent. As new technologies, including renewable energy and artificial intelligence, reshape labor markets, workers who are better educated will be able to learn the new skills they need to succeed.

The results achieved through GPE's partnerships and funding clearly demonstrate that progress is possible. However, much more is needed to confront the scale of education challenges in GPE partner countries.

We must urgently step up efforts to ensure all children go to school, complete their education and learn what they truly need to thrive in their economies and societies. Without action to accelerate progress for children in lower-income countries, a generation of children and young people risks being left behind. The world cannot afford to let that happen.

**Laura Frigenti**  
Chief Executive Officer  
Global Partnership for Education



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# ABBREVIATIONS

<b>AMPL</b>	Assessment for Minimum Proficiency Level
<b>AMPL-a</b>	Assessment for Minimum Proficiency Level (early grades)
<b>AMPL-b</b>	Assessment for Minimum Proficiency Level (end of primary)
<b>ECCD</b>	early childhood care and development
<b>EMIS</b>	education management information system
<b>KIX</b>	Knowledge and Innovation Exchange
<b>PCFCs</b>	partner countries affected by fragility and conflict
<b>SDG</b>	Sustainable Development Goal
<b>UIS</b>	UNESCO Institute for Statistics



# 2024 RESULTS AT A GLANCE

**n.e.d.** not enough data  
**n/a** not applicable

\* See the full results framework in appendix A.

## GOAL

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

**1.**  
**35.1%** of partner countries had at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks.

**2.**  
**46.1%** of children participated in organized learning one year before the official primary entry age.

**3.i.a.**  
**73%** of children completed primary education.

**3.i.b.**  
**56.8%** of children completed lower-secondary education.

**3.i.c.**  
**37.8%** of children completed upper-secondary education.

**3.ii.a.**  
**16.4%** of primary-school-age children were out of school.

**3.ii.b.**  
**20.7%** of lower-secondary-school-age children were out of school.

**3.ii.c.**  
**36.1%** of upper-secondary-school-age children were out of school.

**4.i.**  
**58.1%** of partner countries increased their government expenditure on education or their government expenditure reached 20% or above.

**4.ii.a.**  
**78.9%** of partner countries assessed equity, efficiency and volume of domestic finance for education.

**4.ii.b.**  
**80%** of partner countries made progress against identified challenges in equity, efficiency and volume of domestic financing for education.

**5.i.**  
**26.7%** of women aged 20-24 years were married or in a union before age 18.

**5.ii.a.**  
**78.9%** of partner countries assessed gender-responsive planning and monitoring.

**5.ii.b.**  
**46.7%** of partner countries made progress against identified challenges in gender-responsive planning and monitoring.

**5.ii.c.**  
**64%** of partner countries where gender-responsive planning and monitoring was assessed had a legislative framework assuring the right to education for all children.

**6.a.i.**  
**n.e.d.** Children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in reading.

**6.a.ii.**  
**n.e.d.** Children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in mathematics.

**6.b.i.**  
**28.2%** of children and young people at the end of primary school achieved at least a minimum proficiency level in reading.

**6.b.ii.**  
**19.2%** of children and young people at the end of primary achieved at least a minimum proficiency level in mathematics.

**6.c.i.**  
**n.e.d.** Children and young people at the end of lower secondary achieving at least a minimum proficiency level in reading.

**6.c.ii.**  
**n.e.d.** Children and young people at the end of lower secondary achieving at least a minimum proficiency level in mathematics.

**7.i.a.**  
**80.3%** of teachers in pre-primary had minimum required qualifications.

**7.i.b.**  
**85.5%** of teachers in primary had minimum required qualifications.

**7.i.c.**  
**66.6%** of teachers in lower secondary had minimum required qualifications.

**7.i.d.**  
**68.7%** of teachers in upper secondary had minimum required qualifications.

**7.ii.**  
**n/a** Partner countries that assessed teaching quality.

**8.i.**  
**44.3%** of partner countries reported at least 10 out of 12 key international educational indicators to UIS.

**8.ii.a.**  
**78.9%** of partner countries assessed the availability and use of data and evidence.

**8.ii.b.**  
**53.8%** of partner countries made progress against identified challenges in the availability and use of data and evidence.

**8.ii.c.**  
**60%** of partner countries, that assessed the availability and use of data and evidence, reported key education statistics disaggregated by children with disabilities.

**8.iii.a.**  
**78.9%** of partner countries assessed sector coordination.

**8.iii.b.**  
**76.9%** of partner countries made progress against identified challenges in sector coordination.

**8.iii.c.**  
**62.5%** of local education groups included civil society organizations and teacher associations.

## COUNTRY-LEVEL OBJECTIVES

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

**9.i.**  
**n/a** Partner countries that implemented GPE allocation-linked policy reforms in the gender-responsive sector planning and monitoring enabling factor as identified in their partnership compact.

**9.ii.**  
**95.8%** of system capacity grants where activities under the gender-responsive planning and monitoring window were on track.

### 2. Mobilize coordinated action and financing to enable transformative change

**10.i.**  
**n/a** Partner countries which implemented GPE allocation-linked policy reforms in the sector coordination enabling factor as identified in their partnership compact.

**10.ii.**  
**88.2%** of system capacity grants where activities under the mobilize coordinated action and finance window were on track.

**11.**  
**n/a** Partner countries that implemented GPE allocation-linked policy reforms in the equity, efficiency and volume of domestic finance enabling factor as identified in their partnership compact.

**12.i.**  
**49.9%** of partner countries aligned GPE grant funding to national systems.

**12.ii.**  
**64%** of GPE grant funding used harmonized funding modalities.

**13.i.**  
**n/a** Partner countries that implemented GPE allocation-linked policy reforms in the data and evidence enabling factor as identified in their partnership compact.

**13.ii.**  
**80%** of system capacity grants where activities under the adapt and learn for results at scale window were on track.

### 3. Strengthen capacity, adapt and learn to implement and drive results at scale

**14.i.a.**  
**61.3%** of system transformation grants met overall objectives during implementation.

**14.i.b.**  
**87.5%** of system transformation grants met overall objectives at completion.

**14.ii.**  
**n/a** Grants with a Girls' Education Accelerator component where the Girls' Education Accelerator-funded component met its objective at completion.

## ENABLING OBJECTIVE

### Mobilize global and national partners and resources for sustainable results

**15.i.**  
**n/a** Number of cases of capacity strengthening supported by the GPE Knowledge and Innovation Exchange (KIX) that contributed to policy development or delivery in partner countries.

**15.ii.**  
**240** cases of knowledge mobilization supported by the GPE Knowledge and Innovation Exchange (KIX) contributed to policy development or delivery in partner countries.

**16.i.**  
**14** partner countries benefited from newly mobilized Technical Assistance Initiatives.

**16.ii.**  
**100%** of GPE-mobilized technical assistance initiatives were on track to meet their objectives.

**16.iii.**  
**US\$3,845 billion** in additional cofinancing has been leveraged through GPE innovative financing mechanisms.

**17.**  
**48** partner countries had civil society organizations that contributed to education planning, policy dialogue and monitoring through GPE Education Out Loud-funded projects.

**18.i.**  
**60.7%** of donor commitments were fulfilled.

**18.ii.**  
**US\$2,356 billion** in donor commitments were fulfilled.

## EXECUTIVE SUMMARY

The sectoral context in which GPE works remains challenging, and partner countries must accelerate progress to meet their national targets for Sustainable Development Goal (SDG) 4. Children suffered learning losses during the COVID-19 pandemic, and the sector lacks sufficient data to assess progress. Nonetheless, despite slow overall progress on improving education outcomes, some areas show promising improvements. For example, gender gaps in out-of-school rates have declined steadily at all levels of education. The availability of qualified teachers at the pre-primary and primary levels has also improved, notwithstanding a continuing shortage of teachers.

In that difficult context, GPE has stepped up its support to partner countries and is operating more efficiently. Early evidence indicates that GPE is supporting partner countries to develop increasingly prioritized and evidence-based system reforms that aim to address education challenges at scale. Gender equality is integrated as a cross-cutting consideration in those reforms, and partner countries are undertaking key policy and institutional actions, especially in domestic financing, designed to enable successful reform implementation.

GPE grant approvals have nearly tripled over the last year with over \$1 billion in implementation grants approved. Disbursements from the GPE Fund also exceeded \$1 billion in fiscal year 2024.<sup>1</sup> 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. GPE grants have increasingly integrated interventions that address gender inequality, with almost two-thirds of all grant funds approved under GPE 2025 focusing on that aim. Grants remain on track to achieve their objectives related to inclusion, gender equality and data systems, among other outcomes. GPE's implementation grants have reached 252.7 million children since GPE 2025 started, accounting for 39 percent of all school-age children in the 76 countries with GPE grants. Alongside increased direct grant financing, almost \$4 billion in additional financing has been leveraged through GPE's innovative financing mechanisms since 2022, more than double the target for 2024.

### GOAL: LEARNING OUTCOMES, ACCESS AND EQUITY

**In brief:** *GPE works within the context of SDG 4. Progress with respect to the SDG 4 targets remains slow, constrained by the aftereffects of the COVID-19 pandemic and ongoing economic challenges over the period of this report.<sup>2</sup> Data on learning outcomes at the end of primary education are available for about 27 partner countries. In those countries, only about a quarter of children are achieving minimum learning levels in reading and mathematics at the end of primary education. Although improvements in access to education still need to accelerate, gender gaps in out-of-school rates have declined at all levels of education since 2015. Partner countries have also improved the availability of qualified teachers at the pre-primary and primary levels.*

Data on learning outcomes reported to the UNESCO Institute for Statistics (UIS) continue to be sparse, and available data as of 2022 indicate that learning levels remain alarmingly low. In the 27 partner countries with available data, only 19 percent of children achieved the minimum proficiency level in mathematics at the end of primary education, with similar shares for girls and boys. In the 28 partner countries with data available on reading, 28 percent of children (27 percent of boys and 30 percent of girls) achieved the minimum proficiency level. Consequently, although most countries with comparable data show some progress and some are making fast progress in specific subjects and grade

<sup>1</sup> This total includes \$983 million in country grants and about \$70 million in GPE Secretariat and trustee costs.

<sup>2</sup> The data on most goal indicators in this report come from 2022, the latest available from the UNESCO Institute for Statistics, when partner countries continued to face an education crisis exacerbated by the lingering effects of the pandemic and economic challenges.

levels, only Benin is on track to achieve its national targets in reading and mathematics, both in the early grades and at the end of primary education.

The availability of qualified teachers is a critical enabler of improved learning. Eighty percent of teachers at the pre-primary level and 86 percent of teachers at the primary level met minimum qualification standards, and partner countries are on track to achieve their 2025 targets. Because the share of qualified teachers has stagnated at the lower-secondary level and decreased at the upper-secondary level, partner countries will not meet their national targets for those levels. Alongside the need to upgrade the qualifications of existing teachers, partner countries also face widespread teacher shortages.

Despite improvements in access-related indicators, partner countries are not on track to meet their national targets for 2025 and must accelerate their efforts to reach the most disadvantaged children.

The participation rate in organized learning one year before the official primary entry age is improving slowly. Among the countries that have set national targets, and that have data available, 22 percent progressed fast enough to be on track to meet their national targets.

Aggregate completion rates improved between 2015 and 2022, by about 5 percentage points in primary and lower-secondary education, and 3 percentage points in upper-secondary education. Still, in 2022, only 41 percent of partner countries were on track to achieve their 2025 benchmark for primary education completion. That share is 32 percent in lower-secondary education and 30 percent in upper-secondary education. In terms of national averages, gender gaps in completion rates trended in favor of girls. However, differences within countries based on gender, location, disability and other characteristics persist, with availability of data remaining a key issue.

Except among upper-secondary-school-age youth, out-of-school rates have not decreased fast enough since 2015, and partner countries are falling behind their targets for 2025. However, at the aggregate level, gender gaps in out-of-school rates have declined at all levels of education.

## GPE'S COUNTRY-LEVEL AND ENABLING OBJECTIVES: SUPPORTING SYSTEM REFORMS

**In brief:** *GPE contributes to the achievement of SDG 4 by supporting partner countries in designing and implementing system reforms, described in partnership compacts. 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. All system reforms also incorporate interventions related to improving learning. Emerging evidence shows that partner countries are implementing key actions identified in their partnership compacts to reform education policies and strengthen institutions. Alongside the improved focus on gender equality in system reforms, almost two-thirds of grant funds approved under GPE 2025 focused on gender equality, compared to a third under GPE 2020. Completed GPE grants continue to meet their objectives, but on-time grant performance during implementation requires ongoing attention. Grant approvals have nearly tripled to more than \$1 billion, and disbursements from the GPE Fund also exceeded \$1 billion in 2024. The overall improvement in grant approvals and disbursements has been driven by reforms in GPE's governance structures and processes, simplification of GPE's operating model and better alignment with partner countries' policy cycles. As a result, the size of the active grant portfolio is at a record high of \$2.7 billion (excluding COVID-19 accelerated funding grants). GPE's grant financing has been complemented by the success of its innovative financing mechanisms that have far exceeded their target for 2024. Those mechanisms have cumulatively leveraged nearly \$4 billion in additional financing since 2022 through an increasingly diverse range of cofinanciers. Education Out Loud, the GPE Knowledge and Innovation Exchange (KIX), and technical assistance initiatives are exceeding their objectives in supporting civil society advocacy for education and informing education policies.*

GPE contributes to countries' system reforms to achieve at-scale impact on education outcomes through its operating model. The model comprises three interrelated stages: (1) system diagnosis and analysis of factors that support or impede the achievement of education outcomes (called enabling factors); (2) prioritization of system reforms, and the alignment of education stakeholders behind those reforms, through the development of partnership compacts; and (3) implementation, learning and adaptation, including support from GPE

grants. Those stages support three country-level objectives which are reinforced by mobilizing global and national partners and resources, the enabling objective for GPE 2025.

After the local education groups have identified a system reform in the partnership compact, GPE provides a grant focused on addressing 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 completing actions to address the most pressing challenges identified.

### **Country-Level Objective 1:** **Strengthen Gender-Responsive Planning and Policy Development for System-wide Impact**

In fiscal year 2024, 24 partner countries completed their compacts, bringing the total to 57 compacts. 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. The evaluations also found evidence of government-led inclusive dialogue in the compact development progress.

Gender equality is also increasingly integrated in system reforms. Almost all system reforms reviewed<sup>3</sup> are informed by a gender analysis and recent gender data and evidence, and gender equality is a cross-cutting consideration in three-fourths of those reforms. The thematic and country-level evaluations also found that, although gender equality requires continued attention and capacity development at the country level, the gender equality-related activities in system reforms go beyond gender equality in access to education, with instances of activities addressing gender within the education system and through education for enhancing gender equality in society at large.

Through the enabling factors analysis, 17 partner countries<sup>4</sup> rated gender-responsive sector planning and monitoring a high priority,<sup>5</sup> indicating that they identified significant gaps in this area. About half of the countries that reported progress on actions to improve gender-responsive sector planning and monitoring were on track. Actions include gender mainstreaming in education

sector analyses, strengthening operational planning and monitoring the implementation of education plans and policies.

KIX-supported knowledge and research have informed education policy development or delivery in 70 partner countries, with most of those cases related to gender equality, equity and social inclusion.

### **Country-Level Objective 2:** **Mobilize Coordinated Action and Financing to Enable Transformative Change**

GPE mobilizes coordinated financing for system reforms by improving domestic public financing, crowding in additional financing from sources such as the private sector and philanthropic foundations, and aligning external financing to national system reform priorities outlined in the compact.

Through the enabling factors analysis, 46 partner countries identified significant challenges in domestic financing rating it a high priority. Four-fifths of the countries reporting progress on actions to address those challenges were on track. The actions implemented commonly include policy changes to render the distribution of school grants, teachers or teaching and learning materials more equitable, studies to analyze expenditure bottlenecks and improvements to financial management systems.

Of the countries with top-ups approved by June 30, 2024, all have at least one action related to domestic finance. Domestic finance actions represent \$300 million, or 81 percent of the total top-up allocation approved so far. Teachers are at the center of many of those actions, with conditions such as increasing the availability of quality teachers and deploying them to areas of greatest need.

Countries' efforts to improve domestic financing, and the emphasis on domestic financing in the top-ups, have occurred in the broader context of the declining volume of domestic financing since the onset of the COVID-19 pandemic. Average education spending as a share of total government expenditure decreased by 1.9 percentage points between 2019 and 2022 because of the pandemic but increased slightly by 0.1 percentage point to 18.2 percent in 2023. Almost 60 percent of partner

<sup>3</sup> The integration of gender equality considerations in system reforms was reviewed for 46 partner countries by June 2024.

<sup>4</sup> As of June 2024, 75 partner countries had completed enabling factors analyses, assigning high priority for action to one or more factors. Of those countries, the GPE Board approved the focus area for GPE grants for 17 countries by June 2023. The 17 countries were, therefore, due to assess and report one-year progress on the enabling factors-related actions identified in their partnership compacts by June 2024. Data for 15 of those 17 countries were available in time for this report.

<sup>5</sup> Not all enabling factors rated as a high priority are subject to top-up allocations. Top-ups are used in a subset of those cases, when a lack of progress would impede the system reform.

countries either maintained their education spending at or above the benchmark of 20 percent of overall public expenditure or increased their education expenditure in 2023, compared to 2020.

GPE's innovative financing mechanisms are showing promise in crowding in additional local financing for education. Examples include Ghana, Lesotho and Malawi, where local foundations and private sector entities have come together to unlock the countries' Multiplier allocations.

With respect to coordinated external financing, the share of GPE grant funds that align to national systems has remained at about 50 percent since fiscal year 2021. The share of GPE grant funds harmonized with other sources of external finance for education has risen steadily since fiscal year 2021, to 64 percent in fiscal year 2024. The increase in the use of harmonized modalities reflects in part the success of the GPE Multiplier, because Multiplier funds are often comingled with the funds of the cofinanciers that unlock the Multiplier.

GPE also supports system reforms by mobilizing coordinated action through local education groups, which are multi-stakeholder platforms for inclusive policy dialogue on education. The proportion of local education groups that included both civil society organizations and teachers associations declined slightly from 64 percent to 63 percent in fiscal year 2024. Overall, almost all local education groups included civil society organizations, but only 64 percent included teachers associations.

Through the enabling factors analysis, 11 partner countries rated sector coordination a high priority and nearly four-fifths of partner countries reporting progress were on track to complete actions to improve sector coordination. Actions include strengthening or establishing mechanisms for collaboration in the sector and strengthening budgeting and financial management processes to enable domestic and external financiers to coordinate their financing.

Education Out Loud is complementing those efforts by supporting civil society participation in education policy processes. From fiscal year 2021 to 2024, civil society organizations with Education Out Loud funding have influenced education planning, policy dialogue or monitoring in 48 countries, which exceeds the target of 37 countries over that period.



### Country-Level Objective 3: Strengthen Capacity, Adapt and Learn, to Implement and Drive Results at Scale

Progress on partner countries' system reforms will be assessed through midterm reviews of partnership compacts that have begun recently. The midterm reviews support evidence-based learning on, and improving, the implementation of system reforms. The next report will discuss the first set of data from those reviews.

Data and evidence underpin learning from evidence, and 32 partner countries rated this enabling factor a high priority. About half of the countries reporting progress with respect to data and evidence were on track. Some key actions completed include strengthening education management information systems, developing and implementing learning assessments, collecting sex-disaggregated data and enhancing data use for decision making. Those efforts may translate into improved international data reporting, which has stagnated. The proportion of partner countries reporting to UIS on at least 10 out of 12 key outcome, service delivery and financing indicators has fluctuated since 2015 and declined nearly 5 percentage points from 2022 to 44.3 percent in 2023.

GPE's financial support for system reforms is through country-level grants: the system transformation grant, the system capacity grant, the Girls' Education Accelerator and innovative financing mechanisms such as the Multiplier. Some education sector program implementation grants from GPE 2020 are also continuing implementation.

Grant approvals accelerated significantly in fiscal year 2024 and exceeded \$1 billion, recording an all-time high excluding COVID-19 accelerated funding grants. That total includes approval of 16 system transformation grants, seven Girls' Education Accelerators and 12 Multiplier grants, with momentum expected to continue in 2025. Disbursements from the GPE Fund also exceeded \$1 billion in fiscal year 2024. The acceleration in grant approvals and portfolio performance has been achieved because of governance reforms and streamlined approval processes, investments in the GPE Secretariat's portfolio management and grant performance monitoring functions, improved grant agent accreditation and increased numbers of accredited grant agents, and updated guidance on grant revisions for grant agents. Further improvements to grant agent selection and grant management are under way.





GPE's implementation grants continue to meet their specific objectives at completion, with 21 of the 24 grants that closed since the start of GPE 2025 meeting their objectives. Of the implementation grants that reported progress, 61 percent of grants were on track to meet their objectives in fiscal year 2024, a slight improvement from 57 percent in fiscal year 2023. Because of efforts by partner country governments, grant agents and the GPE Secretariat to remediate underperforming grants, 15 out of the 29 off-track grants in 2023 are back on track or fully implemented. However, 11 additional grants went off track in 2024, indicating the need for ongoing attention to ensure that implementation grants remain on schedule during implementation. The Secretariat has taken measures to increase attention to implementation. Those measures include the hiring of three senior managers to oversee regional portfolios and a comprehensive review and redesign of internal roles and processes that will be fully rolled out in January 2025.

GPE's implementation grants have reached 252.7 million children since GPE 2025 started. That number accounts for 39 percent of all school-age children in the 76 countries with GPE grants that reported the number of children reached. Of the almost 253 million children reached, 70 percent are in partner countries affected by fragility and conflict. Since 2021, GPE's implementation grants distributed 169 million textbooks, trained 1.9 million teachers and constructed or rehabilitated 36,135 classrooms. The results achieved in the four years of GPE 2025 thus far already exceed the numbers achieved in the five years of GPE 2020.

GPE's system capacity grants support partner countries in addressing capacity gaps identified through the enabling factors analysis. More than 80 percent of partner countries' system capacity grants have been approved, and 80 percent of these grants were on track to meet their objectives.

In fiscal year 2024, the GPE Secretariat introduced a gender marker, which builds on a methodology developed by the Organisation for Economic Co-operation and Development, to estimate the extent to which grants integrate gender equality into program design. Of the 119 grants active in fiscal year 2024 (including implementation and accelerated funding grants), 87 percent included at least one activity related to gender equality. Sixty-two percent of grant funds approved during GPE 2025 had gender equality as a specific objective, as compared with 34 percent approved during GPE 2020.

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

GPE reinforces partner countries' efforts to implement system reforms at scale by mobilizing additional financing for education through its innovative financing mechanisms and through the three cross-national mechanisms—KIX, Education Out Loud and technical assistance initiatives—that complement its country-level grants.

GPE has successfully leveraged additional financing for education to complement its grant financing. As of June 30, 2024, GPE had approved \$940 million in GPE 2025 Multiplier expression of interest allocations in 49 partner countries. GPE 2025 innovative financing mechanisms accounted for \$470.23 million in grants to 29 partner countries. Those allocations are leveraging nearly \$4 billion in cofinancing through the GPE Multiplier. The amount of cofinancing far exceeds the target of \$1.56 billion and has been leveraged from an increasingly diverse range of sources, with 64 cofinanciers participating in GPE's innovative financing mechanisms.

KIX and Education Out Loud enable the design and implementation of system reforms. Both programs exceeded their targets in informing partner countries' education policies and supporting civil society advocacy for education. 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. A similar review of Education Out Loud finds 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, formerly GPE strategic capabilities, mobilize technical partners' expertise, resources and solutions to reinforce national government capacity for aligned and coordinated action across multiple ministries. These initiatives currently support partner countries on climate-smart education, school safety, school-based nutrition and technology for education, among other areas. In 2024, 14 partner countries drew on technical assistance initiatives, surpassing the target of 10 countries. The next results report will provide more information on how this work is proceeding.



## SPECIAL FOCUS: MEASURING CHILDREN'S LEARNING

**In brief:** *The world has 1.6 billion primary- and secondary-school-age children; for about 680 million of those children, most of whom live in GPE partner countries, the level of learning outcomes is unknown. The lack of regularly available and high-quality data on learning outcomes impedes the education community's understanding of the status of learning and the solutions it can deploy to make education systems more effective. The partnership has strategic opportunities to improve the availability of learning data. Countries with effective learning assessment systems tend to collect and report data on learning outcomes regularly. GPE's focus on learning assessment systems has strengthened under GPE 2025, and the priority reforms in all partnership compacts include measures to conduct learning assessments or to strengthen learning assessment systems. GPE grants supported learning assessment systems in 65 partner countries in 2024. If implemented successfully and sustained beyond the life of GPE grants, the investments can play a significant role in addressing the learning data gap. Alongside longer-term measures to improve learning assessment systems, existing national data can be better leveraged for international reporting. About half of the partner countries that conducted learning assessments between 2015 and 2022 did not report learning data to UIS.*

In a difficult environment for education financing, the lack of data on learning outcomes hampers the education sector's case for investing in education. Although the relative dearth of learning assessment data is a longstanding issue, the COVID-19 pandemic and the ensuing widespread school closures made it more difficult for partner countries to administer learning assessments, with disruptions particularly for those assessments planned for 2020, 2021 and 2022. Consequently, the number of learning assessments in partner countries declined from 55 in 2019 to only five in 2022. Nevertheless, at least 185 large-scale learning assessments at the primary and secondary level were conducted in 63 GPE partner countries between 2015 and 2022. Of those countries, only 34 reported at least one learning data point to UIS in that period.

In most countries, comparing the cost of learning assessments to government education spending per student shows that cost does not represent a significant barrier to the availability of learning data. Instead, because learning assessments tend to be ad hoc rather than conducted regularly as part of an established system, partner countries find it difficult to sustain the practice of conducting learning assessments. In contrast,

countries with established learning assessment systems tend to conduct assessments and report data regularly.


All partnership compacts under GPE 2025 incorporate interventions related to learning assessment systems as part of their priority reforms. In two-thirds of the partnership compacts analyzed, the learning assessment-related interventions were developed as a direct response to gaps identified through the data availability and use component of the enabling factors analysis. In the remaining partnership compacts, the development of policies or frameworks related to learning assessments was embedded in broader system reforms.

GPE's funding model also directly incentivizes improvements in learning assessment systems. For instance, in Liberia, 5 percent of the system transformation grant allocation of \$19.5 million depends on completion of a national learning assessment at the primary level and dissemination of its results. GPE implementation grants continued to support learning assessments in 2024. Of the 119 grants active (implementation and accelerated funding grants) in fiscal year 2024, 77 supported learning assessments in 65 partner countries. Alongside that country-specific support for learning assessments, GPE implements a range of cross-national initiatives, such as support for citizen-led assessments and peer-learning programs for ministry officials, to strengthen learning assessments through KIX and Education Out Loud.

Although partner countries have made significant investments in learning assessments, challenges in the production, reporting and use of learning data persist. Ensuring data availability and comparability over time and across countries will require adequate financial and technical resources, incentives for alignment to international standards and harmonization of learning assessments.

As GPE leans into supporting partner countries' implementation of their system reforms to achieve education outcomes, the GPE 2030 strategy updates will consider how results, including learning outcomes, can be driven and measured more systematically and with greater precision.





Malika, 3 years old, participates in a lesson at the 'Early Learning Hub' supported by GPE in Samarkand, Uzbekistan.  
GPE/Federico Scoppa

## CHAPTER 1

# SECTOR CONTEXT: PARTNER COUNTRIES' PROGRESS TOWARD GPE 2025



## KEY TAKEAWAYS

- The sectoral context in which GPE operates remains challenging, and partner countries must accelerate progress on education access, equity, completion and learning outcomes to meet their national targets for Sustainable Development Goal 4.
- In 2022, among partner countries that have set national targets and have data available for the participation rate in organized learning one year before the official primary entry age, on average 22 percent had progressed fast enough to be on track to meet their national targets.
- Sixteen percent of primary-school-age children, about 20 percent of lower-secondary-school-age adolescents and 26 percent of upper-secondary-school-age youth were out of school in partner countries. Except among upper-secondary-school-age youth, out-of-school rates have not decreased fast enough since 2015, and partner countries are falling behind their targets for 2025. However, gender gaps in out-of-school rates have declined at all levels of education.
- Completion rates improved between 2015 and 2022, by approximately 5 percentage points in primary and lower-secondary education, and by about 3 percentage points in upper-secondary education. Gender gaps in completion rates have trended in favor of girls. In 2022, 41 percent of partner countries were on track to achieve their 2025 benchmark for primary education completion; that share was 32 percent in lower-secondary education and 30 percent in upper-secondary education.
- The number of countries with data on learning outcomes available remains low, especially in early grades. In the 27 partner countries with data on mathematics at the end of primary, 19 percent of children achieved minimum proficiency, with similar shares for girls and boys. In the 28 partner countries with data available on reading, 28 percent of children (27 percent of boys and 30 percent of girls) achieved the minimum proficiency level at the end of primary education.
- Eighty percent of teachers at the pre-primary level and 86 percent of teachers at the primary level meet minimum qualification standards, and partner countries are on track to achieve their 2025 targets. However, partner countries will not meet their national targets for lower- and upper-secondary education because shares of qualified teachers have stagnated at the lower-secondary level and decreased at the upper-secondary level.



## INTRODUCTION

Operating in the context of each GPE partner country and its commitments, GPE supports countries in achieving the GPE 2025 strategic goal of accelerating “access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.” This chapter provides information on partner countries’ trajectory toward meeting their 2025 commitments through national targets.<sup>6</sup> Progress toward national targets, or benchmarks, set as part of the national Sustainable Development Goal (SDG) 4 benchmarking process (appendix D), is assessed by looking at how likely it is that partner countries will meet their commitments for 2025. Because the GPE 2025 vision of “a quality education for every child” places great importance on addressing inequality in education, this chapter also reviews results from an equity perspective, disaggregating indicators—when possible and relevant—by gender, location, wealth and fragility or conflict.

### 1.1. TAKING STOCK OF SECTOR PROGRESS IN EDUCATION ACCESS, COMPLETION AND EQUITY

#### Progress in Access to Early Childhood Education Needs to Accelerate (Indicators 1 and 2)

Evidence shows that early childhood education is crucial. It improves learning outcomes in primary school and helps young children develop social skills and emotional well-being. High-quality early learning can promote equity by improving learning outcomes among the most disadvantaged children.<sup>7</sup> Therefore, GPE is committed to supporting partner countries’ efforts on universal access to at least one year of quality pre-primary education. Two indicators in the GPE results framework monitor progress toward universal access to pre-primary education. Indicator 1 (based on SDG indicator 4.2.5) measures the proportion of partner countries whose legal frameworks guarantee at least one year of free and/or compulsory pre-primary education. Indicator 2 (SDG indicator 4.2.2) measures the participation rate in organized learning one year before the official primary entry age.

Since 2015, three countries—Tajikistan in 2016, Uzbekistan in 2017 and Mongolia in 2018—have introduced new legislation in this area, bringing the number of countries guaranteeing at least one year of free and/or compulsory pre-primary education to 27 out of the 77 GPE partner countries with data available (35 percent) as of the end of 2022. Among the 25 partner countries affected by fragility and conflict (PCFCs) with available data, that share is 24 percent. After Mongolia enacted its new legislation to boost access, the share of children attending pre-primary education in the country increased from 83 percent in 2015 to 89 percent in 2022. Uzbekistan saw a much larger increase in pre-primary education attendance, from 30 percent in 2015 to 67 percent in 2022. Lack of data prevented a trend analysis for Tajikistan. More partner countries need to make progress in introducing such legislation.

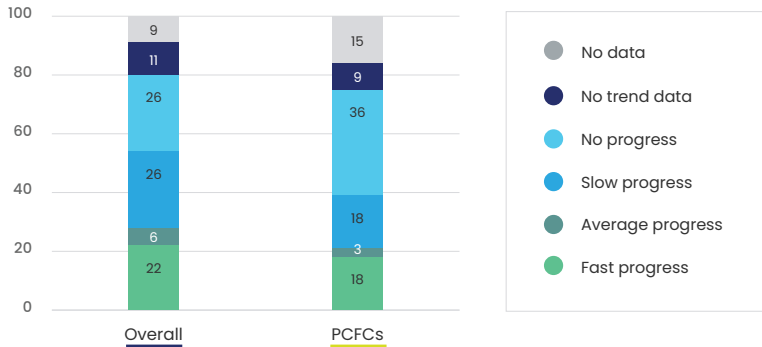
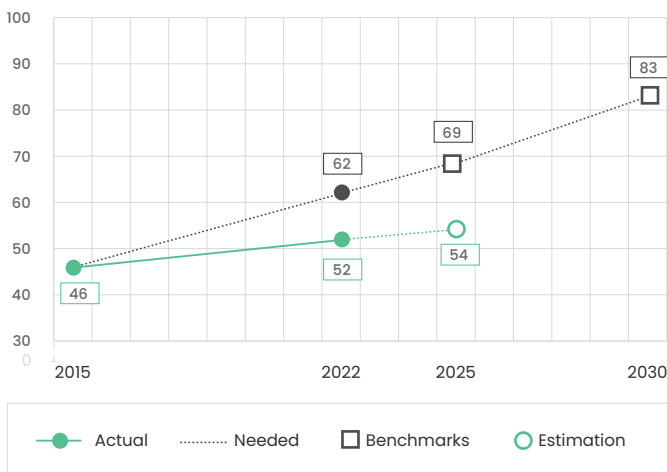
The participation rate in organized learning one year before the official primary entry age (Indicator 2) has improved but too slowly for countries to meet their 2025 targets. Among countries that have set national targets, and that have data available, 22 percent (and 18 percent of PCFCs) progressed fast enough to be on track to meet their national targets (figure 1.1, panel a). According to

<sup>6</sup> The results framework indicators are collected for 88 partner countries; however, because of data availability issues, the number of countries covered varies by indicator.

<sup>7</sup> UNESCO, *The Right to a Strong Foundation: Global Report on Early Childhood Care and Education*, (Paris: UNESCO, 2024), <https://unesdoc.unesco.org/ark:/48223/pf0000390215>.

**FIGURE 1.1.****Countries need to accelerate progress on pre-primary education targets.**

Participation in organized learning one year before the official primary entry age, country distribution and participation rates (percent)

**a) Distribution of countries, by rate of progress****b) Observed vs. needed participation rates, 2015–2030**

Source: UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Scorecard Progress Report on National Benchmarks: Focus on Teachers* (Montreal: UIS and Paris: Global Education Monitoring Report, 2024), <https://unesdoc.unesco.org/ark:/48223/pf000038841>; and UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Benchmarks Database* (Montreal: UIS and Paris: Global Education Monitoring Report, 2024). Data dashboard available at: <https://www.unesco.org/en/sdg4scorecard-dashboard>.

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

currently available data, an estimated 54 percent of children in GPE partner countries will attend pre-primary education by 2025, 15 percentage points below the 69 percent target set by countries (figure 1.1, panel b). The successful implementation of reforms related to early learning prioritized in partner countries' compacts can contribute to addressing that slow rate of progress (box 1.1).

The aftermath of the COVID-19 crisis partly accounts for that slow progress. For instance, Belize and Grenada had stable participation since 2015, with rates of 86 percent and 75 percent, respectively, in 2020. In both countries, the share of children attending pre-primary education dropped to just below 50 percent in 2022.

### Progress in Access and Completion Needs to Accelerate to Meet Partner Countries' Targets; but the Gender Gap Has Declined (Indicators 3ii and 3i)

The GPE 2025 results framework monitors progress in out-of-school rates (Indicator 3ii, or SDG indicator 4.1.4) and completion rates (Indicator 3i, or SDG indicator 4.1.2) among primary-, lower-secondary- and upper-secondary-school-age children and youth.<sup>8</sup> As of 2022, about 16 percent of primary-school-age children, 20 percent of lower-secondary-school-age adolescents and 36 percent of upper-secondary-school-age youth were out of school (figure 1.2). Out-of-school rates have improved (that is, declined) since 2015 but need to do so at a faster rate.

8 The completion rate measures the percentage of a cohort three to five years older than the official graduation age that has reached the last grade of primary school.

**BOX 1.1. Extent to which countries consider early learning in their priority reforms**

Forty-five percent of partner countries with a partnership compact finalized by June 2024<sup>a</sup> have included early learning among their priority reforms, either as a specific focus or within a broader approach to foundational learning. For instance, El Salvador's priority reform focuses specifically on early learning and gender, with components on reducing learning gaps in early childhood, reducing gender gaps in access to early childhood education and strengthening institutions for early childhood care. Bhutan's reform prioritizes early learning through four components: ensuring equitable, universal access to early childhood care and development (ECCD) programs for all children; professionalizing the ECCD system, including teachers and facilitators; strengthening the curriculum, learning resources standards and guides to enhance learning outcomes of children in ECCD centers; and enhancing gender equality and inclusion in ECCD.

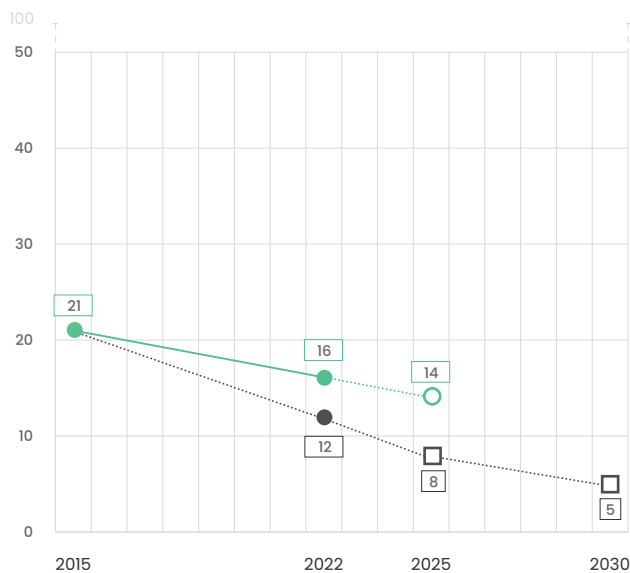
GPE is also committed to helping partner countries with knowledge and financial resources to improve access to pre-primary education and early childhood education. For instance, in partnership with the LEGO Foundation, GPE has funded the development of an ECE Accelerator Toolkit to support early learning.<sup>b</sup> In addition, GPE implementation grants active in fiscal year 2024 also committed \$274 million (9 percent of the overall volume of grants) to funding activities aiming at promoting early childhood education.

a. Benin, Bhutan, Burundi, Cabo Verde, Central African Republic, Côte d'Ivoire, El Salvador, Eritrea, Fiji, The Gambia, Ghana, Kyrgyz Republic, Lesotho, Liberia, Malawi, Maldives, Nepal, Nicaragua, Pakistan (Balochistan), Pakistan (Punjab), Rwanda, Sierra Leone, Somalia (Somaliland), Tanzania (Zanzibar), Uganda and Uzbekistan (out of 56 partnership compacts analyzed).  
 b. For more information, refer to the ECE Accelerator website, <https://www.ece-accelerator.org/>.

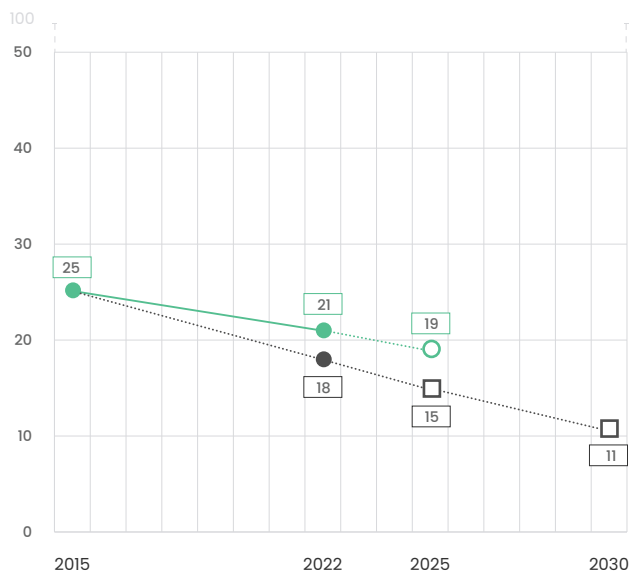
**FIGURE 1.2.**

**Countries have made limited progress on primary- and lower-secondary-level out-of-school rates since 2015.**  
*Out-of-school rates, observed progress and needed progress to achieve 2025 targets, by age group (percent)*

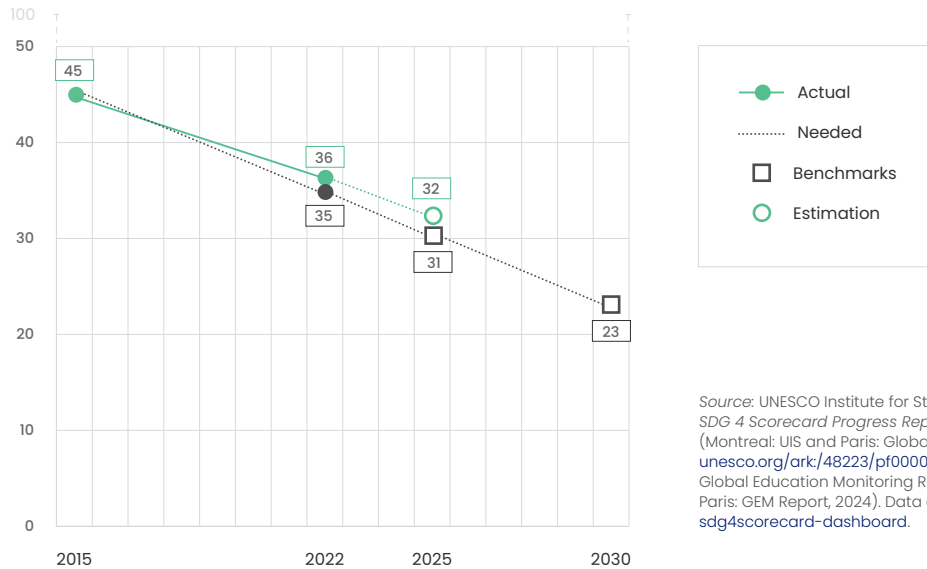
**a) Primary-school-age children**



**b) Lower-secondary-school-age adolescents**



### c) Upper-secondary-school-age youth



Source: UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Scorecard Progress Report on National Benchmarks: Focus on Teachers* (Montreal: UIS and Paris: Global Education Monitoring Report, 2024), <https://unesdoc.unesco.org/ark:/48223/pf000038841>; and UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Benchmarks Database* (Montreal: UIS and Paris: GEM Report, 2024). Data dashboard available at: <https://www.unesco.org/en/sdg4scorecard-dashboard>.

Except among upper-secondary-school-age youth, out-of-school rates have not decreased fast enough since 2015, and partner countries are falling behind their targets for 2025 (figure 1.2).

In line with these trends, the number of out-of-school children remains alarmingly high globally, particularly in middle-income countries. In 2022, an estimated 244 million primary- and secondary-school-age children were out of school worldwide, in both GPE partner countries and others. Of those children, about 59 percent resided in lower-middle-income countries, 28 percent in low-income countries and 11 percent in upper-middle-income countries.

Since 2015, gender gaps in out-of-school rates have also declined—to negligible in primary, less than 2 percentage points in lower-secondary and 3 percentage points in upper-secondary education (figure 1.3, panel a). PCFCs show a similar dynamic, even if the gender gap remains slightly larger, especially among upper-secondary-school-age youth (figure 1.3, panel b).

Nevertheless, completion rates improved between 2015 and 2022, by approximately 5 percentage points in primary and lower-secondary education, and by about 3 percentage points in upper-secondary education (appendix E, figure E.2). Gender gaps in completion rates have generally trended in favor of girls. In primary education, the gender gap in favor of girls rose from 2 percentage points in 2015 to 4 percentage points in 2022.

The 1-percentage-point gender gap in favor of boys in lower-secondary completion in 2015 had reversed by 2022 (figure 1.4, panel a). The results follow the evolution of out-of-school rates, which have decreased faster for girls than for boys. PCFCs have followed the same trends, although girls' secondary completion rates remain slightly behind those for boys (figure 1.4, panel b). Completion rates measure graduation by the age group three to five years above the official graduation age; when the measurements include those who graduate even later, boys continue to have an advantage over girls in lower- and upper-secondary completion, with a gender parity index of 0.94 in GPE partner countries and 0.88 in PCFCs. Early child marriage remains an important impediment to girls' participation in and completion of secondary education (box 1.2).

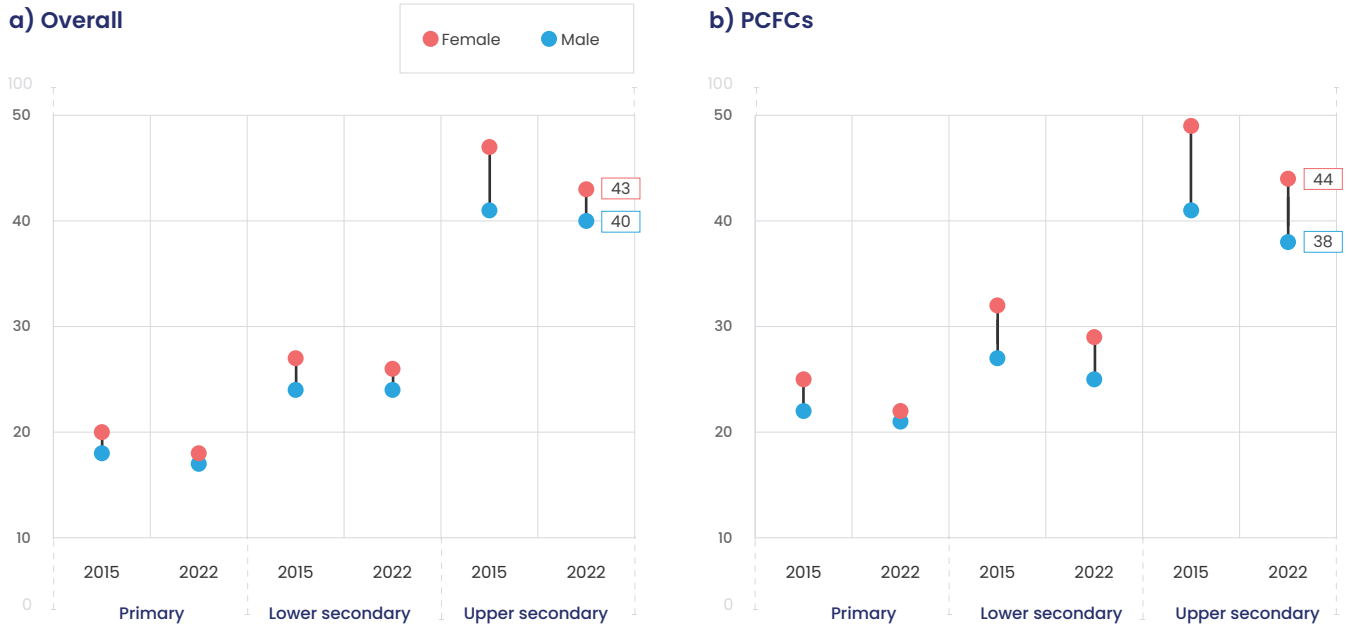
Despite the progress in completion rates, countries are still falling behind their targets (figure 1.5). Only 41 percent of the countries with data (29 out of 71 countries) are on track<sup>9</sup> to achieve their 2025 benchmark for primary education completion, and that share decreases to 32 percent in lower-secondary education (23 out of 71 countries) and 30 percent in upper-secondary education (21 out of 71 countries)—appendix F, figure F.1. In PCFCs, only 31 percent of countries are on track at the primary level (eight out of 26 countries), 19 percent at the lower-secondary level (five out of 26 countries), and 12 percent at the upper-secondary level (three out of 26 countries).

<sup>9</sup> Refer to appendix D for methodology details.

**FIGURE 1.3.**

**The gender gap in out-of-school rates has fallen since 2015 but remains high among upper-secondary-school-age youth.**

*Out-of-school rates, overall and PCFCs, by age group and gender, 2015 and 2022 (percent)*

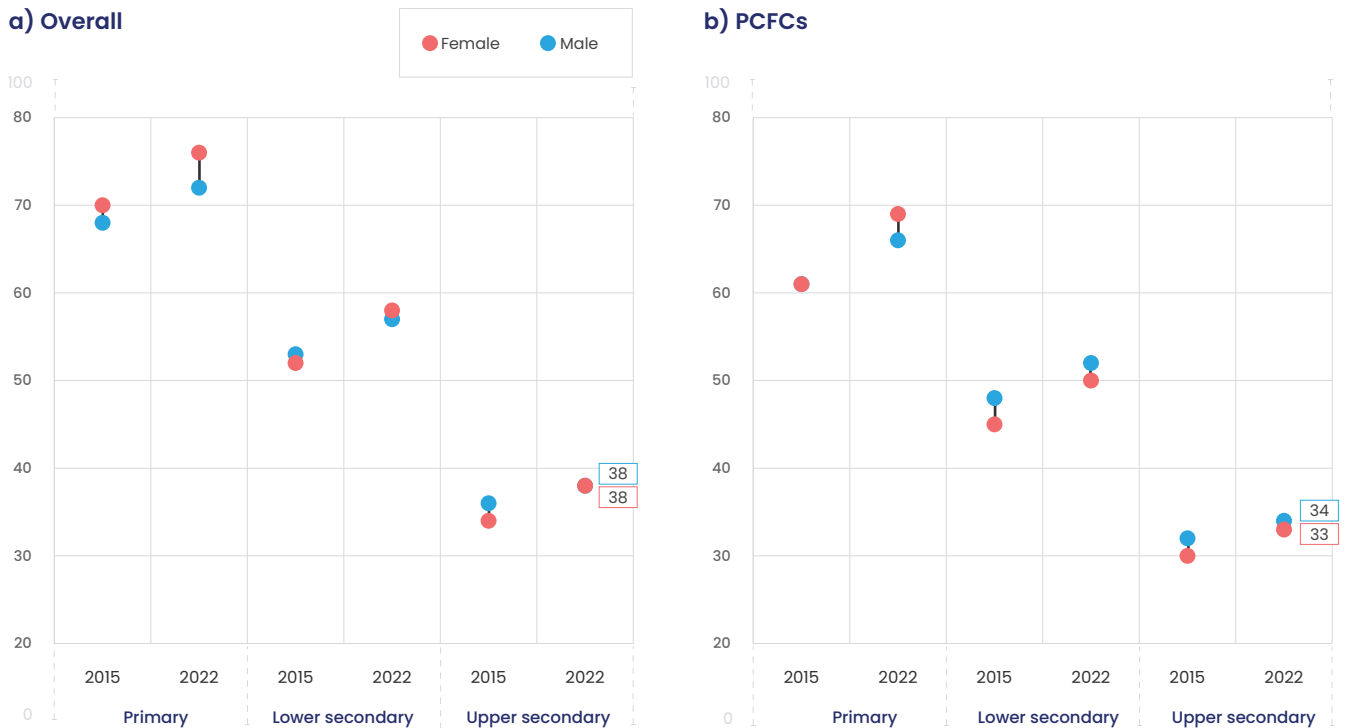


Source: Authors' estimates based on UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, "A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: Out-of-School Rates," (Montreal: UIS and Paris: Global Education Monitoring Report, 2022), [https://www.unesco.org/gem-report/sites/default/files/medias/fichiers/2022/08/OOS\\_Proposal.pdf]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

**FIGURE 1.4.**

**Gender gaps in completion rates have trended in favor of girls.**

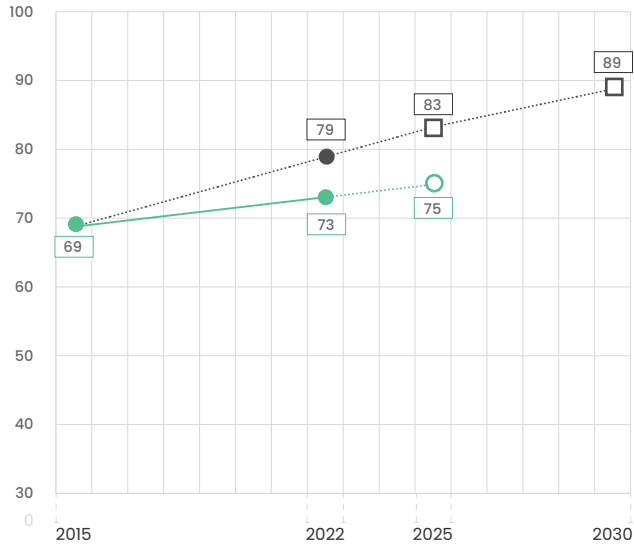
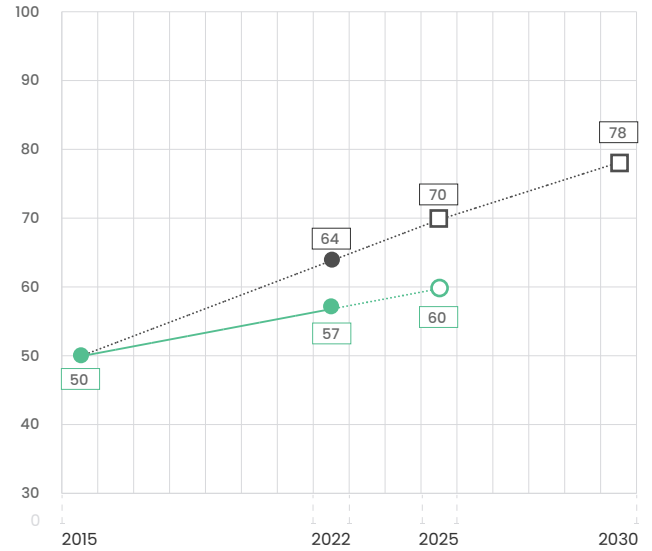
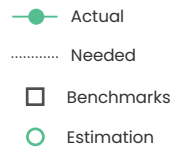
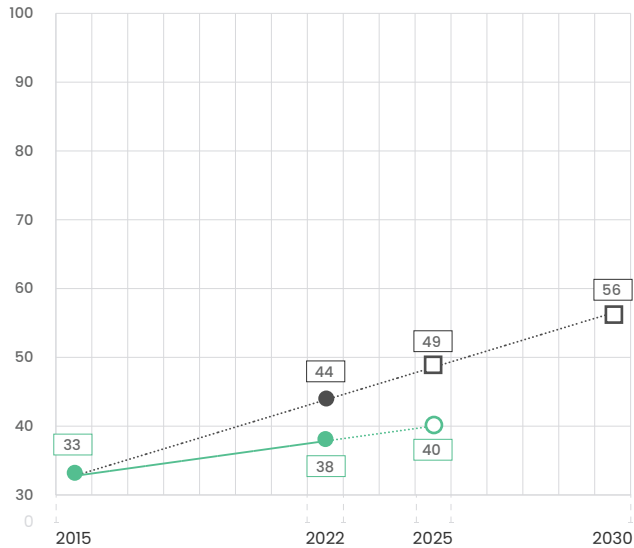
*Completion rates, overall and PCFCs, by education level and gender, 2015 and 2022 (percent)*



Source: Authors' estimates based on UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report.

**FIGURE 1.5.****GPE partner countries need to boost their completion rates to meet 2025 benchmarks.**

Completion rates, observed progress and needed progress to achieve 2025 benchmarks, by education level (percent)

**a) Primary****b) Lower Secondary****c) Upper secondary**

Source: UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Scorecard Progress Report on National Benchmarks: Focus on Teachers* (Montreal: UIS and Paris: Global Education Monitoring Report, 2024), <https://unesdoc.unesco.org/ark:/48223/pf0000388411>; and UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Benchmarks Database* (Montreal: UIS and Paris: GEM Report, 2024). Data dashboard available at: <https://www.unesco.org/en/sdg4scorecard-dashboard>.

Socioeconomic status remains a critical determining factor for school completion. In partner countries, children from the top income quintile have a completion rate 38 percentage points higher than children from the bottom quintile in primary and 50 percentage points higher, on average, in lower- and upper-secondary education. Despite decreasing gaps in primary (from 43 to 38 percentage points) and lower-secondary education (from 53 to 47 percentage points), the gap

has not changed in upper-secondary education. Completion rates differ by 20 percentage points between urban and rural areas at all levels, in favor of urban areas, although those gaps declined by 4 percentage points between 2015 and 2022. Addressing the disparities requires strong attention to the hardest-to-reach children by focusing on equity and inclusion in partner countries' priority reforms (box 1.3).

**BOX 1.2. How pressures to marry early continue to threaten the education of disadvantaged young women (Indicator 5i)**

Child marriage is a violation of human rights and an important barrier to education. Early marriage and early pregnancy are among the main reasons girls leave school. At the same time, out-of-school girls have a higher risk of getting married before age 18. Partner countries with higher proportions of women (aged 20–24 years) married or in a union before age 18 generally have higher out-of-school rates for upper-secondary-school-age girls (appendix G). In 2023, 27 percent of women aged 20–24 years in partner countries were married or in a union before age 18 (Indicator 5i of the results framework).

Combatting child marriage appears a complex task, because the practice often originates from social, cultural and religious norms. In Chad, where early marriage remains one of the main causes of girls dropping out of school, the parliament ratified in 2015 an ordinance to raise the minimum age of marriage from 15 to 18. To dissuade parents from withdrawing their daughters from school to marry them off, the ordinance imposed imprisonment and a fine for anyone who forces a minor into marriage; however, customary marriages of girls over age 13 remained legal under the 2010 Penal Code. The 2017 revision of the Penal Code aimed to entrench the deterring effect of the ordinance, but progress has been slow. In 2019, 61 percent of women aged 20–24 had married before the age of 18 in Chad, the highest prevalence of child marriage in the world.<sup>a</sup>

In Pakistan, the factors that contribute to girls marrying early and dropping out of school include a lack of access to education, particularly at the middle school level, the poor quality of education that contributes to girls' dropout, poverty and social norms that encourage early marriage.

All provinces in Pakistan have included measures to improve girls' access to education in their partnership compacts. Those measures address the sociocultural root causes of low enrollment and early marriage. For instance, the Sindh province's partnership compact, and the system transformation grant that supports its implementation, include interventions to do the following:

- Improve girls' transition to middle school by rehabilitating and upgrading existing schools to accommodate more girls, providing after-school programs and remedial learning, scaling up a system to identify and track the girls at greatest risk of dropping out from school, engaging local committees through school management councils to influence social norms and providing gender-sensitive teacher training and teaching materials.
- At the system level, strengthen the gender unit within the Ministry of Education and develop an education-specific gender policy. That policy will adopt an intersectoral approach with the aim to ensure that girls and boys receive equal education opportunities, and that the education system catalyzes sustainable social change. The Gender Policy in Education will be accompanied by a Gender Action Plan that targets gender-specific barriers to education.

a. P. Gouédard, C. Ramos and B. Tameza, *Women in Learning Leadership (WiLL): Le leadership des femmes dans les apprentissages au Tchad*, (Florence: UNICEF Innocenti – Global Office of Research and Foresight, 2024), <https://www.unicef.org/innocenti/media/3681/file/WiLL-Chad-Report.pdf>.



**BOX 1.3. Extent to which countries consider equity and inclusion in their priority reforms**

Countries have prioritized equity and inclusion in their reform efforts, as evident in an analysis of partnership compacts. About 60 percent of compacts reviewed explicitly support out-of-school learners—for example, Tanzania (Zanzibar) and Zimbabwe focus on the issue, with the latter using an early warning system. Furthermore, more than 80 percent of compacts include support for other marginalized groups, such as learners with disabilities, refugees or ethnic and linguistic minorities, with 47 percent addressing the needs of ethnic, linguistic or racial minorities, and 31 percent mentioning girls with disabilities. Notably, nearly 67 percent of compacts address improving access for children with disabilities, with half focusing on teaching and learning for those children. For example, Ethiopia's compact includes incentives to increase enrollment and participation among girls and children with disabilities, alongside the expansion of inclusive education resource centers and training for teachers and school leaders in inclusive education.

*Note:* For equity and inclusion, the number of compacts reviewed is 45.

## 1.2. PROGRESS IN LEARNING OUTCOMES AND EDUCATION QUALITY

### The Status of Foundational Learning in Partner Countries Needs Continued Attention (Indicator 6)

The GPE results framework monitors partner country progress on learning with Indicator 6 (SDG indicator 4.1.1), which tracks the proportion of students achieving minimum proficiency levels in (i) reading and (ii) mathematics, at three levels of education: (a) early grades of primary (grade 2 or 3), (b) at the end of primary and (c) at the end of lower-secondary education.

The number of countries with available learning data remains low, especially in early grades (appendix H). Since the publication of the 2023 results report,<sup>10</sup> data on reading and mathematics proficiency became available only for two additional countries in early grades (The Gambia and Zambia) and for one additional country at the end of primary (Lesotho) through the Assessment for Minimum Proficiency Level (box 1.4). Over the period 2019–23, 30 out of 88 partner countries had data available in reading and 29 countries in mathematics, either at early grades or at the end of primary education.

Despite the lack of available data, there is broad consensus that learning levels are low. Most children

go through primary education without achieving the minimum proficiency level in literacy or numeracy. That situation highlights the urgency for measuring and reporting data on learning to monitor and improve the effectiveness of education systems.

In the 27 partner countries with available data on mathematics at the end of primary, only 19 percent of children achieved the minimum proficiency level, with similar shares for girls and boys. In the 28 partner countries with data available on reading, 28 percent of children (27 percent of boys and 30 percent of girls) achieved the minimum proficiency level at the end of primary education. The 2023 results report provides a detailed analysis by country.

Although most countries with comparable data available show at least some progress, Benin is the only partner country on track to achieve its national targets in reading and mathematics, both in early grades and at the end of primary education. Chad, the Republic of Congo, Côte d'Ivoire and Niger have made significant progress in the share of children reaching minimum proficiency levels in early grades, but those countries do not yet have the same results at the end of primary, with less than 10 percent of children reaching minimum proficiency levels in mathematics.

Even in some countries with relatively higher shares of children reaching minimum proficiency levels, progress

<sup>10</sup> Global Partnership for Education (GPE), *Results Report 2023*, (Washington, DC: GPE, 2023), <https://assets.globalpartnership.org/s3fs-public/document/file/gpe-results-report-2023-1208.pdf>.

toward the national target has been slow. For example, in Burkina Faso and Cameroon, where more than half of children reached the minimum proficiency level in mathematics by grade 3, smaller shares of children (less than 25 percent) reached minimum proficiency at the end of primary education. Despite improvement—and their greater room for improvement—those countries still did not make significant progress toward their national targets.

### The Proportion of Qualified Teachers Is Increasing in Pre-primary and Primary Education (Indicator 7i)

Following SDG target 4.c, countries have committed to increasing substantially the supply of qualified teachers by 2030. Indicator 7i of the GPE results framework (SDG indicator 4.c.1) tracks the proportion of teachers with the minimum required qualifications at each level of education. On average, GPE partner countries have been increasing the share of qualified teachers in pre-primary and primary education and are on track to achieve their national targets for 2025 at those levels (figure 1.6 and appendix I). The latest data show that 80 percent of teachers at the pre-primary level and 86 percent of teachers at the primary level meet the minimum qualification standards. Nevertheless, countries will not meet their national targets for lower- and upper-secondary education because shares of qualified teachers have stagnated at the lower-secondary level and decreased at the upper-secondary level (figure 1.6).

Many countries, especially in sub-Saharan Africa, face a dual challenge regarding the teaching profession. On the one hand, teacher shortages still undermine learning in many countries because of high student-teacher ratios and/or the implementation of alternative classroom arrangements associated with lower learning outcomes, such as double-shift or multigrade teaching. On the other hand, to cope with rapidly increasing student populations, countries have resorted to flexible hiring strategies that have contributed to the hiring of less qualified teachers by relaxing the minimum qualifications required for teachers.<sup>11</sup> Box 1.5 presents other country strategies to increase the supply of qualified teachers.

The proportion of female qualified teachers is higher than the proportion of male qualified teachers only at the pre-primary level (+4 percentage points). The low share of female qualified teachers shrinks the pool of potential female candidates for leadership positions, whereas evidence from French-speaking Africa<sup>12</sup> and Southeast Asia<sup>13</sup> suggests that having female school leaders may improve learning outcomes. Female teachers and school leaders are not only important role models for girls but also more likely to fight child marriage and gender-based violence in schools, including harassment and sexual assault by male teachers and students—all of which contribute to a threatening environment for girls and higher dropout risks.<sup>14</sup>

<sup>11</sup> UNESCO and International Task Force on Teachers for Education 2030, *A Review of the Use of Contract Teachers in sub-Saharan Africa*, (Paris: UNESCO, 2020), <https://unesdoc.unesco.org/ark:/48223/pf0000374581>.

<sup>12</sup> C. Alban Conto, N. Guibert and F. Devignes, *The Role of Women School Principals in Improving Learning in French-Speaking Africa*, (Dakar: IIEP-UNESCO, 2023), <https://unesdoc.unesco.org/ark:/48223/pf0000387192>.

<sup>13</sup> P. Gouédard and R. Ninomiya, *Women in Learning Leadership: Evidence on Female School Leaders from the Southeast Asia Learning Metrics Program*, (Florence: UNICEF Innocenti – Global Office of Research and Foresight, 2024), <https://www.unicef.org/innocenti/media/9306/file/UNICEF-Innocenti-SEA-PLM-Report-2024.pdf>.

<sup>14</sup> United Nations Girls' Education Initiative (UNGEI) and UNESCO International Institute for Educational Planning (IIEP-UNESCO), *Gender at the Centre Initiative (GCI) Annual Report 2023*, (New York: UNGEI, 2023), [https://www.ungei.org/sites/default/files/2024-03/GCI\\_Annual%20Report\\_2023\\_EN\\_0.pdf](https://www.ungei.org/sites/default/files/2024-03/GCI_Annual%20Report_2023_EN_0.pdf); Q. Wodon, C. Male and A. Onagoruwa, *Educating Girls and Ending Child Marriage in Africa: Investment Case and the Role of Teachers and School Leaders*, (Addis Ababa: UNESCO IICBA, 2024), <https://unesdoc.unesco.org/ark:/48223/pf0000390382>.

### BOX 1.4. A new assessment tool to help countries assess disparities in learning outcomes and report against SDG indicator 4.1.1

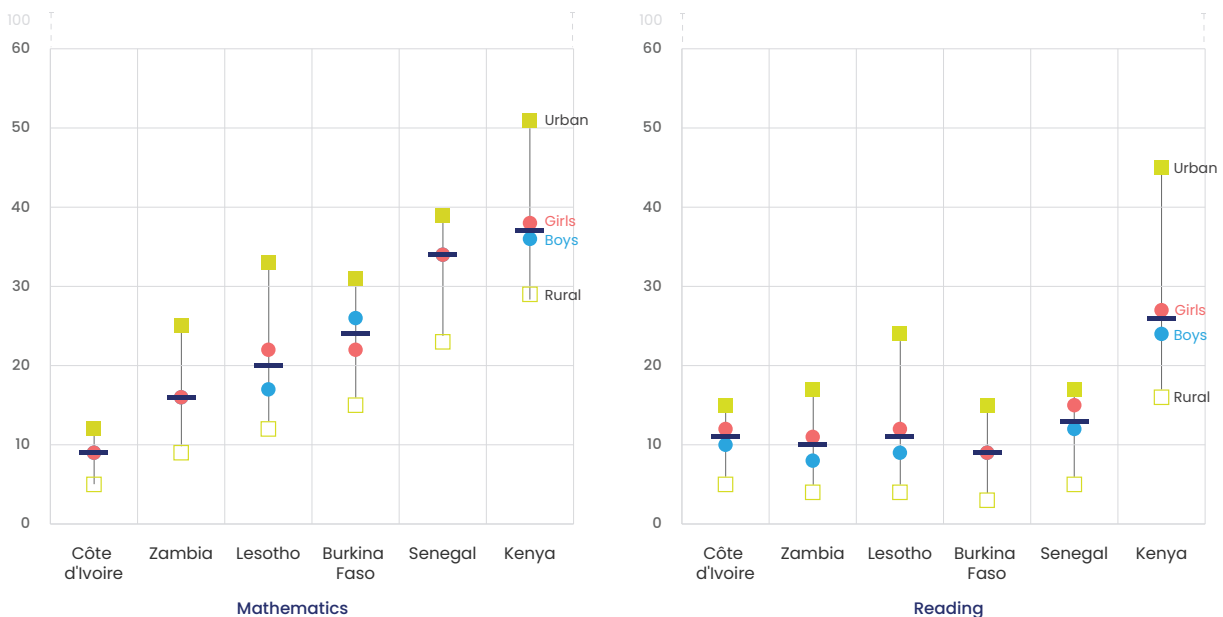
To assist education systems in monitoring progress on SDG indicator 4.1.1, the UNESCO Institute for Statistics developed the Assessment for Minimum Proficiency Level (AMPL) in 2021. Assessments were administered in English and French at the end of primary education (AMPL-b) in six sub-Saharan African countries: Burkina Faso, Côte d'Ivoire, Kenya, Lesotho, Senegal and Zambia. AMPL-b assessments took place in Burkina Faso, Côte d'Ivoire and Senegal in 2021 and in Kenya, Lesotho and Zambia in 2023. AMPL-a (measuring proficiency in early grades) assessments were administered in The Gambia and Zambia in 2023.

The AMPL-b assessments show that less than 20 percent of children in Côte d'Ivoire, Lesotho and Zambia reached minimum proficiency levels in mathematics and reading at the end of primary. In Kenya and Senegal, about 35 percent of children reached minimum proficiency in mathematics, whereas only 26 percent in Kenya and 13 percent in Senegal did so in reading. Gender gaps differ by subject. In mathematics, four of the six countries show parity; in reading, although girls have an advantage, differences in the early grades do not exceed 3 percentage points. Of the six countries, only in Burkina Faso do girls lag behind boys in both subjects, although the gap is noticeable only in mathematics (4 percentage points).

The urban-rural gap in learning outcomes is very large. In reading, no more than 5 percent of students from rural schools achieved minimum proficiency in five of the six countries. In all countries, students from urban schools were at least three times more likely to read with comprehension; in Burkina Faso and Lesotho, they were six times more likely. In mathematics, the urban-rural gap was 7 percentage points in Côte d'Ivoire; 16 percentage points in Burkina Faso, Senegal and Zambia; and 22 percentage points in Kenya and Lesotho. In Kenya, students in urban schools were the only population group in which the majority (51 percent) achieved minimum proficiency.

#### By the end of primary school, only about 1 in 10 children in low- and lower-middle-income African countries can read with comprehension.

*Students achieving minimum learning proficiency in mathematics and reading at the end of primary school, by sex and location, selected African countries, 2021–23 (percent)*



Source: UNESCO Institute for Statistics (UIS), *Assessments for Minimum Proficiency Levels a and b (AMPL-ab), International Report*, (Montreal: UIS, 2022), [https://ampl.uis.unesco.org/wp-content/uploads/sites/27/2024/02/International-Report\\_-\\_AMPLab\\_WEB.pdf](https://ampl.uis.unesco.org/wp-content/uploads/sites/27/2024/02/International-Report_-_AMPLab_WEB.pdf).

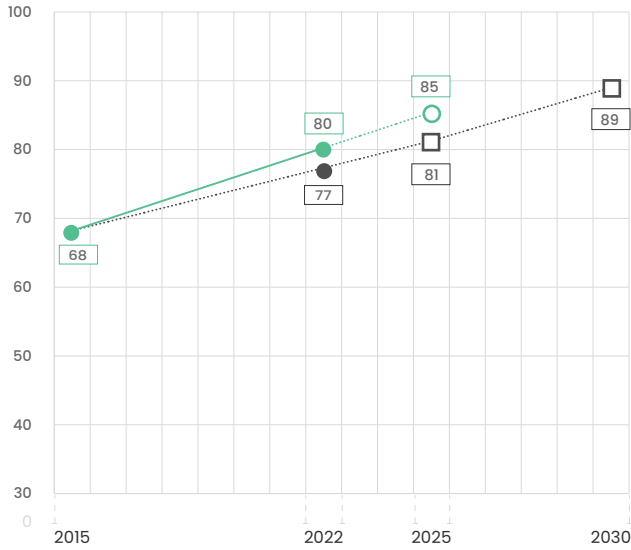
Note: AMPL-b assessments took place in 2021 in Burkina Faso, Côte d'Ivoire and Senegal, and in 2023 in Kenya, Lesotho and Zambia.

**FIGURE 1.6.**

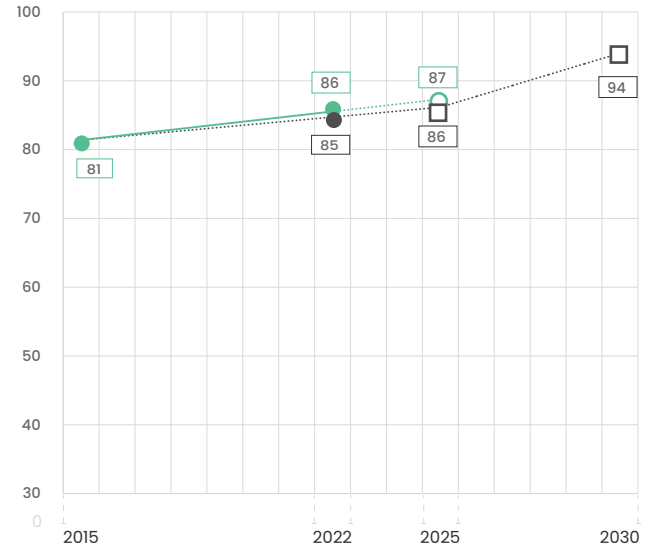
**Countries have been progressing on the targets for trained teachers in pre-primary and primary but not in secondary education.**

*Teachers with the minimum qualifications, observed progress and needed progress to achieve 2025 benchmarks, by education level (percent)*

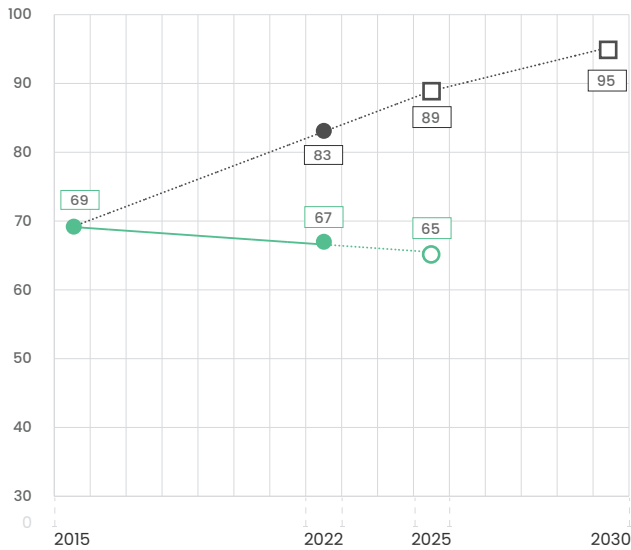
**a) Pre-primary**



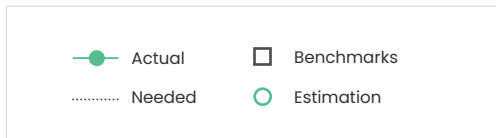
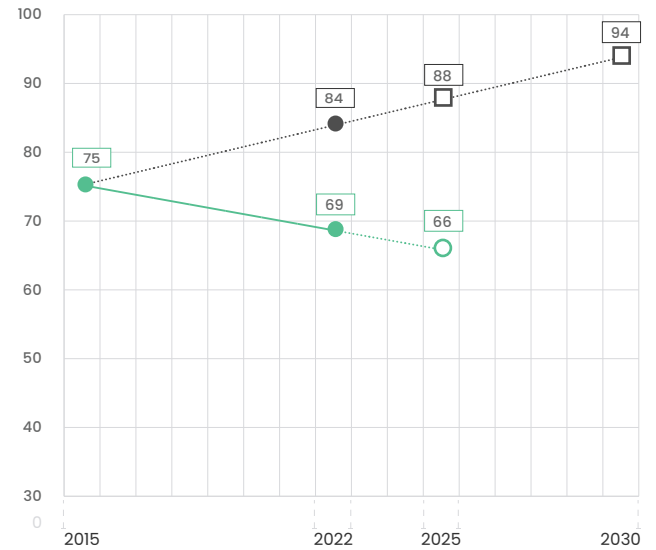
**b) Primary**



**c) Lower secondary**



**d) Upper secondary**



Source: UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Scorecard Progress Report on National Benchmarks: Focus on Teachers* (Montreal: UIS and Paris: Global Education Monitoring Report, 2024), <https://unesdoc.unesco.org/ark:/48223/pf000038841>; and UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *SDG 4 Benchmarks Database* (Montreal: UIS and Paris: GEM Report, 2024). Data dashboard available at <https://www.unesco.org/en/sdg4scorecard-dashboard>.

**BOX 1.5. Teaching and learning in partnership compacts**

An analysis of existing partnership compacts reveals that 89 percent of compacts emphasize strategies aimed at enhancing teaching and learning practices. Notably, every country has prioritized some aspect of teacher training, capacity building and professional development. Of those compacts, 66 percent specifically address challenges related to the recruitment and deployment of qualified teachers. Common strategies include attracting more qualified candidates and retaining the current workforce by improving teacher motivation, career development opportunities, remuneration and working conditions.

For example, in the Solomon Islands, the partnership compact aims to “improve teaching and learning” through three key strategies: (1) enhanced teacher management systems, including revised teaching standards and teacher career advancement; (2) strengthened school leadership and management; and (3) teacher professional development efforts that concentrate on Teaching at the Right Level and other pedagogical approaches. The initiatives will receive support from partnerships with tertiary institutions and informal teacher professional development opportunities that also emphasize gender and inclusion.

Additionally, a few countries, such as Kiribati and the Marshall Islands, are beginning to incorporate information and communication technology training for teachers to equip educators with digital skills. Finally, in 58 percent of countries with system transformation grants approved as of June 30, 2024, the top-up triggers focus on enhancing teaching quality. Those triggers include introducing an equity-based formula for teacher allocation (Mali), developing a teacher deployment monitoring and reporting system (Malawi), and recruiting and training teachers to instruct in children’s mother tongue to improve equity and education quality (Eritrea).

*Note:* For teaching and learning, the number of compacts reviewed is 53.

## CONCLUSION

The data reveal that participation rates in organized early learning have improved but remain below target. To address this issue, several partner countries have made a clear commitment to place pre-primary education at the top of their reform agenda, as evidenced by the large number of compacts that include early learning within their priority reforms. Nevertheless, partner countries need to accelerate their efforts to compensate for the setback caused by preschool closures during the COVID-19 pandemic, including by introducing legislation and implementing policies to ensure free and compulsory pre-primary education for a larger share of children.

Countries have made some progress in reducing out-of-school rates and increasing completion rates. Despite declining gender gaps that indicate the success of global efforts to promote gender equality, overall progress is too slow: countries are off track to achieve the national targets they set as part of the national SDG 4 benchmarking exercise for 2025 and 2030. They need to do more to ensure that school-age children not only attend school but also progress across grades and complete primary, lower-secondary and upper-secondary education cycles on time. An examination of countries' partnership compacts reveals that almost 66 percent of priority reforms include interventions aimed at reaching out-of-school children, such as early warning systems for potential dropouts, particularly marginalized groups such as refugees and those with disabilities.

The low levels of learning outcomes are deeply concerning. Countries should commit to accelerate efforts so that more children going through primary education achieve minimum proficiency levels in literacy and numeracy. To address the lack of sufficient data in

this area, countries must also commit to measuring and reporting data on learning and using those data to guide their efforts.

For learning to happen in schools, children and youth need qualified teachers. Countries have committed to increasing substantially the share of qualified teachers by 2030 and are on track to achieve that objective in pre-primary and primary education. In lower- and upper-secondary education, however, shares of qualified teachers are slowly decreasing.

Overall, countries need to accelerate progress in access to education and learning to meet their targets set for 2025. They should quickly address the bottlenecks facing data availability to ensure proper monitoring of their progress toward the GPE 2025 goal. Without quality and timely data, identifying critical areas for improvement becomes a daunting task. Countries have much to gain by sustaining their efforts in data systems development and capacity building, especially with respect to data on learning, to inform decision making and effectively steer the education sector toward the achievement of national SDG 4 targets.

GPE supports partner countries to develop and implement priority reforms to enhance learning outcomes. Those reforms include improving the recruitment, training, deployment and management of teachers; providing children with better learning environments and materials; and helping countries strengthen their ability to monitor learning outcomes. Stronger GPE support is needed to accelerate progress toward partner countries' national targets.





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).<sup>15</sup> 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.

<sup>15</sup> 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.<sup>16</sup>

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 countries<sup>17</sup> (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).

<sup>16</sup> 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.

<sup>17</sup> 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.<sup>a</sup> 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<sup>b</sup> 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)

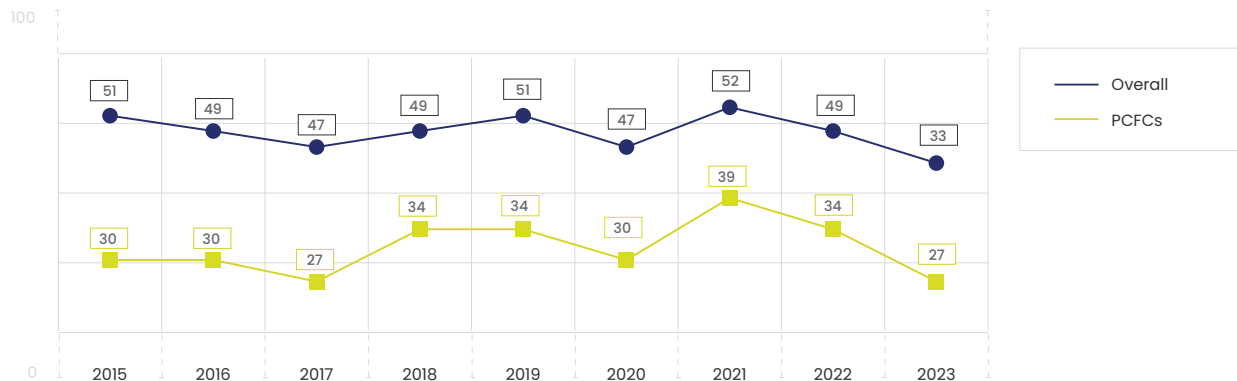
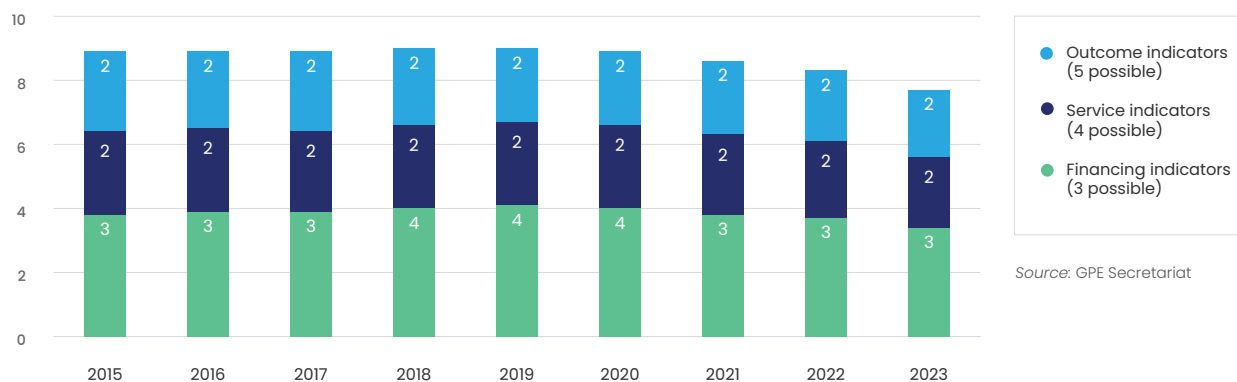
As of June 2024, the data and evidence enabling factor was assessed in 79 percent (75 out of 95) of partner countries, including 32 PCFCs (Indicator 8iia). Forty-three percent of those 75 countries rated data and evidence as a high priority (refer to [table 2.1](#)). Reporting of key education statistics 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).<sup>18</sup>

<sup>18</sup> 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.<sup>19</sup>

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](#)).<sup>20</sup>

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.<sup>21</sup>

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](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.<sup>22</sup>

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.<sup>23</sup>

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

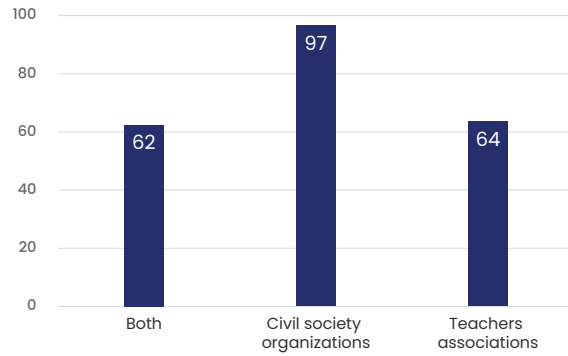
The share of implementation grant funding using harmonized modalities increased steadily between 2021 and 2024, reaching 64 percent (62 out of 97 grants) overall in 2024 and 55.8 percent (26 out of 46 grants) in PCFCs (figure 2.3, panel b). That increase can be partly attributed to the growth of GPE's 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.**

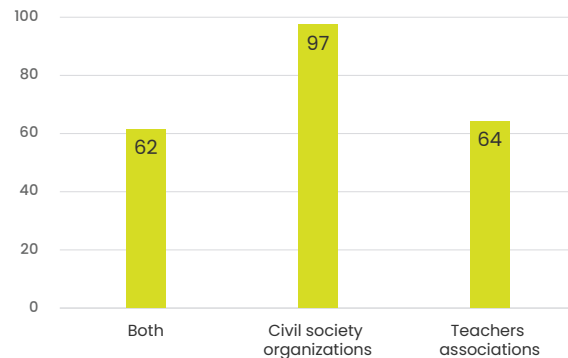
### More local education groups have civil society representation than teachers association representation.

*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.

<sup>22</sup> 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.

<sup>23</sup> 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>.

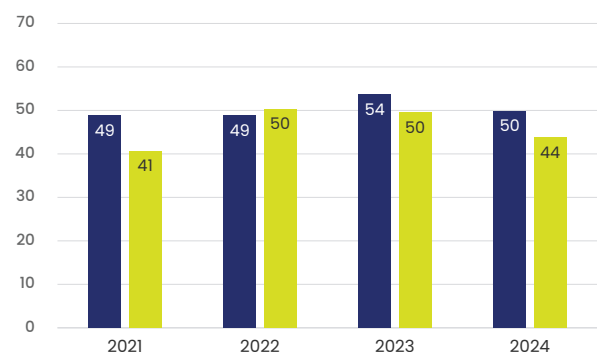
<sup>24</sup> Ninety-seven represents the number of implementation grants (that is, system transformation grants, education sector program implementation grants, Multipliers and Girls' Education Accelerators) active at some point in fiscal year 2024, excluding regional grants (for Caribbean and Pacific 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.**

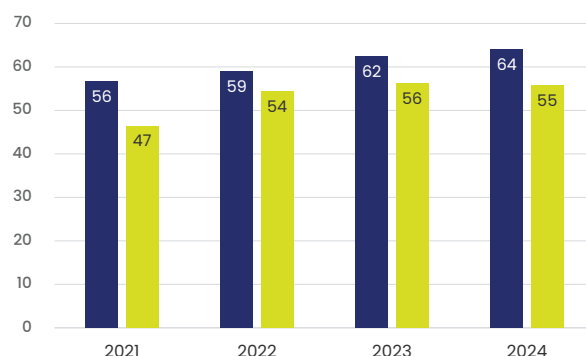
Since 2021, alignment of grant funding has hovered around 50 percent, and the proportion of harmonized grant funding has increased.

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

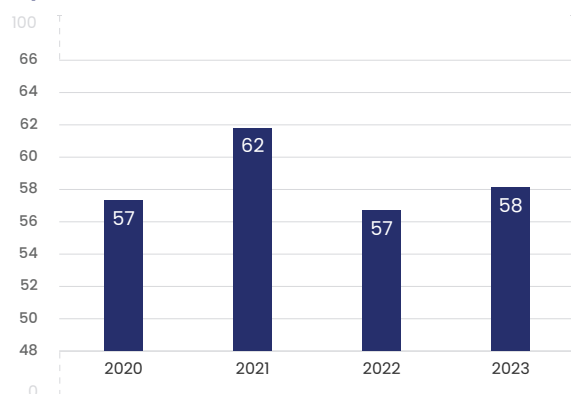
Source: GPE Secretariat data, fiscal years 2015–24.

**FIGURE 2.4.**

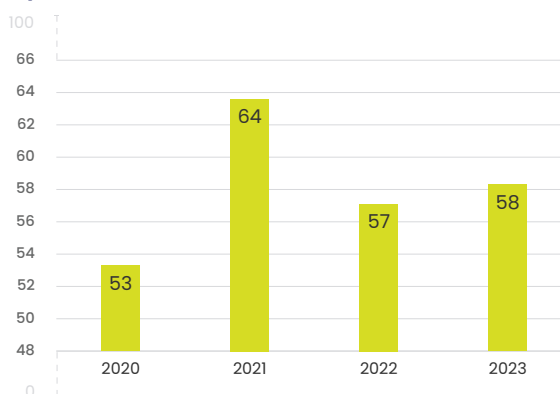
Domestic education financing improved slightly in 2023

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)<sup>25</sup> 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).

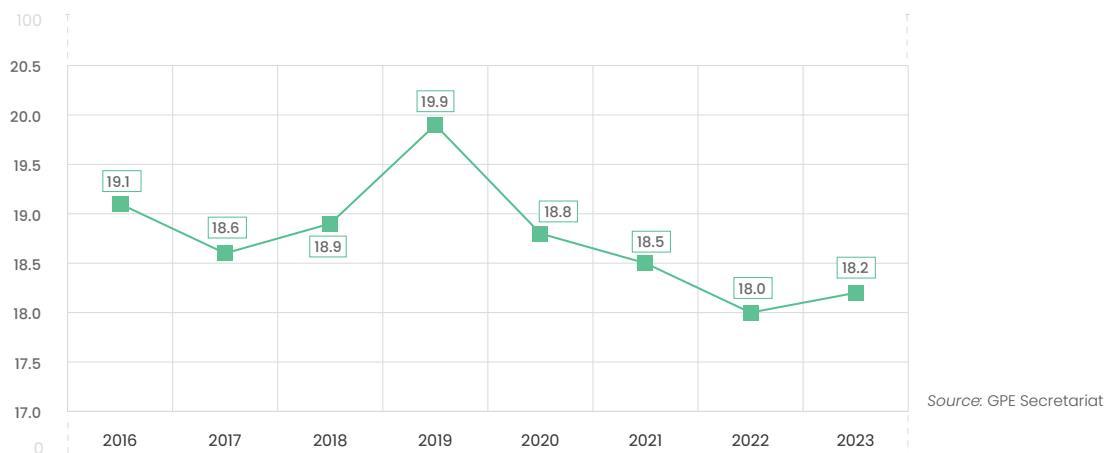
The average share of education expenditure has declined since the start of the COVID-19 pandemic but showed a slight improvement in 2023 (figure 2.5). Between 2019 and 2022, average education spending as a share of total government expenditure decreased by 1.9 percentage points, highlighting the pandemic's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

<sup>25</sup> 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 23<sup>26</sup> 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 1<sup>st</sup>, 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.<sup>27</sup>

### Implementation Grant Portfolio

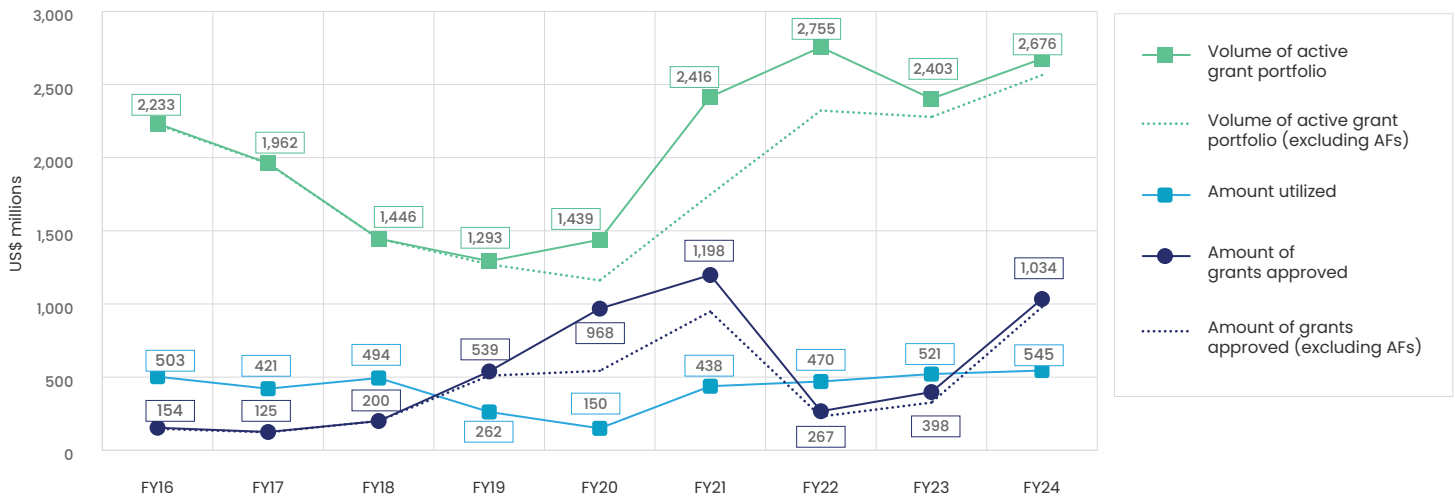
Grant approvals increased dramatically in fiscal year 2024, with over \$1 billion in implementation grants approved, up from \$398 million in the previous fiscal year (figure 2.6). Those grants consisted of 16 system transformation grants,<sup>28</sup> 12 Multipliers,<sup>29</sup> six accelerated funding grants and two education sector program implementation grants.<sup>30</sup> 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.<sup>31</sup>

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.<sup>32</sup> 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.<sup>33</sup>

#### 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.<sup>34</sup> 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,<sup>35</sup> 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.

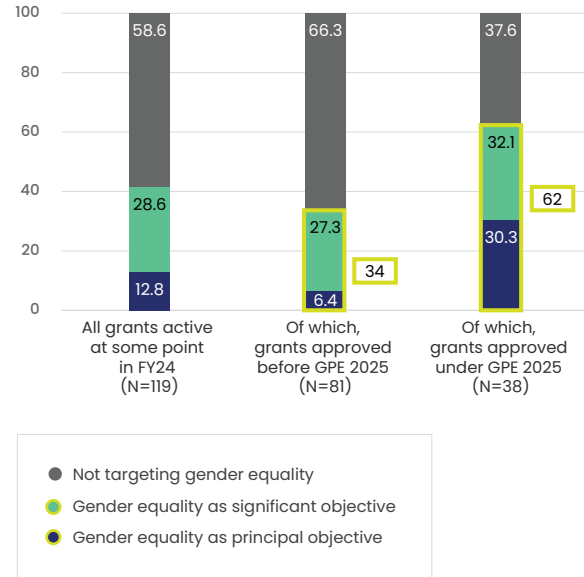


(Indicator 14ia)<sup>36</sup>—a 4-percentage-point improvement from 57 percent in fiscal year 2023 (figure 2.8).<sup>37</sup> Of 29 grants that were off track in the previous year, more than half (15) either caught up with the implementation and expenditure and improved their status to on track or fully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

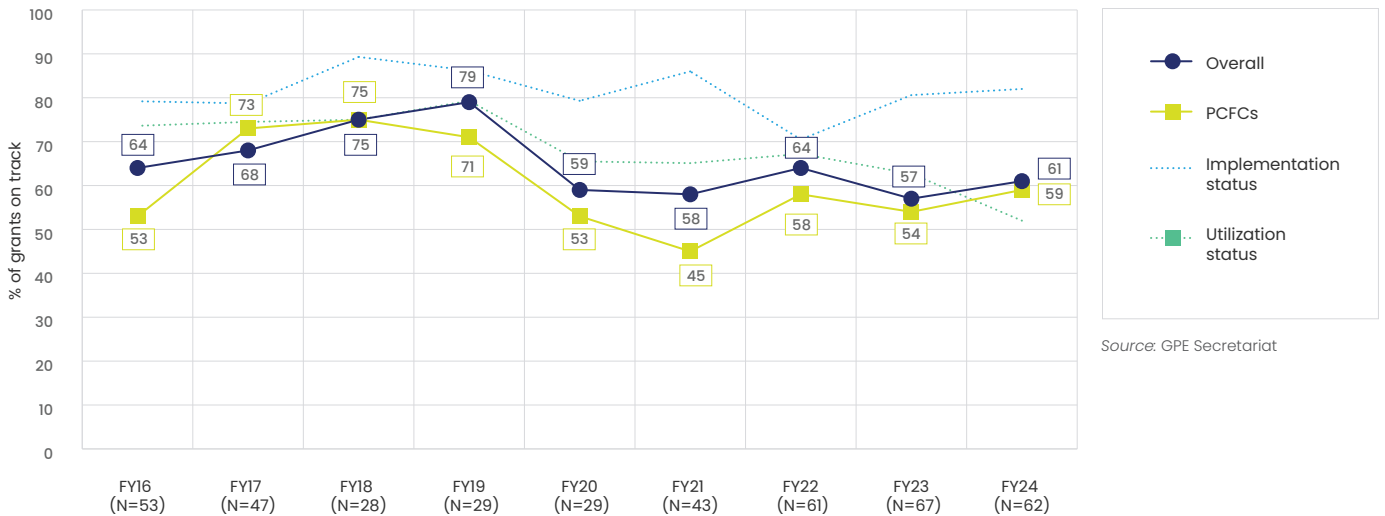


Source: GPE Secretariat

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

<sup>36</sup> 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 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).

<sup>37</sup> 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).<sup>38</sup> Of 24 grants that have closed and submitted completion reports since the start of GPE 2025, 21 grants (88 percent) met their overall objectives.<sup>39</sup> Major achievements of grants closed during this year include improvement in children's learning outcomes in Benin, Côte d'Ivoire and Somalia (Somaliland);<sup>40</sup> 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.<sup>41</sup> 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.<sup>42</sup> Data from this year show that, since 2022, GPE has reached approximately 253 million children,<sup>43</sup> 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.<sup>44</sup>

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).<sup>45</sup> 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.

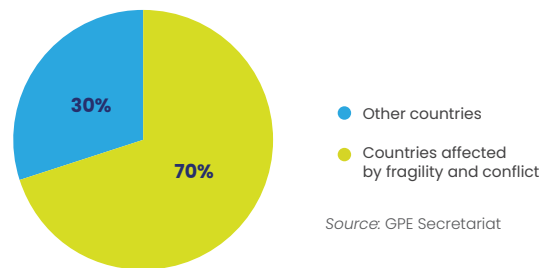
### Learning Partnership through KIX (Indicator 15)

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.<sup>46</sup> 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.<sup>47</sup>

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

<sup>45</sup> 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).

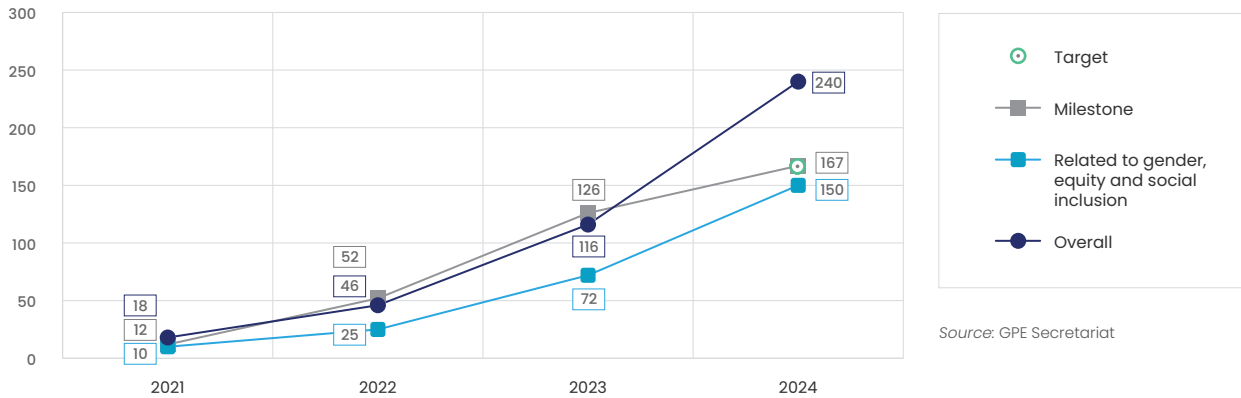
<sup>46</sup> For the revised indicator, refer to page 92 of Global Partnership for Education (GPE), *Results Framework 2025: Methodological Technical Guidelines*, (Washington, DC: GPE, 2024), <https://www.globalpartnership.org/node/document/download?file=document/file/2024-04-gpe-results-framework-methodological-guidelines.pdf>.

<sup>47</sup> 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

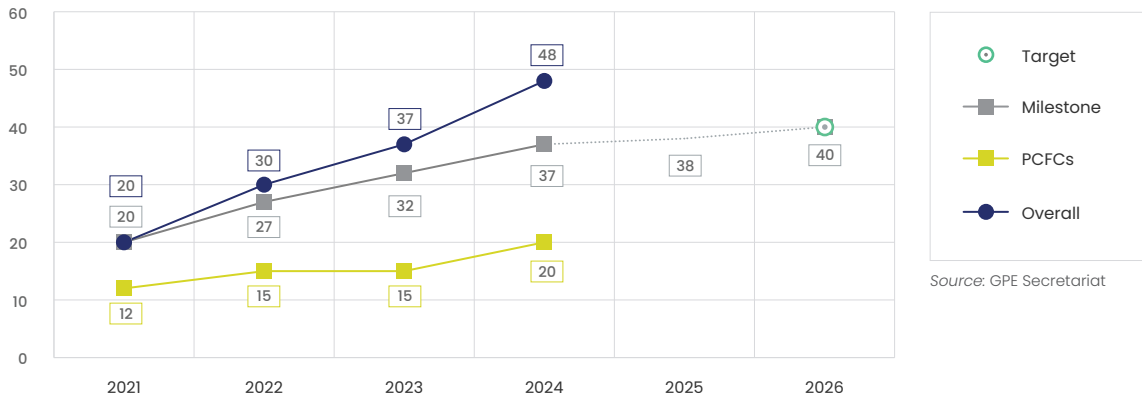


Source: GPE Secretariat

**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,<sup>48</sup> exceeding the milestone of 37 (Indicator 17) (figure 2.11).<sup>49</sup> The Education Out Loud annual report outlines the initiative’s achievements for the period 2023-24.<sup>50</sup>

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.

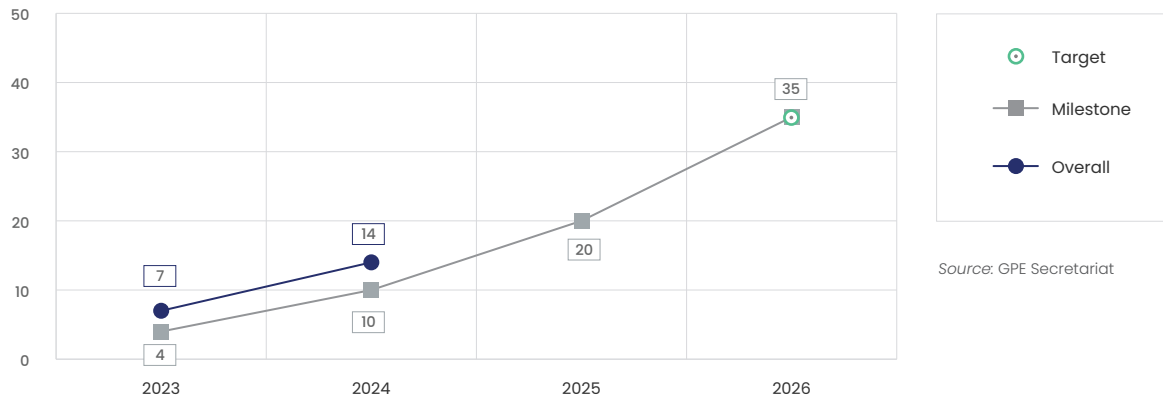
In 2024, the Climate Smart Education Systems Initiative, first implemented in Malawi and Zimbabwe, began rolling out to 35 countries to mainstream climate change mitigation and adaptation into the education sector, with cofinancing from Japan in late 2023. The initiative has also provided the basis for 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 report<sup>51</sup> 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.

<sup>51</sup> 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 countries<sup>52</sup> 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.

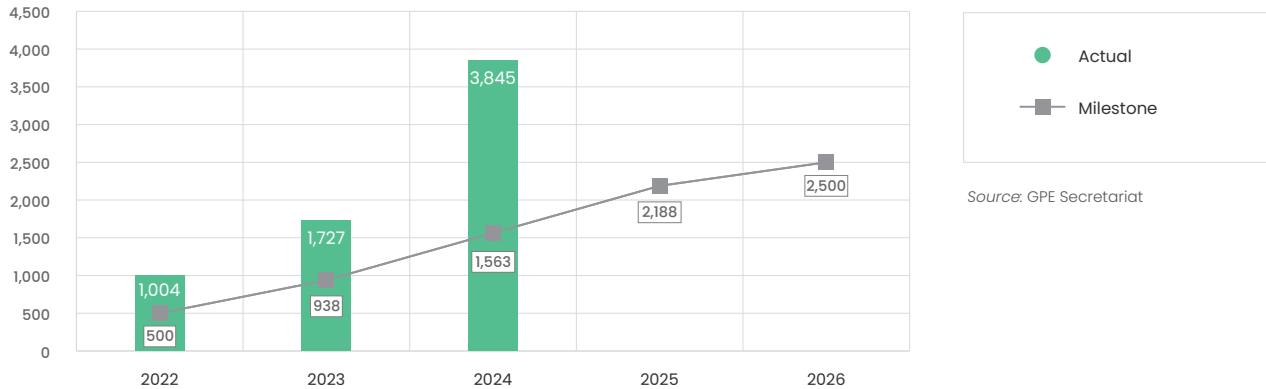
As of June 30, 2024, GPE had approved \$940 million in GPE 2025 Multiplier expression of interest allocations (half of that amount has been converted into grants, with the remaining half expected to be converted into grants in fiscal year 2025) (Indicator 16iii). The Multiplier allocations leveraged 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).

<sup>52</sup> 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.

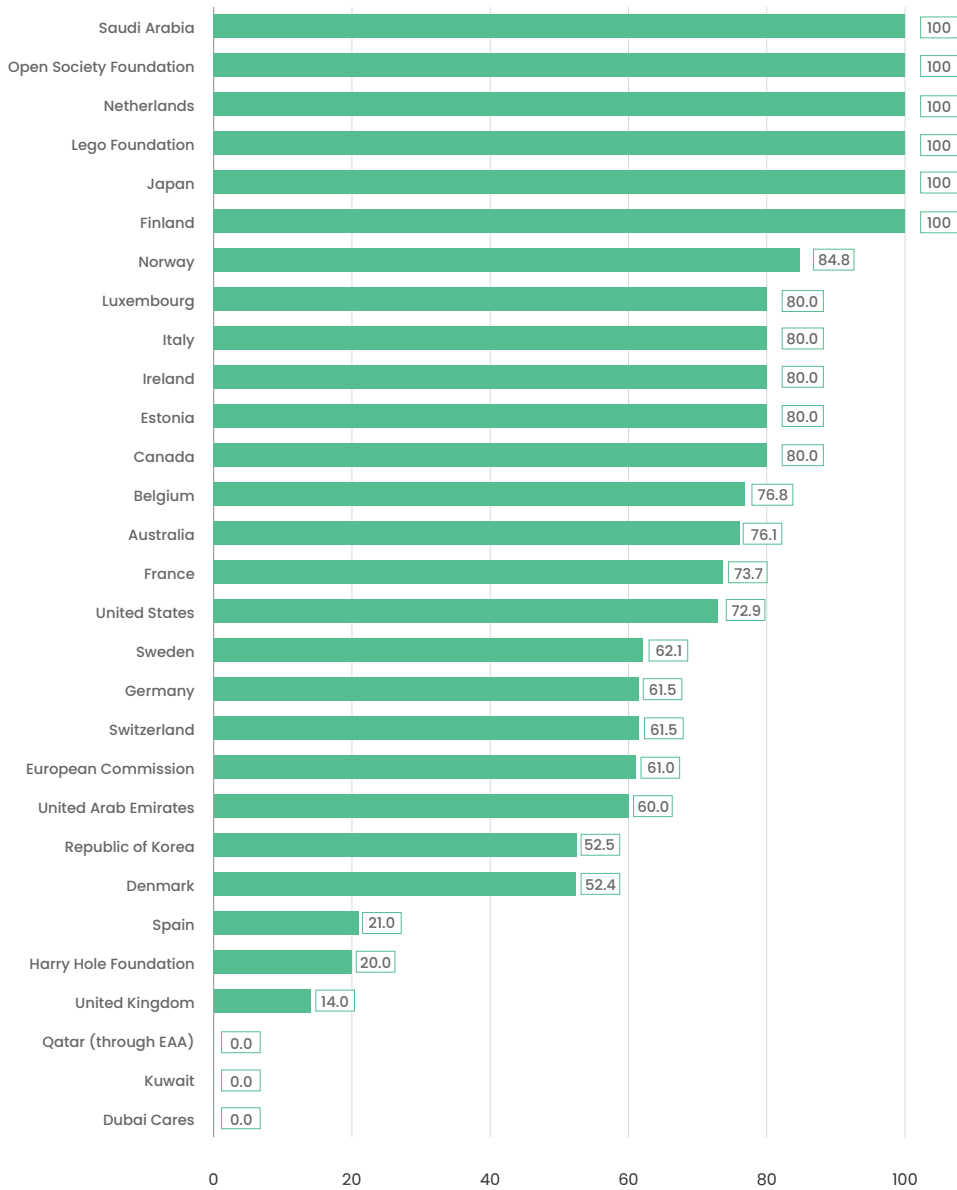
**Donor Contributions to GPE (Indicator 18)**

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.







Students complete a lesson in their workbooks at the Shree Kankalini Secondary School in Hanumannagar Kankalini Municipality in Saptari District, Nepal.  
*UNICEF Nepal/Laxmi-Prasad-Ngakhusi*

## CHAPTER 3

# MEASURING CHILDREN'S LEARNING: THE CURRENT LANDSCAPE, GPE SUPPORT AND ENDURING CHALLENGES



## KEY TAKEAWAYS

- Between 2015 and 2022, at least 185 large-scale learning assessments (mostly national assessments) took place in 63 GPE partner countries, at primary and secondary levels.
- Learning assessments tend to be ad hoc rather than conducted regularly as part of a coherent system. In addition, the COVID-19 pandemic significantly disrupted assessments, particularly in 2020–22.
- GPE supports learning assessment systems through grant funding and global initiatives:
  - GPE's focus on learning assessment systems has continued under GPE 2025, and all partnership compacts include measures to conduct learning assessments or to strengthen learning assessment systems.
  - In 2024, GPE grants supported learning assessment systems in 65 partner countries, up from 57 in 2023.
  - GPE initiatives like the Knowledge and Innovation Exchange and Education Out Loud contribute to strengthening learning assessment systems by supporting cross-national knowledge and advocacy initiatives, particularly those related to citizen-led assessments.
- Many challenges persist in relation to measuring children's learning. They include the affordability of learning assessments and carrying out assessments that meet the minimum quality standards for international reporting. Of the 63 countries with assessments, 34 reported at least one learning data point to the UNESCO Institute for Statistics between 2015 and 2022; however, about half of GPE partner countries that conducted large-scale assessments between 2015 and 2022 did not report on any of the components of Sustainable Development Goal indicator 4.1.1.



## INTRODUCTION

This chapter discusses the status of learning assessment systems in GPE partner countries and GPE's role in strengthening those systems.

For several years, the global community has been sounding the alarm about a “learning crisis.” In low- and middle-income countries, learning poverty (the share of 10-year-olds who cannot read and comprehend a simple reading passage) is estimated to have surged from 57 percent in 2020 to 70 percent in 2022, exacerbated by the COVID-19 pandemic.<sup>53</sup> Lack of regularly available quality data impedes the education community's understanding of the status of learning and the solutions it can deploy to make education systems more effective.

Despite the effort that countries have put into monitoring Sustainable Development Goal (SDG) 4 indicators, the UNESCO Institute for Statistics (UIS) estimates that the level of learning outcomes is unknown for about 680 million of the 1.6 billion children of primary and secondary school age globally.<sup>54</sup> The gap in international data is driven by partner countries' lack of learning assessment systems able to generate information on children's learning outcomes that is both reliable and comparable over time.

At a crucial juncture when the sector needs to demonstrate results to make the case for education, the dearth of data on outcomes is increasingly problematic. The time is ripe for increased attention to this issue, built upon a better understanding of the status of learning assessments in partner countries. That understanding must include the extent to which countries report data from such assessments (notably on minimum proficiency levels in reading and mathematics) to UIS, the challenges encountered in developing learning assessment systems and the partnership's role in strengthening them.

## THE CURRENT LANDSCAPE: PARTNER COUNTRY PARTICIPATION IN LEARNING ASSESSMENTS

As highlighted earlier, the lack of reliable data in many partner countries on children's learning outcomes creates a significant barrier to addressing the learning crisis. Across partner countries that conduct learning assessments, issues with quality and comparability over time mean the data cannot be used to track progress in learning outcomes. The lack of tracking in turn impedes their international reporting of this data.

However, between 2015 and 2022, 63 partner countries (or 72 percent of partner countries) participated in at least 185 large-scale learning assessments—most of which were national learning assessments (figure 3.1).<sup>55</sup> Low-income partner countries participated in about a third of those large-scale assessments. About 72 percent (134 out of 185) of the assessments were conducted in partner countries not affected by fragility or conflict (non-PCFCs). Forty-six out of the 63 partner countries that participated in a large-scale learning assessment conducted more than one assessment in 2015–22 (figure 3.2).<sup>56</sup>

<sup>53</sup> World Bank, UNESCO, UNICEF, FCDO, USAID, and BMGF, *The State of Global Learning Poverty: 2022 Update*, (Washington, DC: World Bank, 2022). <https://thedocs.worldbank.org/en/doc/e52f55322528903b27f1b7e61238e416-0200022022/original/Learning-poverty-report-2022-06-21-final-V7-0-conferenceEdition.pdf>.

<sup>54</sup> UNESCO Institute for Statistics (UIS), “Learning levels unknown for over half a billion children. A new education data ecosystem is needed,” *World Education Blog*, February 7, 2024 (updated February 16, 2024), <https://world-education-blog.org/2024/02/07/learning-levels-unknown-for-over-half-a-billion-children-a-new-education-data-ecosystem-is-needed/#more-33745>.

<sup>55</sup> Refer to chapter 1 for a discussion of learning outcomes trends.

<sup>56</sup> A closer analysis of those assessments is essential to establish their over-time comparability and their potential use in tracking progress in learning outcomes.

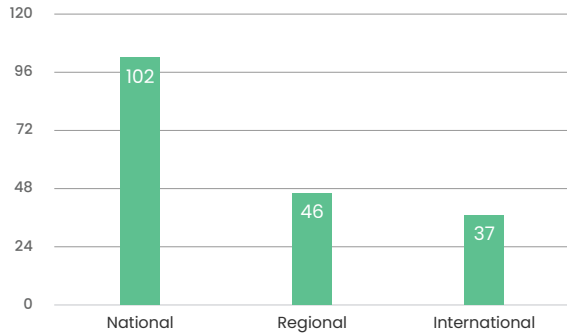


**FIGURE 3.1.**

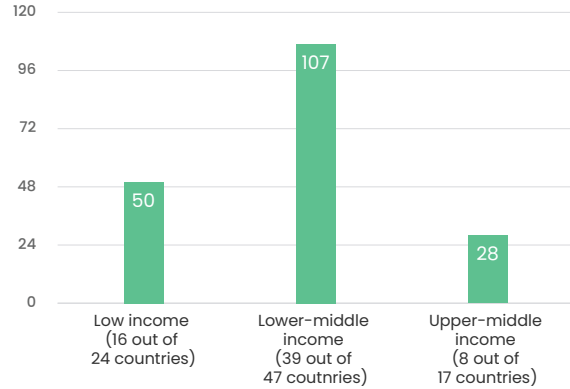
**Partner countries participated mostly in national learning assessments from 2015 to 2022.**

Total number of learning assessments in partner countries, by type of assessment, country income level and fragility status, 2015–22

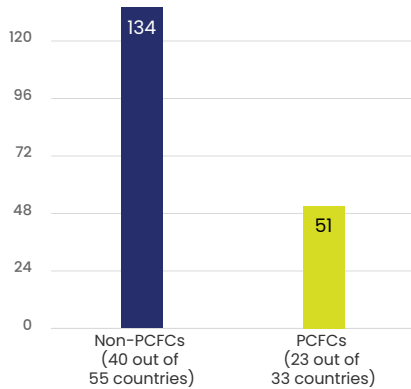
**a) by type of assessment**



**b) by country income**



**c) by fragility status**



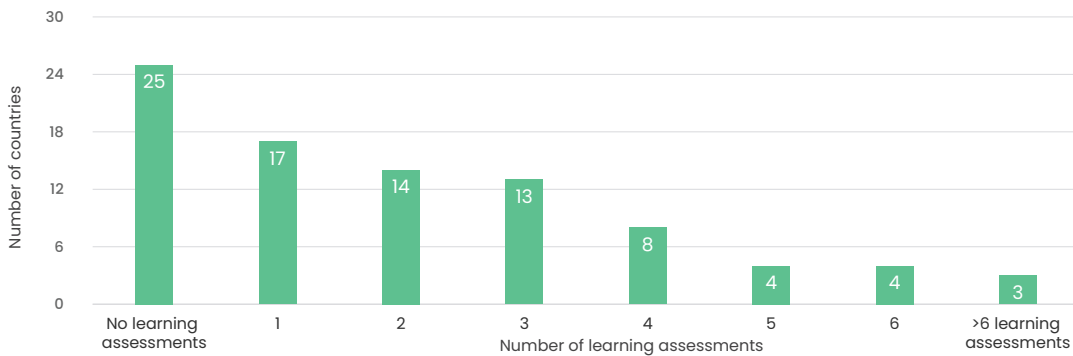
Source: GPE Secretariat

Note: The GPE Secretariat collects data on learning assessments from publicly available sources. The original database, developed for Indicator 1 of the GPE 2020 results framework, has been updated for this chapter. However, the data presented here should be interpreted cautiously, because the current data collection may not reflect some assessments that occurred but were not made publicly available. Global Partnership for Education (GPE), *GPE Results Framework for 2016–2020*, (Washington, DC: GPE, 2019), <https://www.globalpartnership.org/content/gpe-results-framework-2016-2020>.

**FIGURE 3.2.**

**Some partner countries participated in more than one large-scale learning assessment from 2015 to 2022.**

Number of countries and number of learning assessments conducted, 2015–22



Source: GPE Secretariat

The COVID-19 pandemic and the ensuing widespread school closures made it more difficult for partner countries to administer learning assessments, particularly those planned for 2020, 2021 and 2022. For instance, Bangladesh, Guinea and Uzbekistan chose to postpone the planned assessments, whereas Comoros, The Gambia and Uganda canceled them. Consequently, the number of learning assessments in partner countries declined from 55 in 2019 to only five in 2022 (figure 3.3). The pandemic accelerated the adoption of digital assessment tools and platforms in general; however, most partner countries (especially low-income countries) could not take advantage of those new opportunities because of limited access to technology and internet connectivity, particularly in rural and underserved areas.<sup>57</sup>

## GPE SUPPORT TO LEARNING ASSESSMENT SYSTEMS

GPE supports partner countries to establish and improve learning assessment systems. This support focuses on the technical and operational capabilities to conduct learning assessments as well as the policies and institutions that sustain their conduct and use for decision making.

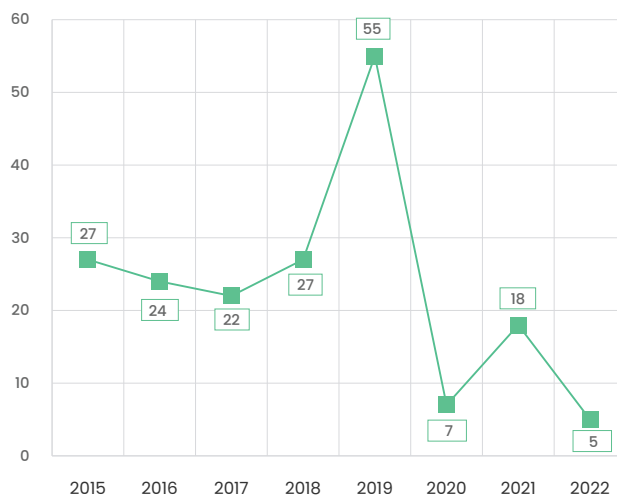
GPE has supported learning assessment systems through various initiatives over the years. During the GPE 2020 period, the funding model specifically required partner countries applying for an implementation grant to have either a system in place to monitor learning outcomes or a plan to develop one. If countries had insufficient funding to meet that requirement, the expectation was that GPE funding would be used to finance the development of such a system.

GPE grant funding has thus historically supported many different activities regarding learning assessment systems, and an indicator in the GPE 2020 results framework monitored the quality of countries' systems. An analysis of 81 implementation grants approved before or during GPE 2020 and that closed between 2015 and 2023 shows that 38 grants in 35 partner countries included results indicators related to strengthening learning assessment systems and that 97 percent of those grants (37 out of 38) met the corresponding targets. Examples of the targets include establishing a policy for district-level learning assessments in Malawi and increasing the quality and frequency of learning assessments in Mozambique. The targets, however, did not require reporting learning assessment data to UIS.

**FIGURE 3.3.**

### The number of learning assessments in partner countries fell between 2019 and 2022.

*Number of learning assessments per year in partner countries, 2015–22*



Source: GPE Secretariat

In addition to those implementation grants, the COVID-19 accelerated funding grants approved during the pandemic in 2020 invested about \$6.7 million in learning assessment activities, through 36 grants. A global grant under the COVID-19 grant window also supported work in this area, notably the development of an add-on module (known as Monitoring Impacts on Learning Outcomes, or MILO) that allowed 6 countries in Africa to measure learning loss (if any) and report on SDG indicator 4.1.1.

The support to learning assessment continues under GPE 2025. All partnership compacts under GPE 2025 incorporate interventions related to learning assessment systems. In two-thirds of the partnership compacts analyzed (38 out of 57), the learning assessment-related interventions were developed in response to gaps identified through the data availability and use analysis, which is part of the compact development process. For example, in São Tomé and Príncipe, the analysis revealed that inadequate dissemination and discussion of education data prevented learning assessment results from informing decision making. Consequently, a key action identified was the introduction of a consolidated calendar of periodic assessments that are benchmarked to a proficiency scale and provide comparable data over time to motivate education stakeholders to discuss and utilize learning assessment results.

<sup>57</sup> N. Hossain, "Learning Assessments: Critical Tools for Improving Educational Outcomes," *International Journal of Educational Development* 82, 102350 (2021), <https://doi.org/10.1016/j.ijedudev.2021.102350>.

As a result, GPE implementation grants continued to support learning assessments in 2024. Of the 119 implementation grants and accelerated funding grants active in 2024, 77 supported learning assessments in 65 partner countries. The total allocation to learning assessments amounted to \$113 million. Overall, grant allocation to learning assessments as a share of the total grant amount remained constant at about 3.6 percent between 2022 and 2024.

In addition, GPE's funding model also directly incentivizes improvements in learning assessment systems. In countries that place a high priority on addressing gaps in the learning assessment system, a part of the system transformation grant allocation can be made contingent on addressing such gaps. For instance, in Liberia 5 percent of the system transformation grant allocation of \$19.5 million<sup>58</sup> is contingent on completing

a national learning assessment at the primary level and disseminating its results. The system transformation grant complements that incentive by financing (1) a sample-based school readiness assessment to identify critical gaps in early development and learning and (2) a nationally representative assessment to measure minimum proficiency levels in grade 3. It also supports the Ministry of Education's capacity to conduct and use learning assessments through training on assessment planning, coordination, administration and security, and the use of assessment findings for planning, resource allocation and decision making.

Alongside country-specific support for learning assessments, GPE implements a range of cross-national initiatives to strengthen learning assessments through the GPE Knowledge and Innovation Exchange (KIX) and Education Out Loud (box 3.1).

### **BOX 3.1. GPE's cross-national initiatives to strengthen learning assessment systems**

Other GPE support at regional and global levels to strengthen learning assessment systems has included knowledge generation and exchange via GPE KIX and advocacy and accountability for learning data via Education Out Loud.

KIX funds two applied research projects on learning assessment. One supports the implementation of the Citizen Led Assessment of Numeracy in 11 African and Asian countries, which is a digitally adaptive common-scale math assessment tool developed by Pratham. The other project scales the Assessment of Life Skills and Values in East Africa, which assesses 21<sup>st</sup>-century skills and provides assessment data to improve curricula. It is implemented in Kenya, Tanzania and Uganda by the Global e-Schools and Communities Initiative, Makerere University's College of Education and External Studies, and the University of Notre Dame. Separately, KIX Hubs have conducted over 15 activities on learning assessment and learning assessments systems, including a multipart webinar series for policy makers in Latin America and the Caribbean, a peer-learning exchange between ministry officials of Kenya and Uganda, and a policy stakeholder webinar in Asia-Pacific.

Education Out Loud has funded the South Asia Assessment Alliance, led by Street Child. It has promoted citizen-led learning assessments in four countries. Those efforts are used as a tool for policy and advocacy for national commitments on quality education. Similar initiatives by national education coalitions have also contributed to improving learning outcomes within various marginalized communities.

In addition, under GPE's past Assessment for Learning (A4L) initiative, GPE developed a tool to support comprehensive analysis of learning assessment systems known as the ANLAS (Analysis of National Learning Assessment) framework and toolkit.<sup>a</sup> The ANLAS tool is available in three languages and has been used in a few countries, with potential for broader application.

a. For more information, refer to the ANLAS web page, <https://www.globalpartnership.org/content/toolkit-analysis-national-learning-assessment-systems-anlas>.

<sup>58</sup> This amount is 70 percent of the total system transformation grant allocation; release of the remaining 30 percent is conditioned on the GPE Board's decision that top-up triggers have been achieved.

## ENDURING CHALLENGES

In many countries, learning assessments tend to be ad hoc, one-off evaluations. The broader **context** (including legislation or policy mandating the regular conduct of assessments, institutional arrangements such as an assessment unit, sustainable funding and leadership) may not be conducive for implementing learning assessments and reporting the data. **Coherence** with the broader education system, including system priorities and structure, learning standards and curriculum, and the broader data architecture of the country, may be limited. The **quality** of assessments (including examinations, national assessments and classroom-level assessment) may vary, with teachers and school leaders not engaged or supported as active stakeholders in the process. These three elements are articulated further in GPE's ANLAS manual and toolkit.<sup>59</sup>

Support to partner countries during the GPE 2025 period has provided a more nuanced understanding of the particular challenges those countries face. As mentioned, development of the partnership compact involves assessment of a country's data and evidence landscape, which includes an assessment of country data systems.<sup>60</sup> A summary of the assessments undertaken for various partner countries reveals several commonalities:

- > A lack of alignment between learning assessment data and a country's education management information system
- > A plethora of different, ad hoc assessments that are fragmented and inconsistent
- > A lack of assessment data that are comparable over time
- > The underutilization of existing data and gaps in funding, capacity and policy/frameworks for assessment.

In addition, there are some specific challenges that merit a particular focus, notably the affordability of learning assessments and ensuring that they meet the minimum quality standards for international reporting.

## AFFORDABILITY OF LEARNING ASSESSMENTS

Assessments obviously imply a cost. With the expansion of large-scale learning assessments worldwide has come increased attention to the financial implications of those assessments in low-income countries. External donors, including bilateral partners and multilateral agencies, have often covered the costs of those assessments in low- and middle-income countries. Despite their cost, the assessments can offer high value for money because their cost is still relatively low compared to the total education budget<sup>61</sup> and they play a critical role in guiding the design of policies to improve learning.<sup>62</sup>

The costs of national learning assessments depend on factors such as the number of students tested, grade level and mode of administration. According to UIS, the cost of conducting a national assessment ranges from \$200,000 to \$1 million per cycle of assessment.<sup>63</sup> Although often a small share of most education budgets, that cost can represent a significant figure in other contexts. For instance, in Liberia, where the government spent \$21 million for primary education and \$14 million for secondary education in 2021,<sup>64</sup> allocating \$200,000 to \$1 million to a learning assessment for each level of education would represent a significant share of the education budget.

The costs of regional and international learning assessments are similar but require international fees in addition (payable to the Conference of Ministers of Education of French-speaking Countries (COMFEMEN), International Association for the Evaluation of

<sup>59</sup> Refer also to Global Partnership for Education (GPE), "Analysis of National Learning Assessment Systems (ANLAS): Manual," (Washington, DC: GPE, October 2019), <https://www.globalpartnership.org/sites/default/files/docs/2020-11-GPE-ANLAS-manual.pdf>.

<sup>60</sup> An enabling factor analysis is conducted as part of the partnership compact development process. That analysis identifies critical factors that either facilitate or hinder the implementation of the priority reform included in the partnership compact.

<sup>61</sup> J. A. Peyser and R. M. Costrell, "Exploring the Costs of Accountability: No Child Left Behind Is No Unfunded Mandate," *Education Next* 4, no. 2 (2004), <https://www.educationnext.org/exploring-the-costs-of-accountability/>; C. M. Hoxby, "The Cost of Accountability," NBER Working Paper No. 8855, (Cambridge, MA: National Bureau of Economic Research, 2002), [https://www.nber.org/system/files/working\\_papers/w8855/w8855.pdf](https://www.nber.org/system/files/working_papers/w8855/w8855.pdf).

<sup>62</sup> H. I. Braun and A. Kanjee, "Using Assessment to Improve Education in Developing Nations," In *Research Methods in Educational Leadership and Management*, edited by A. R. J. Briggs and M. Coleman, 235–51, (SAGE Publications, 2006).

<sup>63</sup> UNESCO Institute for Statistics (UIS), *Quick Guide No. 3: Implementing a National Learning Assessment*, (Montreal: UIS, 2018), <https://uis.unesco.org/sites/default/files/documents/quick-guide-3-implementing-national-learning-assessment.pdf>.

<sup>64</sup> S. Antoninis, "On the way forward for SDG indicator 4.1.1a: Supporting countries' development needs," *World Education Blog*, March 26, 2024, <https://world-education-blog.org/2024/03/26/on-the-way-forward-for-sdg-indicator-4-1-1a-supporting-countries-development-needs/>.

Educational Achievement (IEA), the Organisation for Economic Co-operation and Development (OECD) and others). Fees can vary widely, depending on the type of assessment, the geographic coverage and the scope. As with national assessments, when compared to government education spending per student, the cost of learning assessments may not present a significant barrier to the availability of learning data for many countries. In other countries with relatively small education budgets and scarce national resources, however, addressing the learning data challenge may require external financial support. In addition, and as noted earlier, the cost-effectiveness of assessments largely depends on whether they are relevant and used to drive concrete policy or programs. That being the case, assessments are a cost-effective investment.

## CARRYING OUT ASSESSMENTS THAT MEET MINIMUM QUALITY STANDARDS FOR INTERNATIONAL REPORTING

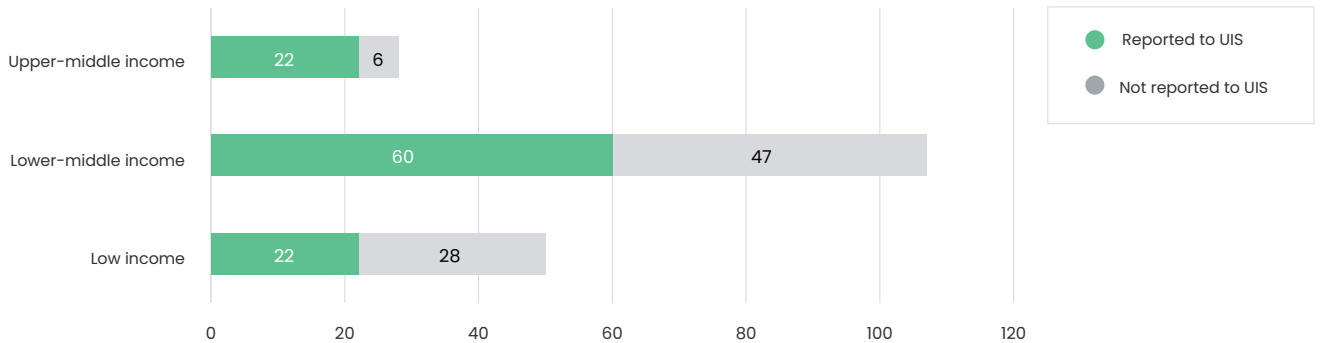
Notably, about half of the partner countries that participated in or conducted large-scale assessments in 2015–22 did not report on any of the components of SDG indicator 4.1.1 to UIS, the custodian agency for the data. Out of 63 partner countries with a learning assessment in 2015–22, only 34 reported at least one learning data point to UIS on reading or mathematics for early grades, end of primary or lower secondary. The remaining 29 partner countries (19 lower-middle-income countries, eight low-income countries and two upper-middle-income countries) participated in at least one large-scale learning assessment but did not report any data to UIS (figure 3.4). Of the countries participating but not reporting data, 12 are PCFCs. A key reason for the lack of reporting is quality gaps that prevent assessments from being aligned to the standards established for international reporting.

**FIGURE 3.4.**

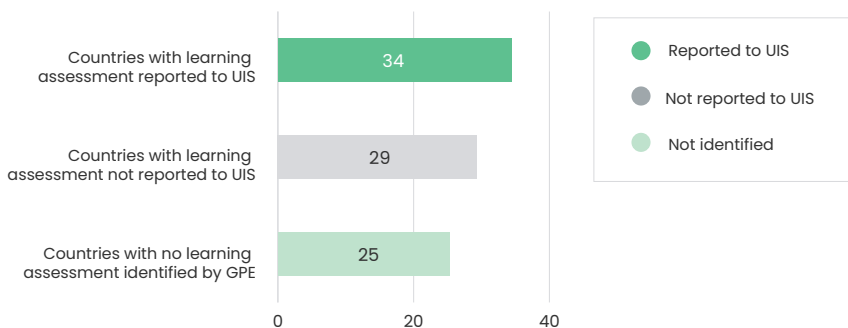
### Over half of partner countries conducting large-scale learning assessments reported learning data to UIS.

Number of partner countries that reported learning data to UIS, by income level and whether a learning assessment was conducted, 2015–22

#### a) Number of learning assessments in partner countries



#### b) Partner countries with learning assessments by SDG 4.1.1 reporting



Source: GPE Secretariat

## TOWARD STRONGER LEARNING ASSESSMENT SYSTEMS IN PARTNER COUNTRIES

Easily accessible quality data on children's learning are imperative for achieving quality education for all children. Although several countries have conducted learning assessments, those countries do not regularly report the data according to international standards. That situation could indicate several issues, including insufficient resources to measure learning outcomes and assessments not meeting quality standards.

Strengthening and institutionalizing learning assessment systems in partner countries are therefore essential for improving the availability and use of learning data across the partnership. Providing adequate financial and technical resources, incentivizing alignment to international standards and harmonizing learning assessments can help ensure data availability and comparability

over time and across countries. Additionally, promoting transparency about different assessment providers and supporting countries to make the best choices would contribute to more informed decision making and better learning data overall.

GPE grants are increasingly supporting learning assessments systems. The GPE 2025 operating model incentivizes countries to identify the main bottlenecks to their data systems and design appropriate reforms. Other GPE initiatives such as KIX and Education Out Loud also support knowledge production and advocacy for stronger learning assessment systems.

Continued investment in learning assessment systems is needed to ensure the availability of quality learning data to track progress against the GPE 2025 strategic goal and the SDG indicators. In this regard, the partnership needs a systematic focus on learning assessments that meet quality standards.





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# 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	
	<b>(ii)</b> <b>(a) Proportion of countries where the availability and use of data and evidence is assessed</b> <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>(b) Proportion of countries making progress against identified challenges in the availability and use of data and evidence</b> <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	
	<b>(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</b> <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)			
	<b>(iii)</b> <b>(a) Proportion of countries where sector coordination is assessed</b> <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>(b) Proportion of countries making progress against identified challenges in sector coordination</b> <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
	<b>(c) Proportion of local education groups that include civil society organizations and teacher associations</b> <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	<b>(ii)</b> 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:  <b>(i)</b> capacity strengthening;  <b>(ii)</b> knowledge mobilization <i>Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC)</i>  UNIT: cases (cumulative)		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		<b>Milestone</b> (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	<b>(i)</b> 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
		<b>Milestone</b>	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			
	<b>(ii)</b> 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
		<b>Milestone</b>	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	<b>(iii)</b> 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	<b>(i)</b> Cumulative amounts of donor commitments  <b>(ii)</b> 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) 4<sup>1</sup> 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 guidelines<sup>2</sup>. GPE's results framework indicators' aggregate values are calculated when available data cover at least 35 percent of GPE partner countries' relevant population.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>1</sup> 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*,<sup>1</sup> 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.<sup>2</sup> 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,<sup>3</sup> 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.

<sup>1</sup> 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](https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf).

<sup>2</sup> 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.

<sup>3</sup> 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)*

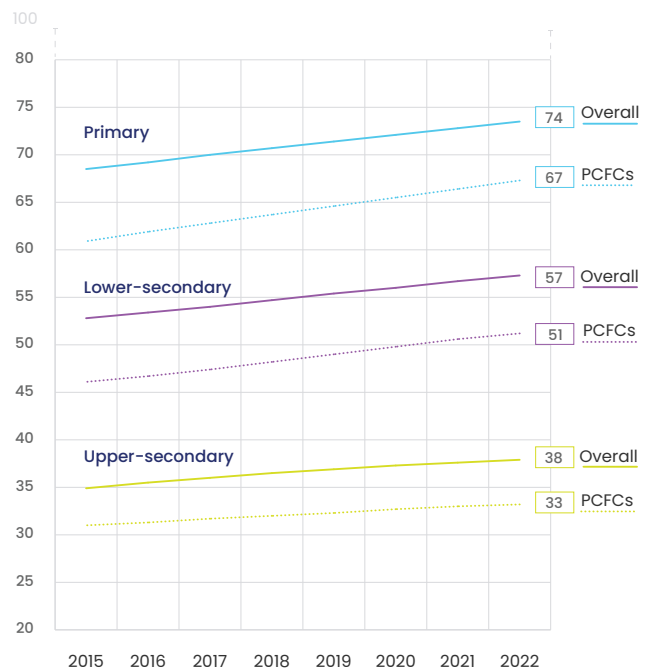


Source: Authors' estimates based on UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, "A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: Out-of-School Rates," (Montreal: UIS and Paris: Global Education Monitoring Report, 2022), [https://www.unesco.org/gem-report/sites/default/files/medias/fichiers/2022/08/OOS\\_Proposal.pdf](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](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; <u>Tanzania</u> ; 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; <u>Vanuatu</u> ; <u>Yemen, Rep.</u>	Bhutan; Djibouti; Lao PDR; Nicaragua; <u>Somalia</u> ; <u>South Sudan</u> ; Sri Lanka; <u>Vanuatu</u> ; <u>Yemen, Rep.</u>	Bhutan; Cabo Verde; Djibouti; Lao PDR; Nicaragua; <u>Somalia</u> ; <u>South Sudan</u> ; Sri Lanka; <u>Vanuatu</u> ; <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.

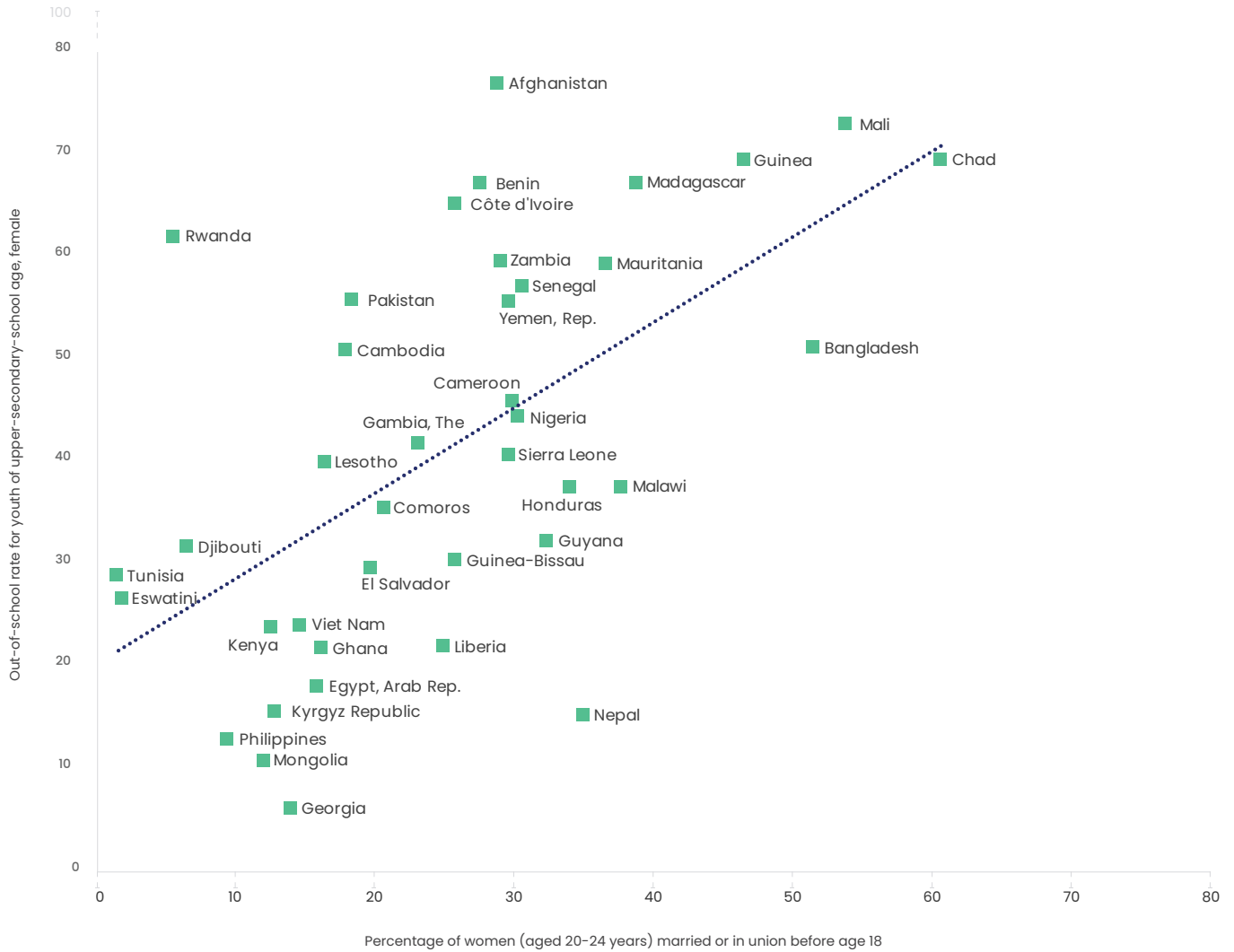
Countries in gray and italics do not have a national benchmark. Countries underlined are PCFCs.

# 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
<b>Fast progress</b>	<i>Benin, Burkina Faso</i>	Georgia
<b>Average progress</b>	<i>Cameroon, Chad, Madagascar</i>	<i>Benin, Honduras, Madagascar</i>
<b>Slow progress</b>	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>
<b>No progress</b>	Burundi, Côte d'Ivoire, Guatemala, <i>Nicaragua</i>	Burundi, <i>Cameroon, Chad</i> , Côte d'Ivoire, Guatemala, Kenya, Senegal, Togo, <i>Zambia</i>
<b>No data for trend</b>	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>
<b>No data</b>	<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> ; Tanzania
No data	<i><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></i>	<i><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></i>

	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.

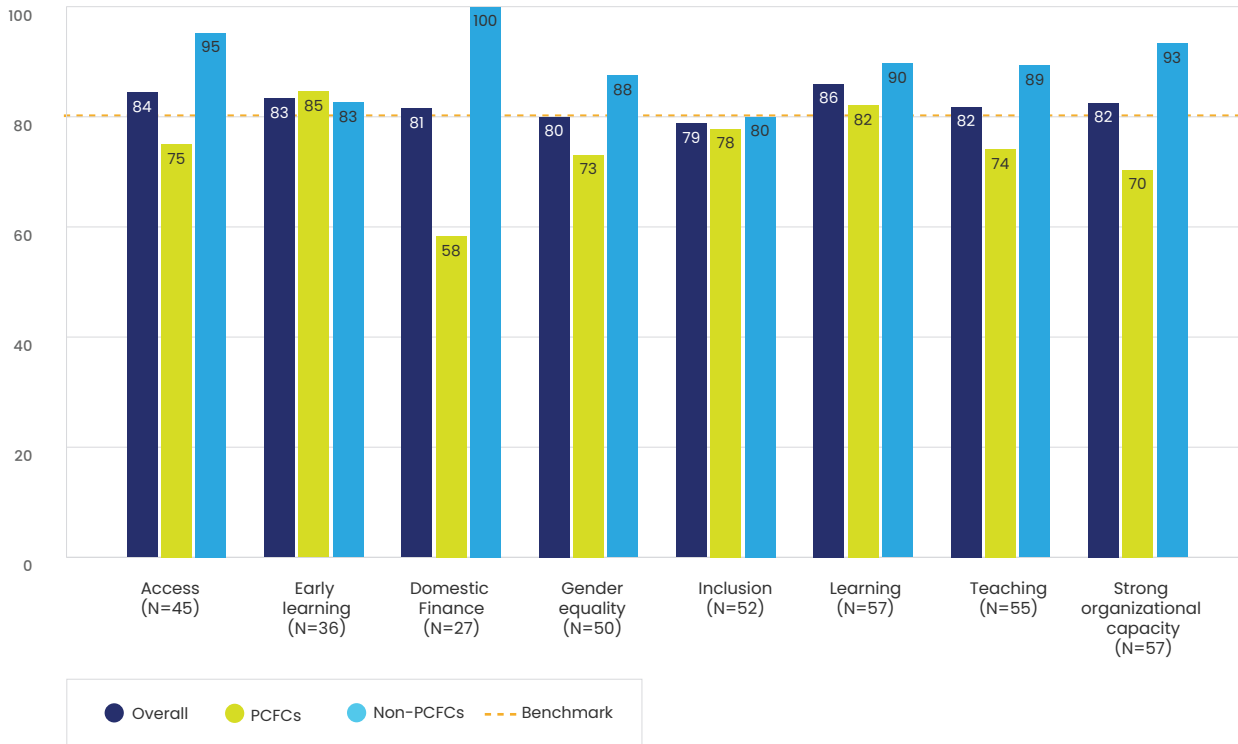
Note: Priority levels: "Low: The enabling factor area could benefit from minor tweaks to accelerate progress in one or more of the country's top policy outcomes. Medium: Achieving progress in one or more of the country's policy outcomes will be significantly delayed unless issues in the enabling factor 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.

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