



Koburi Buruwa is an assistant teacher at the Rejurkul Government Primary School in Ukhiya, Cox's Bazar. With GPE funding, 122 classrooms in 22 schools were rehabilitated in the Cox's Bazar district.
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INTRODUCTION

The Global Partnership for Education (GPE) is the largest global fund solely dedicated to transforming education in low- and middle-income countries, and a unique multi-stakeholder partnership. GPE aims to harness the power of collaboration among partner countries, donors, civil society, foundations, the private sector and youth to support inclusive and quality education for every girl and boy. GPE 2025, GPE's strategic plan for 2021–25, intends to deliver quality education for every child by mobilizing partnerships and investments that transform education systems in partner countries.

MONITORING PROGRESS TOWARD THE GPE 2025 GOAL AND OBJECTIVES

The GPE 2025 strategic framework (figure 1) shows how GPE will use the partnership's resources to achieve the GPE 2025 goal and objectives. By mobilizing global and national partners and resources (the enabling objective), the partnership intends to contribute to gender-responsive sector planning (country-level objective 1), promote coordination among donors and improve education financing (country-level objective 2) and strengthen the capacity of partner countries to implement innovative interventions and drive results at scale (country-level objective 3). Achieving the country-level objectives is expected to accelerate access to education, learning outcomes and gender equality in partner countries (GPE 2025 goal).

To ensure that the country-level objectives effectively address the most pressing barriers to learning for all, GPE's support to partner countries focuses on eight key priority areas: (1) access; (2) early learning; (3) equity, efficiency and volume of domestic financing; (4) gender equality; (5) inclusion; (6) learning; (7) quality teaching; and (8) strong organizational capacity.

The GPE 2025 results framework tracks the partnership's progress toward the GPE 2025 goal and objectives. Indicators are grouped into 18 measurement areas and further disaggregated into several subindicators covering different aspects of the GPE 2025 strategy. To simplify the language used, this report does not distinguish between a measurement area, an indicator and a subindicator. Instead, it uses the term "indicator" to refer to the results framework data.

FIGURE 1.

GPE 2025 strategic framework



VISION

A QUALITY EDUCATION FOR EVERY CHILD.



MISSION

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



GOAL

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



COUNTRY-LEVEL OBJECTIVES

Strengthen gender-responsive planning and policy development for system-wide impact.

Mobilize coordinated action and financing to enable transformative change.

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



ENABLING OBJECTIVE

Mobilize global and national partners and resources for sustainable results.

The GPE results framework mainly uses Sustainable Development Goal (SDG) 4 indicators to monitor progress toward the GPE 2025 goal. Data for these indicators are collected by the UNESCO Institute for Statistics (UIS) along with information on countries' national targets for 2025 and 2030 for each of the SDG 4 indicators. The GPE results framework tracks partner countries' progress toward these national targets set for 2025.

The results framework includes indicators to measure progress toward the three country-level objectives mentioned previously. Most of the data for these indicators come from GPE grant processes. Countries wanting to access GPE grants go through a series of steps, including the development of a partnership compact that presents a priority reform designed to catalyze system transformation. Partner countries, as part of the compact development process, conduct an analysis of enabling factors related to four areas: (1) gender-responsive sector planning, (2) data and evidence, (3) sector coordination and (4) volume, equity and efficiency of government expenditure on education. An Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors in a country using evidence and the country analysis to contextualize the assessment. The results framework includes indicators to track partner countries' overall progress in the enabling factors areas and countries' use of the operating model's tools (ITAP assessment, partnership compact and grants) to identify and address the key challenges related to the enabling factors. The results framework also monitors GPE grants' progress toward their objectives in the GPE priority areas, but does not monitor overall progress in the implementation of priority reforms as described in the partnership compacts. Partner countries' priority reforms will be monitored through a mid-term review of the partnership compact aligned where possible with country processes.

At the global level, the results framework monitors how GPE 2025 is leveraging partnership capabilities and financial resources to support partner countries. It tracks donors' engagement to finance the implementation of GPE 2025 through their contribution to the GPE Fund and their involvement in cofinancing GPE grants. The results framework also monitors GPE's work in mobilizing knowledge and innovation through the GPE Knowledge and Innovation Exchange and its engagement with civil society organizations through Education Out Loud.

UNDERSTANDING THE RESULTS PRESENTED

This results report discusses the partnership's achievements toward the GPE 2025 goal and objectives based on results framework data available thus far. It serves as a monitoring tool to inform the partnership about overall progress and potential challenges, and to facilitate decision-making about future action. It is not intended to provide an independent evaluation of GPE's impact and in-depth reasons why the goals and objectives may or may not have been met—that role is performed by a portfolio of evaluations, in accordance with the monitoring and evaluation and learning strategy.

This second edition of the results report series monitoring GPE 2025 details the results framework data for calendar years 2021 and 2022 and fiscal year 2023. [Appendix A](#) presents the results framework indicators and provides information about the baseline, milestone, actual achieved, 2025 target and benchmark (as applicable) of the indicators for which data are available.¹ The 2023 results report has four chapters. Chapter 1 discusses the GPE 2025 goal and was developed in collaboration with the UNESCO Global Education Monitoring Report (GEMR) team and UIS. Chapters 2 and 3 cover the country-level objectives and chapter 4 the enabling objective.

Most of the results framework indicators discussed in chapter 1 are collected by UIS from administrative sources, household surveys and learning assessments. For administrative data sources, the results framework uses the most recent data available over the last three years. Because household surveys and learning assessments are not conducted regularly, the results framework uses the most recent data available over the last five years to have the maximum country coverage. The results presented in chapter 1 provide an overview of the status of the education sector in GPE partner countries, though subject to limited data availability.

For several of the indicators discussed in chapter 2, data are collected through the GPE 2025 operating model's processes (ITAP assessment, partnership compact and grants). As of December 2022, 16 out of 85 partner countries had gone through the ITAP assessment and compact development processes, and 8 countries with active system capacity grants approved under GPE 2025 submitted progress or completion reports. As a result, data are not available for several indicators tracking overall progress toward country-level objectives 1 and 2.

¹ The GPE 2025 results framework makes a distinction between a benchmark, a milestone and a target. The term "benchmark" is used for some of the indicators associated with the country-level objectives to indicate the desired value for these indicators. These benchmarks reflect GPE's ambition to drive progress at the country level. A target is the expected value of an indicator by 2025 whereas a milestone is the expected intermediary value of an indicator for a particular year.

