

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

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	Target
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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 compulsory pre-primary education guaranteed in legal frameworks (based on SDG indicator 4.2.5) <i>Source: UNESCO Institute for Statistics</i> UNIT: percentage of countries		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall	34.8						n/a
		PCFC	18.5						n/a
		N	66 PCs (27 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: participation rate		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall	62.4						76.0
		PCFC	59.8						76.2
		Female	59.2						n/a
3 Access; Gender equality	(i) Gross intake ratio to the last grade of (a) primary education, (b) lower secondary education (SDG indicator 4.1.3) <i>Source: UNESCO Institute for Statistics</i> UNIT: gross intake ratio to the last grade		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall (a)	74.7						79.8
		(b)	55.1						64.8
		PCFC (a)	68.3						72.1
		(b)	42.6						45.6
		Female (a)	73.1						n/a
		(b)	52.5						n/a
		N (a)	59 PCs (26 PCFCs)						
		(b)	60 PCs (26 PCFCs)						

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
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)	20.3						8.7
		(b)	26.0						15.2
		(c)	45.8						34.9
		PCFC (a)	23.1						12.8
		(b)	25.8						15.8
		(c)	44.8						29.2
		Female (a)	21.0						n/a
		(b)	27.6						n/a
		(c)	50.1						n/a
		Rural (a)	24.8						n/a
		(b)	30.9						n/a
		(c)	52.7						n/a
		Bottom wealth quintile (a)	37.7						n/a
		(b)	45.1						n/a
		(c)	66.8						n/a
		N (a)	52 PCs (25 PCFCs)						
		(b)	52 PCs (25 PCFCs)						
		(c)	52 PCs (25 PCFCs)						
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) Source: National budget documents compiled by GPE UNIT: percentage of countries		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall	57.1	71.0					n/a
		PCFC	55.6	75.9					n/a
		N	63 PCs (27 PCFCs)	62 PCs (29 PCFCs)					
	(ii) (a) Proportion of countries where equity, efficiency, and volume of domestic finance for education is assessed; Source: Enabling factors assessment by ITAP (b) Proportion of countries making progress against identified challenges in equity, efficiency, and volume of domestic finance for education Source: Partnership compact periodic monitoring UNIT: percentage of countries		(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall (a)	n/a	3.9					n/a
		(b)	n/a	n/a					n/a
		PCFC (a)	n/a	5.6					n/a
		(b)	n/a	n/a					n/a
		N (a)	n/a	76 PCs (36 PCFCs)					
		(b)	n/a	n/a					

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
5 Gender equality; Inclusion; Strong organizational capacity	(i) Proportion of women aged 20–24 years who were married or in a union before age 18 (SDG indicator 5.3.1) <i>Source: UNICEF and GPE Secretariat</i> UNIT: percentage of women		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall	34.0	33.3					n/a
		PCFC	30.1	29.9					n/a
		N	47 PCs (19 PCFCs)	48 PCs (22 PCFCs)					
	(ii) (a) Proportion of countries where gender-responsive planning and monitoring is assessed; <i>Source: Enabling factors assessment by ITAP</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		(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall	(a)	n/a	3.9				n/a
			(b)	n/a	n/a				n/a
			(c)	n/a	100.0				n/a
		PCFC	(a)	n/a	5.6				n/a
			(b)	n/a	n/a				n/a
			(c)	n/a	100.0				n/a
		N	(a)	n/a	76 PCs (36 PCFCs)				
			(b)	n/a	n/a				
			(c)	n/a	3 PCs (2 PCFCs)				
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) <i>Source: UNESCO Institute for Statistics</i> UNIT: percentage of children		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall	(a) (i)	34.8					n.a.
			(ii)	36.5					n.a.
			(b) (i)	27.1					45.1
			(ii)	24.7					46.4
			(c) (i)	n.e.d.					n.a.
			(ii)	n.e.d.					n.a.
		PCFC	(a) (i)	29.9					n.a.
			(ii)	30.8					n.a.
			(b) (i)	16.6					n.a.
			(ii)	17.1					n.a.
			(c) (i)	n.e.d.					n.a.
			(ii)	n.e.d.					n.a.

Indicator # Priority Area	Indicator	Disaggregation		Baseline	Year	Year	Year	Year	Year	Target
6 Learning; Gender equality	continued	Female	(a) (i)	29.8						n/a
			(ii)	31.4					n/a	
			(b) (i)	26.4					n/a	
			(ii)	21.6					n/a	
			(c) (i)	n.e.d.					n/a	
			(ii)	n.e.d.					n/a	
		N	(a) (i)	33 PCs (15 PCFCs)						
			(ii)	33 PCs (15 PCFCs)						
			(b) (i)	24 PCs (10 PCFCs)						
			(ii)	28 PCs (12 PCFCs)						
			(c) (i)	n.e.d.						
			(ii)	n.e.d.						
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: <i>percentage of teachers</i>			CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall	(a)	59.3						80.2
			(b)	77.1						83.9
			(c)	72.2						86.6
			(d)	72.4						84.8
		PCFC	(a)	n.e.d.						n.a.
			(b)	78.7						87.6
			(c)	70.8						n.a.
			(d)	70.7						n.a.
		Female	(a)	60.8						n/a
			(b)	76.1						n/a
			(c)	72.9						n/a
			(d)	72.0						n/a
		N	(a)	41 PCs (n.e.d PCFCs)						
			(b)	50 PCs (20 PCFCs)						
			(c)	30 PCs (14 PCFCs)						
			(d)	32 PCs (16 PCFCs)						

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
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
		PCFC	n/a	50.0					n/a
		N	n/a	76 PCs (36 PCFCs)					
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	44.7	38.2					n/a
		PCFC	27.8	22.2					n/a
		N	76 PCs (36 PCFCs)	76 PCs (36 PCFCs)					
	(ii) (a) Proportion of countries where the availability and use of data and evidence is assessed <i>Source: Enabling factors assessment by ITAP</i> (b) Proportion of countries making progress against identified challenges in the availability and use of data and evidence <i>Source: Partnership compact periodic monitoring</i> (c) Proportion of countries where the availability and use of data and evidence is assessed that report key education statistics disaggregated by children with disabilities <i>Source: Completeness check of enabling factors assessment documentation</i> UNIT: percentage of countries		(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall	(a)	n/a	3.9				n/a
			(b)	n/a	n/a				n/a
			(c)	n/a	66.7				n/a
		PCFC	(a)	n/a	5.6				n/a
			(b)	n/a	n/a				n/a
			(c)	n/a	50.0				n/a
		N	(a)	n/a	76 PCs (36 PCFCs)				
			(b)	n/a	n/a				
			(c)	n/a	3 PCs (2 PCFCs)				
	(iii) (a) Proportion of countries where sector coordination is assessed <i>Source: Enabling factors assessment by ITAP</i> (b) Proportion of countries making progress against identified challenges in sector coordination; <i>Source: Partnership compact periodic monitoring</i> UNIT: percentage of countries (c) Proportion of local education groups that include civil society organizations and teacher associations <i>Source: Local education group documentation</i> UNIT: percentage of local education groups		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall	(a)	n/a	3.9				n/a
			(b)	n/a	n/a				n/a
			(c)	66.2	68.6				n/a
		PCFC	(a)	n/a	5.6				n/a
			(b)	n/a	n/a				n/a
			(c)	68.6	67.6				n/a
		N	(a)	n/a	76 PCs (36 PCFCs)				
			(b)	n/a	n/a				
			(c)	71 LEGs (35 in PCFCs)	70 LEGs (37 in PCFCs)				

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Bench- mark
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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					75
		PCFC	n/a	n/a					n/a
		N	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					80
		PCFC	n/a	n/a					n/a
		N	n/a	n/a					

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					75
		PCFC	n/a	n/a					n/a
		N	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					80
		PCFC	n/a	n/a					n/a
		N	n/a	n/a					
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					75
		PCFC	n/a	n/a					n/a
		N	n/a	n/a					

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Bench- mark
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	54.7					n/a
		PCFC	40.7	51.1					n/a
		N	52 grants (27 in PCFCs)	78 grants (40 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	60.2					n/a
		PCFC	46.4	56.3					n/a
		N	52 grants (27 in PCFCs)	78 grants (40 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					75
		PCFC	n/a	n/a					n/a
		N	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					80
		PCFC	n/a	n/a					n/a
		N	n/a	n/a					

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: System transformation grant monitoring and completion reports</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	(a)	n/a	63.9				80
			(b)	n/a	n.e.d.				80
		PCFC	(a)	n/a	58.1				n/a
			(b)	n/a	n.e.d.				n/a
		PA1	(a)	n/a	72.0				80
			(b)	n/a	n.e.d.				80
		PA2	(a)	n/a	80.0				80
			(b)	n/a	n.e.d.				80
		PA3	(a)	n/a	71.4				80
			(b)	n/a	n.e.d.				80

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Bench- mark
14 All priority areas	(i) <i>continued</i> Note: This indicator monitors the proportion of implementation grants meeting their objectives during implementation. The implementation grants include education sector program implementation grants, multipliers and system transformation grants. This year, as the GPE 2025 operating model is still being rolled out, the grants considered for this indicator are education sector program implementation grants and multipliers approved under GPE 2020 operating model.	PA4	(a)	n/a	82.7				80
			(b)	n/a	n.e.d.				80
		PA5	(a)	n/a	80.0				80
			(b)	n/a	n.e.d.				80
		PA6	(a)	n/a	76.3				80
			(b)	n/a	n.e.d.				80
		PA7	(a)	n/a	74.5				80
			(b)	n/a	n.e.d.				80
		PA8	(a)	n/a	74.6				80
			(b)	n/a	n.e.d.				80
		N Overall	(a)	n/a	61 grants (31 in PCFCs)				
			(b)	n/a	n.e.d.				
		PA1	(a)	n/a	50 grants				
			(b)	n/a	n.e.d.				
		PA2	(a)	n/a	40 grants				
			(b)	n/a	n.e.d.				
		PA3	(a)	n/a	35 grants				
			(b)	n/a	n.e.d.				
		PA4	(a)	n/a	52 grants				
			(b)	n/a	n.e.d.				
		PA5	(a)	n/a	55 grants				
			(b)	n/a	n.e.d.				
		PA6	(a)	n/a	59 grants				
			(b)	n/a	n.e.d.				
		PA7	(a)	n/a	55 grants				
			(b)	n/a	n.e.d.				
		PA8	(a)	n/a	59 grants				
			(b)	n/a	n.e.d.				



Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Bench- mark
14 All priority areas	(ii) Proportion of grants with a girls' education accelerator component where the girls' education accelerator-funded component met its objective at completion <i>Source: Girls' education accelerator (system transformation grant or multiplier) completion report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a					80
		PCFC	n/a	n/a					n/a
		N	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 <i>Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC)</i> UNIT: Cases (cumulative)		(FY)	FY2021	FY2022	FY2023	FY2024	FY2025	FY2024
		Milestone	n/a	12	52	126	167	n/a	
		Overall	n/a	18	46				167
		GESI related	n/a	10	25				
		N	n/a	68 countries	70 countries				
16 Strategic Partnership	(i) Number of countries benefiting from newly mobilized strategic partnerships <i>Source: GPE Secretariat</i> UNIT: Countries (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	n/a	4	10	20	35	
		Overall	n/a	n/a					35
		N	n/a	n/a					
	(ii) Proportion of GPE-mobilized strategic capabilities that meet their objectives <i>Source: GPE Secretariat</i> UNIT: percentage of strategic capabilities		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	n/a	75	85	100	100	
		Overall	n/a	n/a					100
		N	n/a	n/a					

Indicator # Objectives	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
	(iii) Additional co-financing leveraged through GPE innovative financing mechanisms Source: GPE Secretariat UNIT: US\$ million (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	500.0	937.5	1,562.5	2,187.5	2,500.0	
		Overall	n/a	1,003.9					2,500.0
		Multiplier	n/a	993.9					n/a
		Debt2Ed	n/a	0					n/a
		Enhanced Convening	n/a	0					n/a
		GPE Match	n/a	10.0					n/a
		ACG SmartEd	n/a	0					n/a
		N	n/a	14 grants					
17 Advocacy	Number of countries where civil society in Education Out Loud (EOL) funded projects has influenced education planning, policy dialogue and monitoring Source: Education Out Loud (EOL) Results Framework (Oxfam IBIS) UNIT: Countries (cumulative)		(FY)	FY2021	FY2022	FY2023	FY2024	FY2025	FY2024
		Milestone	n/a	20	27	32	37	n/a	
		Overall	n/a	20	30				37
		PCFC	n/a	12	15				n/a
		N	n/a	54 countries (26 in PCFC)	63 countries (29 in PCFC)				
18 Financing	(i) Percentage and (ii) cumulative amounts of donor commitments fulfilled Source: GPE Secretariat UNIT: in percentage; US\$ million (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall (i)	n/a	21.0					100
		(ii)	n/a	801.8					4 billion USD
		N	n/a	27 donors					

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

APPENDIX B

TECHNICAL NOTES ON INDICATOR DATA

- > **BASELINES:** The results framework presents baseline values for indicators with available and applicable data. Calendar year 2020 is the baseline and first year of reporting for GPE 2025 goal-level indicators (1, 2, 3i, 3ii, 5i, 6 and 7i) aligned with Sustainable Development Goals (SDG) 4¹ and 5 and equivalent 2020 results framework indicators (4i, 8i and 8iic) for which data are available. Fiscal year 2021 is the baseline year for country-level objectives; only indicators on alignment and harmonization (12i and 12ii) include a value, because their equivalent 2020 results framework indicators have data available. Baseline values are not applicable for new results framework indicators because no historical data are not 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.
- > **PERFORMANCE BENCHMARKS, OR “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.
- > **TARGETS:** For goal-level indicators (2, 3i, 3ii, 6 and 7i) based on SDG 4, calendar year 2025 target values are presented in the results framework when data are available. The UNESCO Institute for Statistics (UIS) calculates indicators’ overall targets on the basis of globally agreed SDG 4 2030 targets. Disaggregation by sex or other characteristics is not available. Moreover, target values are not applicable for country-level objectives indicators. Targets are available for enabling objective indicators: fiscal year 2026 target values apply for Indicators 16i, 16ii, 16iii and 18, and fiscal year 2024 target values apply for Indicators 15 and 17.
- > **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 through 8) use fiscal year 2021 PCFC categorization. Fiscal year-based indicators (9 through 18) use fiscal year 2022 PCFC categorization, except for Indicator 14, which uses 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.
- > **UPDATED DATA AND RETROACTIVE REVISIONS:** New data available for some results framework indicators are considered. Particularly, indicators’ values are subject to retroactive revisions to account 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.
- > **UNITS OF ANALYSIS:** Indicators have different units of analysis—for example, partner countries, grants, children, teachers, cases, US dollars and so on.

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

- > **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 July 2022

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

LOWER-MIDDLE-INCOME COUNTRIES: Bangladesh; Benin; [Bhutan](#)¹; [Cabo Verde](#); Cambodia; Cameroon; Comoros; Republic of Congo; Côte d'Ivoire; Djibouti; El Salvador; Eswatini; Ghana; Haiti; Honduras; Kenya; [Kiribati](#); Kyrgyz Republic; Lao People's Democratic Republic; Lesotho; Mauritania; [Federated States of Micronesia](#); Mongolia; Myanmar; Nepal; Nicaragua; Nigeria; Pakistan; Papua New Guinea; the Philippines; [Samoa](#); [São Tomé and Príncipe](#); Senegal; [Solomon Islands](#); Tajikistan; Tanzania; [Timor-Leste](#); Tunisia; Uzbekistan; [Vanuatu](#); Vietnam; Zambia; Zimbabwe

UPPER-MIDDLE-INCOME COUNTRIES: [Albania](#); [Dominica](#); [Fiji](#); [Georgia](#); [Grenada](#); Guatemala; [Guyana](#); [Maldives](#); [Marshall Islands](#); Moldova; [St. Lucia](#); [St. Vincent and the Grenadines](#); [Tonga](#); [Tuvalu](#)

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 AND TERRITORIES: Algeria; Angola; Belize; Bolivia; Arab Republic of Egypt; India; Indonesia; Iran, Islamic Republic of; Morocco; Sri Lanka; Ukraine; West Bank and Gaza

TABLE C.1.

GPE PCFCs included in the Results Report samples, by fiscal year

FY2021	FY2022
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
Eritrea	Eritrea
Gambia, The	Ethiopia
Guinea-Bissau	Guinea-Bissau
Haiti	Haiti
Kenya	Kenya
Kiribati	Kiribati
Lao People's Democratic Republic	Mali
Liberia	Marshall Islands
Mali	Micronesia, Federated States of
Marshall Islands	Mozambique
Micronesia, Federated States of	Myanmar
Mozambique	Niger
Myanmar	Nigeria
Niger	Pakistan
Nigeria	Papua New Guinea
Pakistan	Philippines
Papua New Guinea	Rwanda
Philippines	Solomon Islands
Rwanda	Somalia
Solomon Islands	South Sudan
Somalia	Sudan
South Sudan	Timor-Leste
Sudan	Tuvalu
Timor-Leste	Uganda
Tuvalu	Yemen, Republic of
Uganda	Zimbabwe
Yemen, Republic of	
Zimbabwe	
Note: Applicable for calendar-based Indicators 1 through 8.	
Note: Applicable for fiscal year-based Indicators 9 through 18 with the exception of Indicator 14, which uses PCFC categorization one year before grant approval.	

¹ Partner countries in [blue](#) are Small Islands and Landlocked Developing States, and partner countries in [purple](#) 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

COUNTRIES WITH AT LEAST ONE YEAR OF FREE PRE-PRIMARY EDUCATION

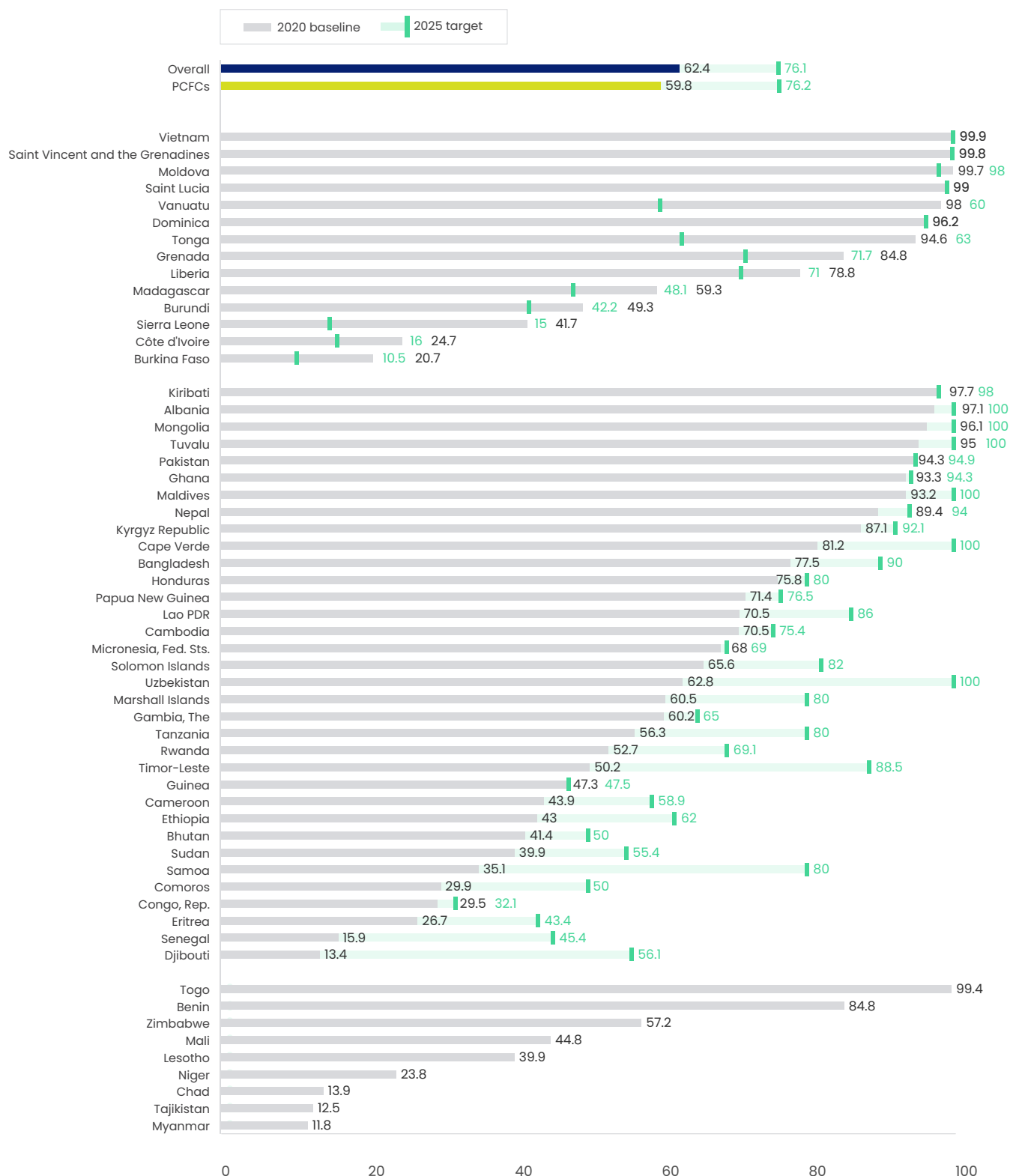
	Total	2010		2015		2020	
	n	n	(%)	n	(%)	n	(%)
GPE partner countries	66	17	(26)	20	(30)	23	(35)
PCFCs	27	4	(15)	5	(19)	5	(19)
Small island and landlocked developing states	15	3	(20)	4	(27)	4	(27)
East Asia & Pacific	12	1	(8)	3	(25)	4	(33)
Europe & Central Asia	6	3	(50)	3	(50)	5	(83)
Latin America & Caribbean	8	4	(50)	4	(50)	4	(50)
Middle East & North Africa	2	1	(50)	1	(50)	1	(50)
South Asia	6	2	(33)	2	(33)	2	(33)
Sub-Saharan Africa	32	6	(19)	7	(22)	7	(22)
Low income	21	3	(14)	4	(19)	5	(24)
Lower middle income	34	10	(29)	11	(32)	13	(38)
Upper middle income	11	4	(36)	5	(45)	5	(45)

Source: Global Education Monitoring Report team calculations from UIS data, UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.



APPENDIX E

ADJUSTED NET ENROLMENT RATE, ONE YEAR BEFORE THE OFFICIAL PRIMARY ENTRY AGE, 2020 OR MOST RECENT YEAR AND 2025 TARGET



Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

APPENDIX F

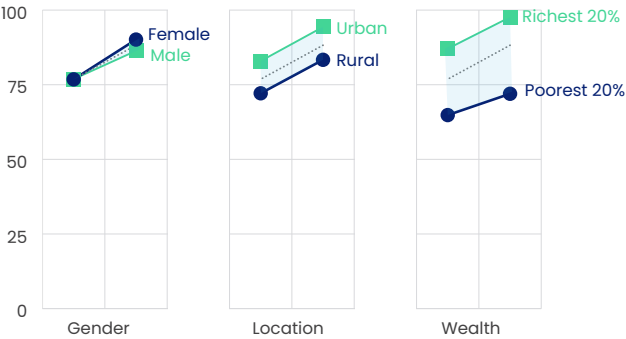
ADJUSTED NET ATTENDANCE RATE, ONE YEAR BEFORE OFFICIAL PRIMARY ENTRY AGE, 2015 AND 2020, BY GENDER, LOCATION, AND WEALTH



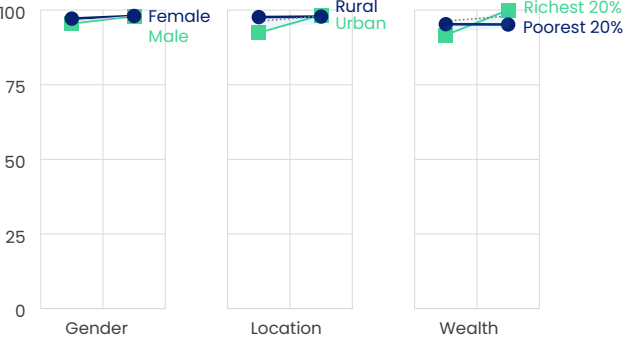
Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: The charts show gaps in adjusted net enrolment rates across three dimensions: gender, location and wealth. The dark blue line represent the population who is typically disadvantaged (female, rural, poorest 20%), the dashed line represents the average. Malawi data are from 2016 instead of 2015. The 2015 values are from the latest data between 2013–2015. The 2020 values are from the latest data between 2018–2020.

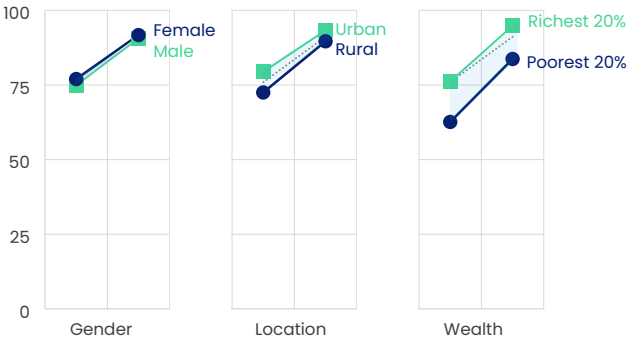
Ghana



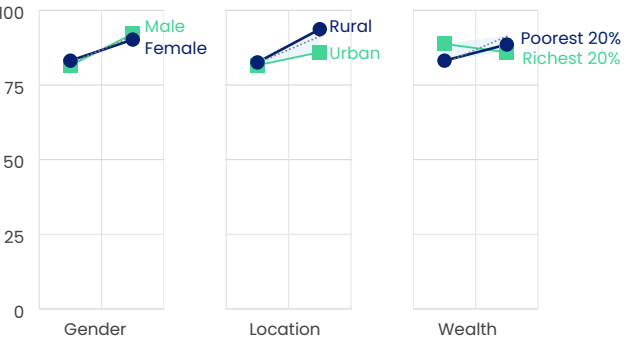
Guyana



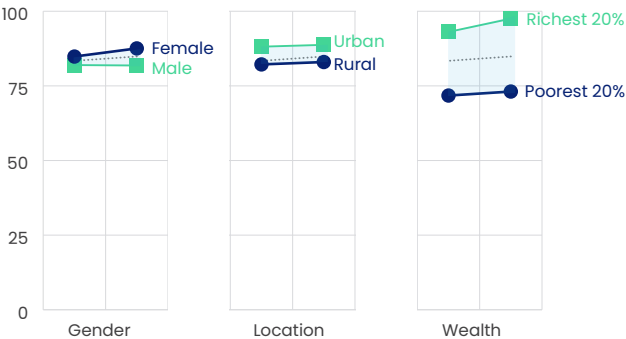
Honduras



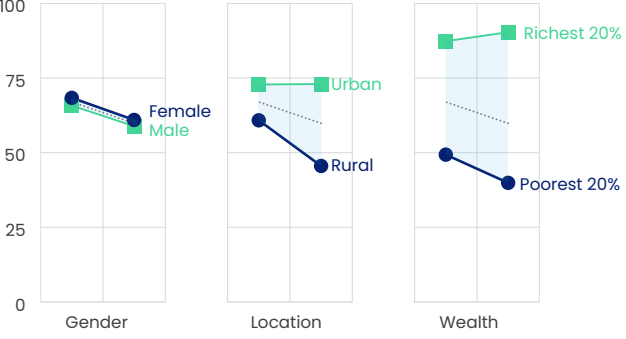
Kyrgyz Republic

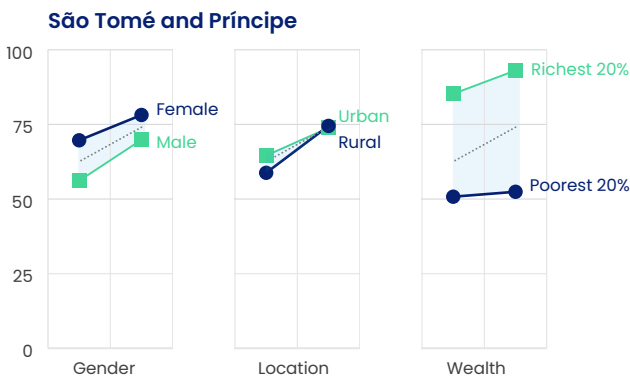
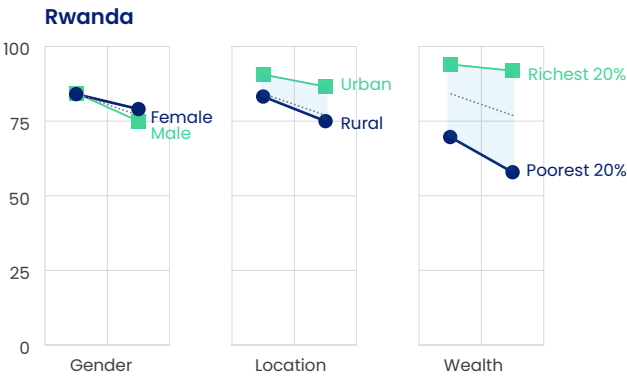
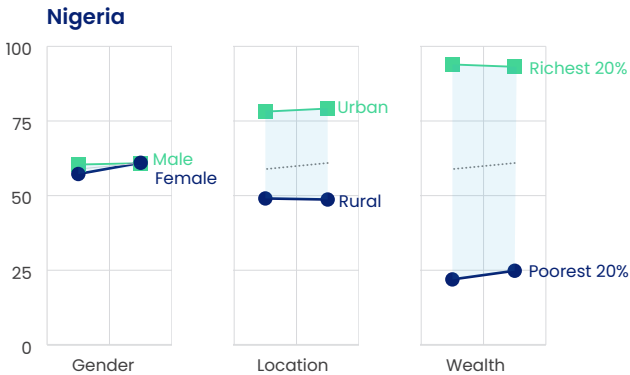
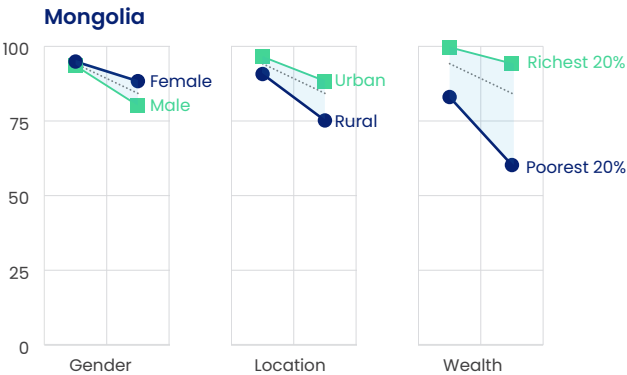
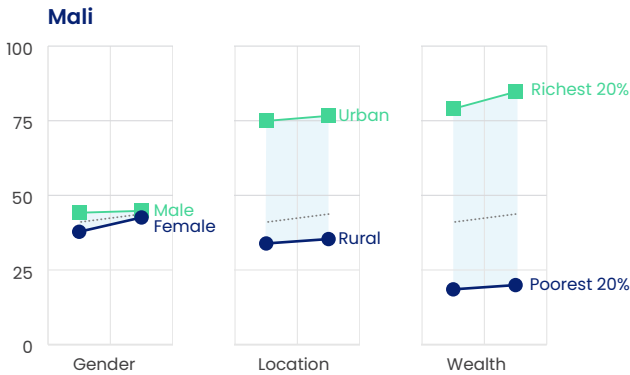
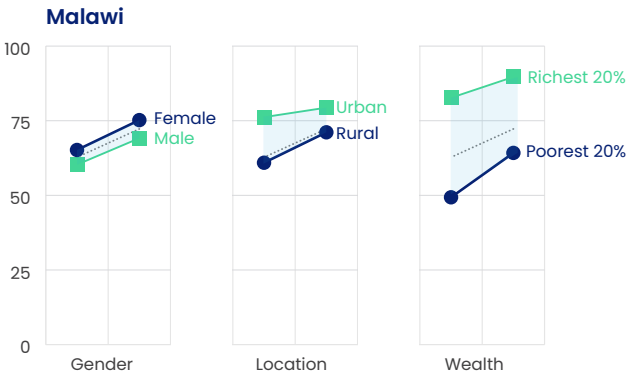


Lesotho

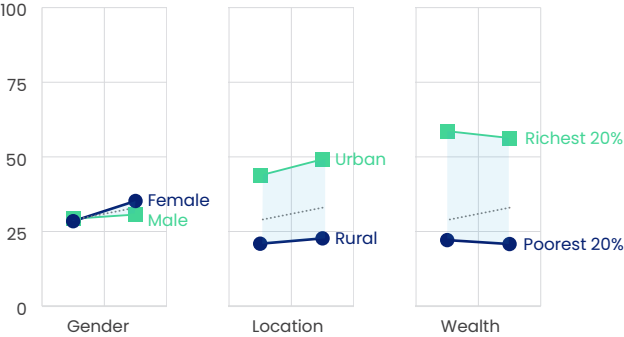


Liberia





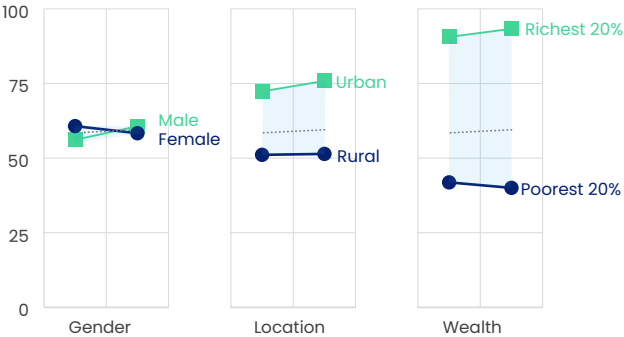
Senegal



Sierra Leone



Zambia



Zimbabwe

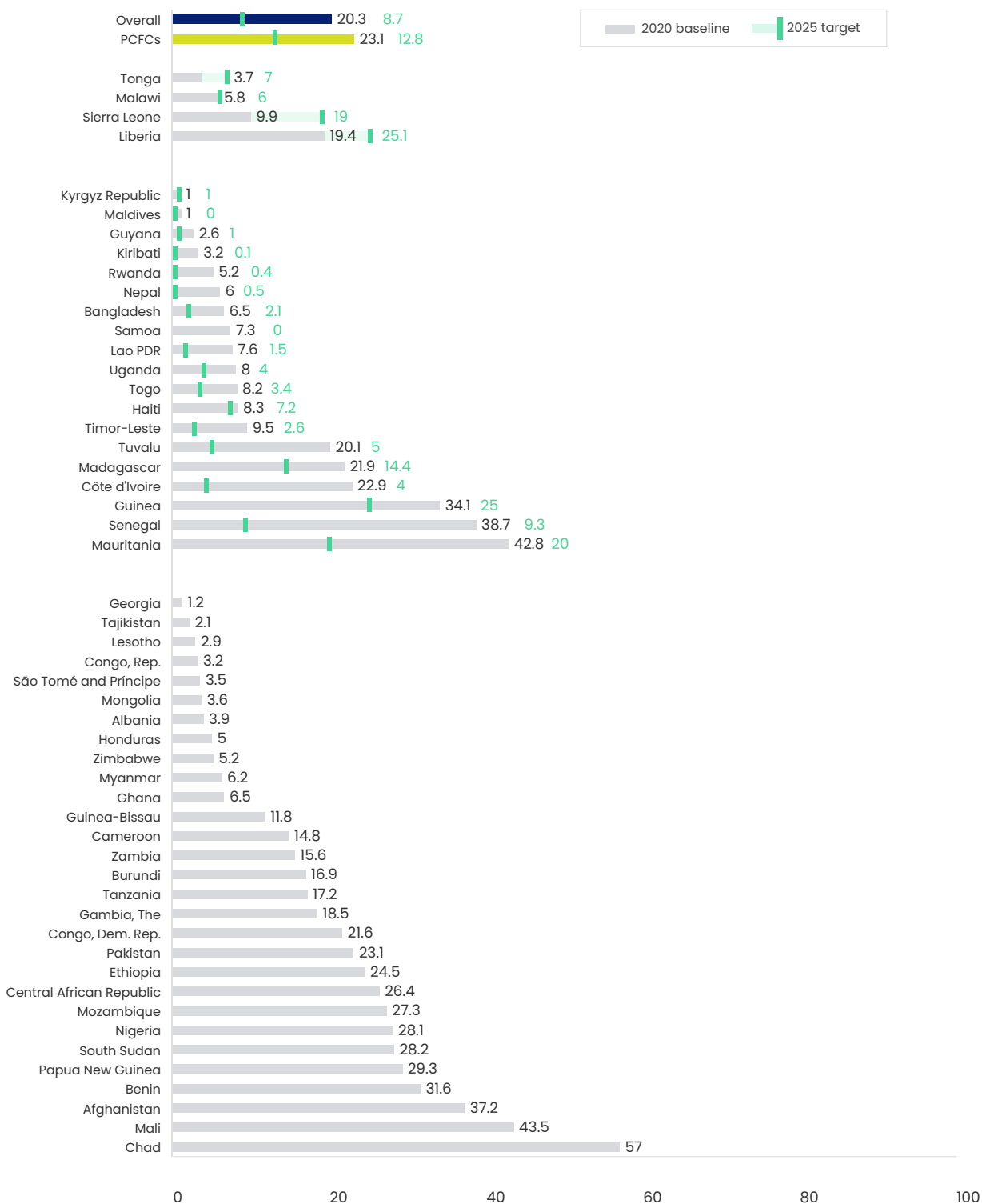


APPENDIX G

OUT-OF-SCHOOL RATE FOR CHILDREN OF PRIMARY-, LOWER-SECONDARY-, AND UPPER-SECONDARY-SCHOOL AGE), 2020 BASELINE AND 2025 TARGET

FIGURE G.1.

Primary out-of-school rate



Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

FIGURE G.2.

Lower secondary out-of-school rate

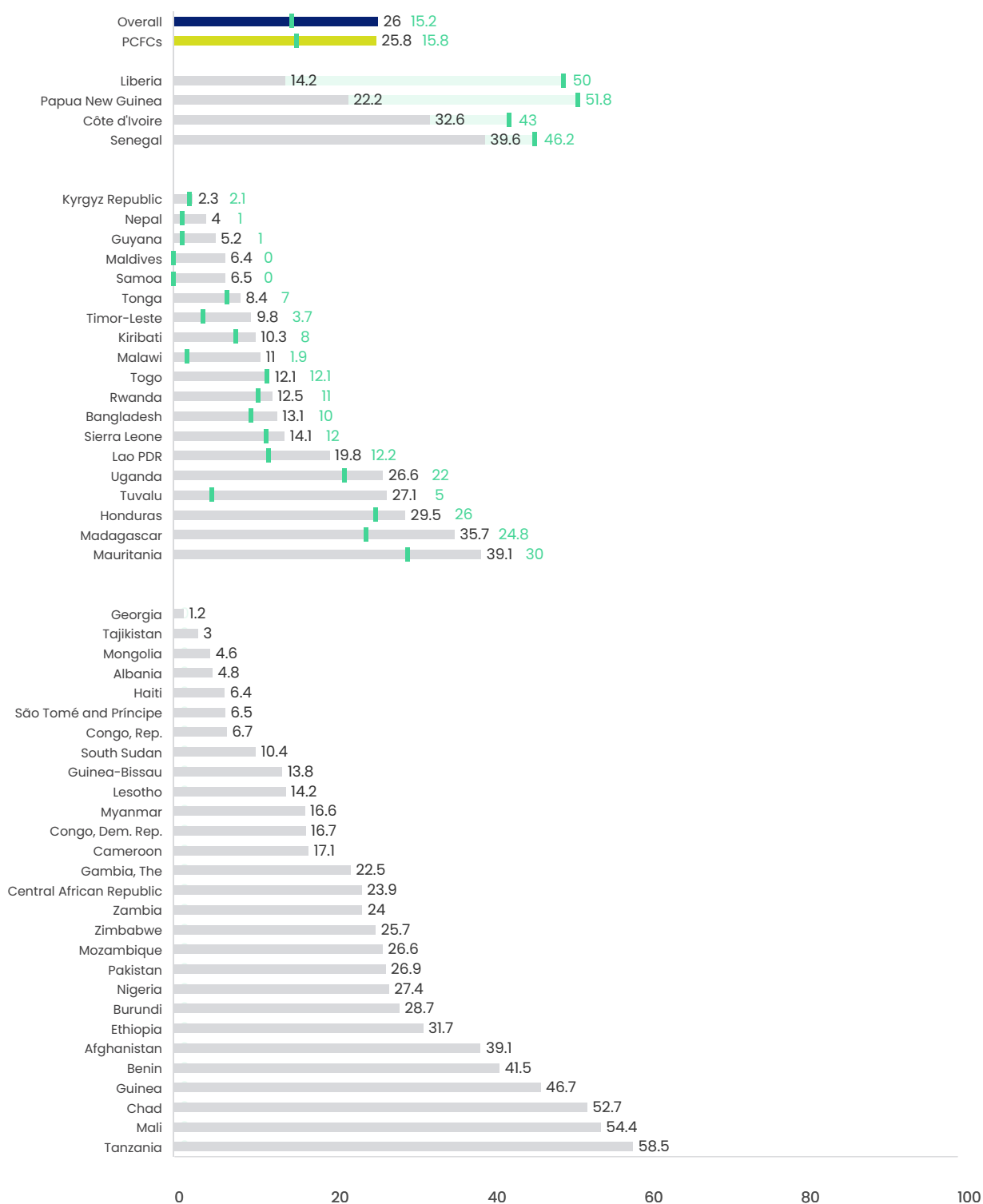
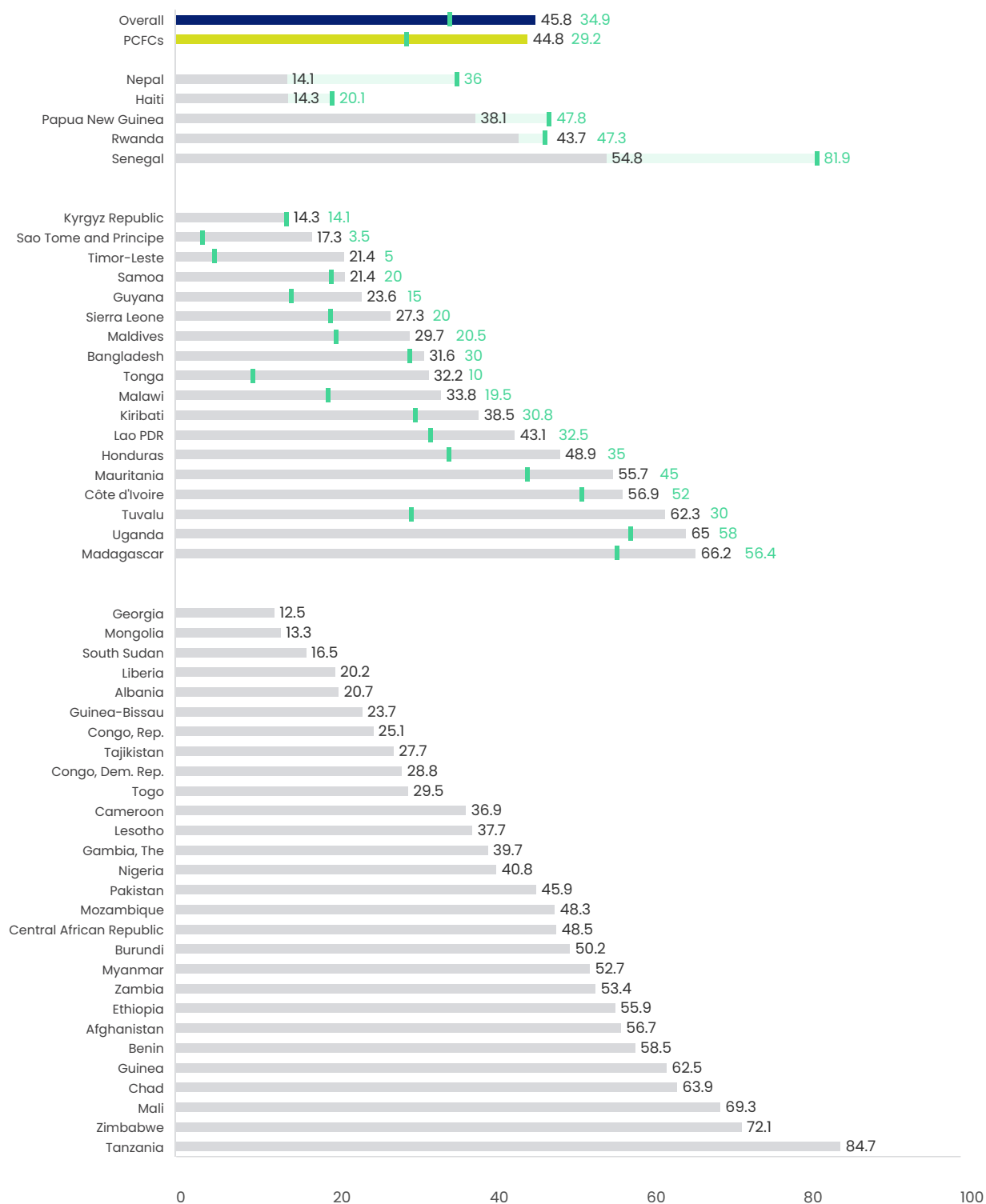


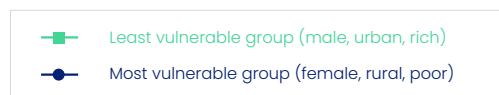
FIGURE G.3.

Upper secondary out-of-school rate

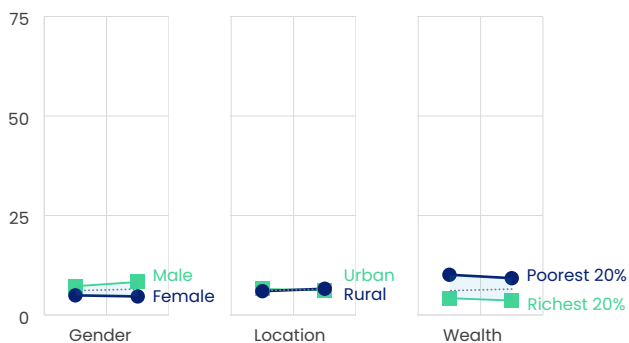


APPENDIX H

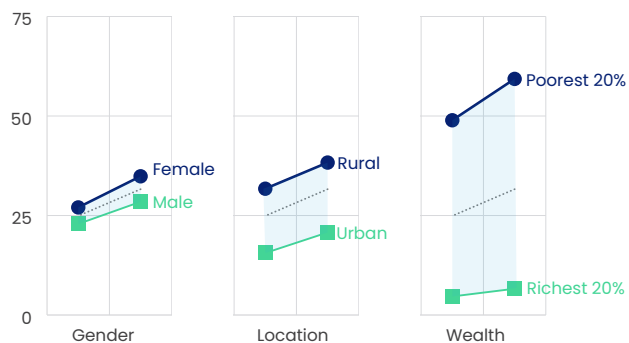
OUT-OF-SCHOOL RATE FOR PRIMARY EDUCATION, 2015 (LATEST DATA BETWEEN 2013–2015) AND 2020 (LATEST DATA BETWEEN 2018–2020)



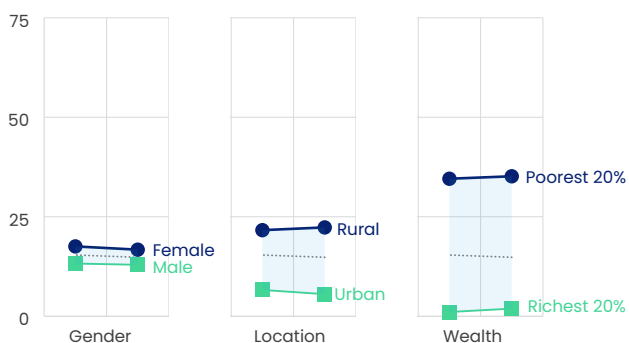
Bangladesh



Benin



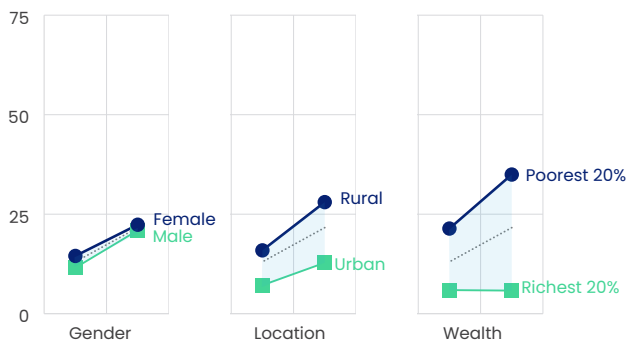
Cameroon



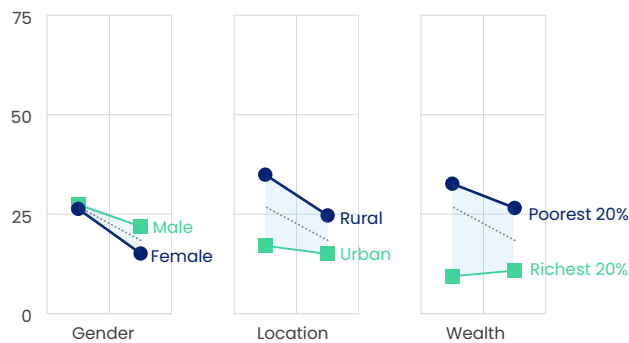
Chad



Democratic Republic of the Congo



Gambia



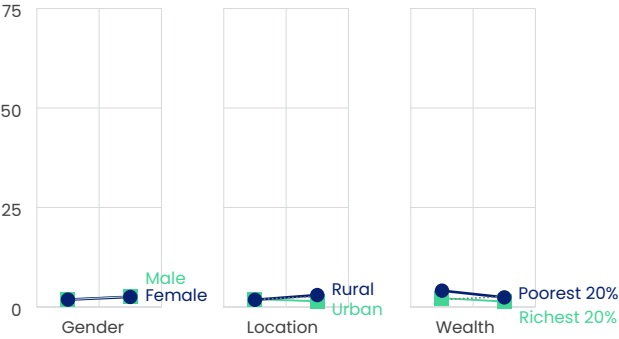
Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Notes: The charts show gaps in out-of-school rates across three dimensions: gender, location and wealth. The dark blue line represents the population who is typically disadvantaged (female, rural, poorest 20%) and the dashed line represents the average.

Ghana



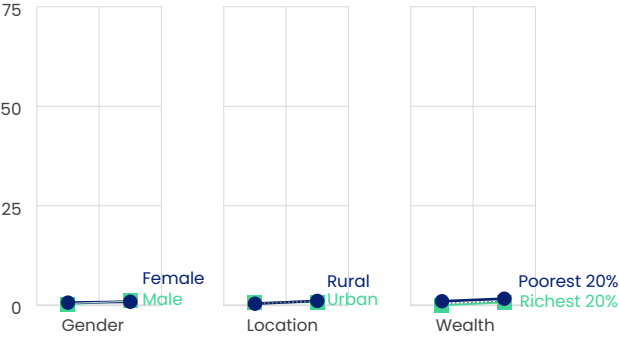
Guyana



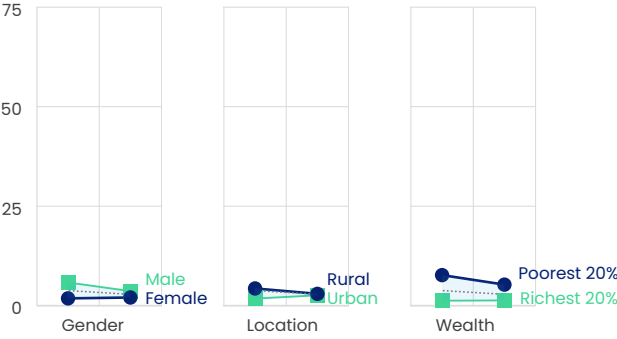
Honduras



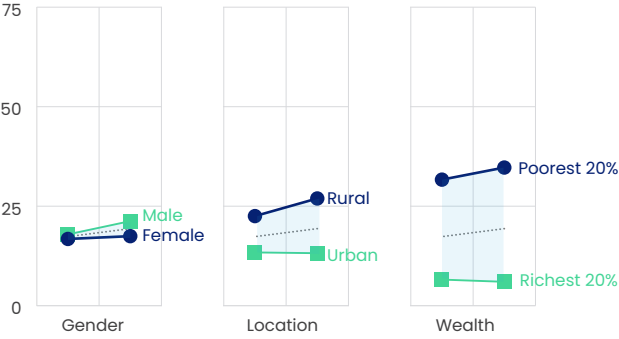
Kyrgyz Republic

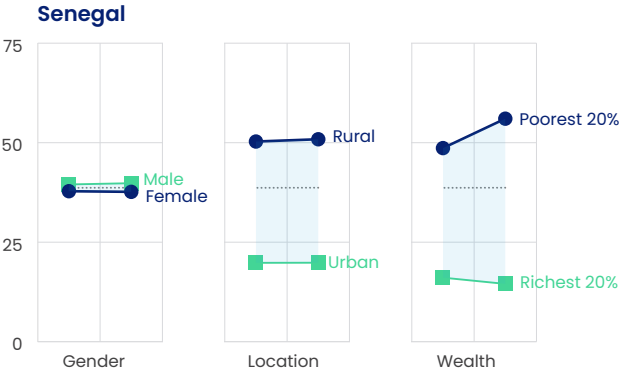
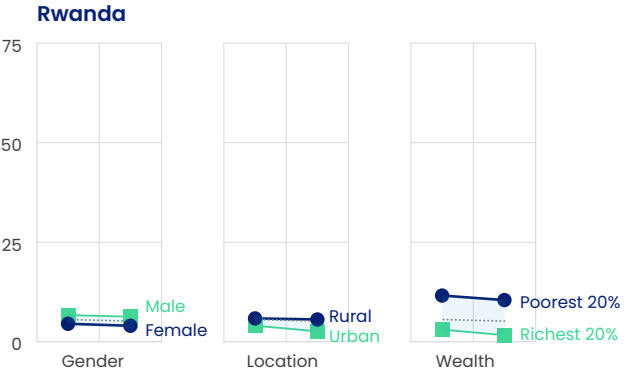
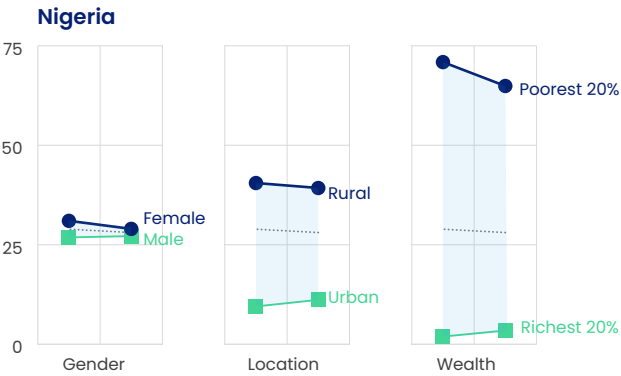
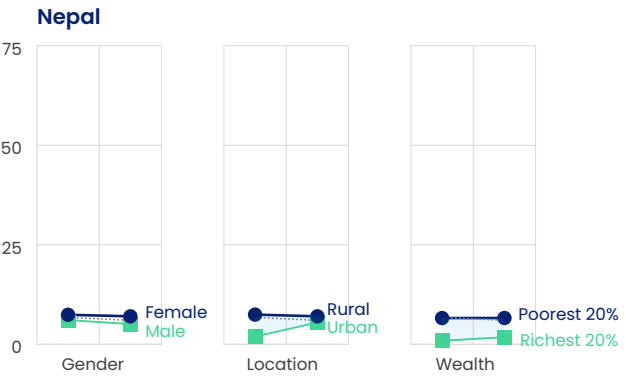
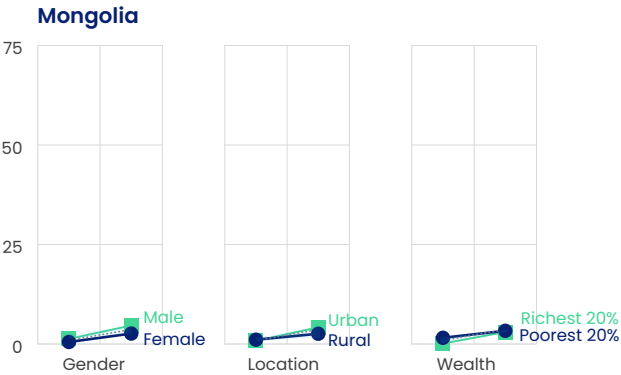
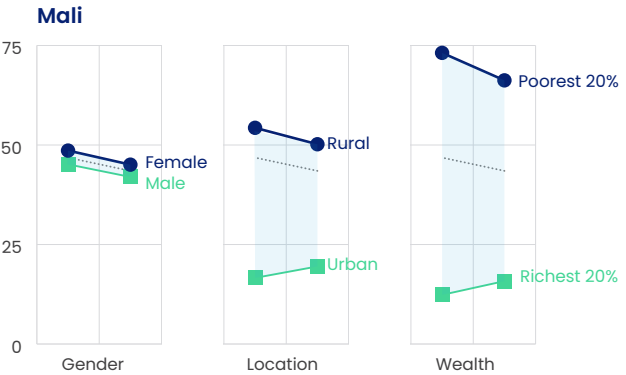


Lesotho



Liberia





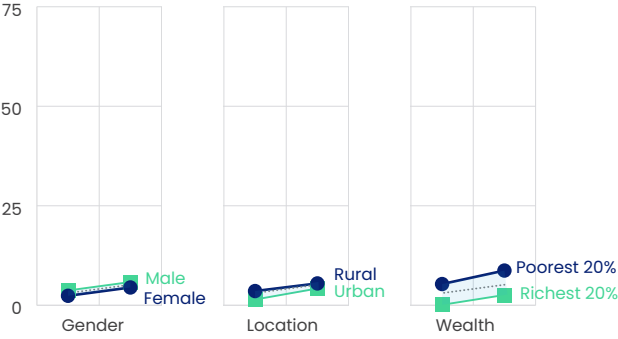
Sierra Leone



Zambia



Zimbabwe

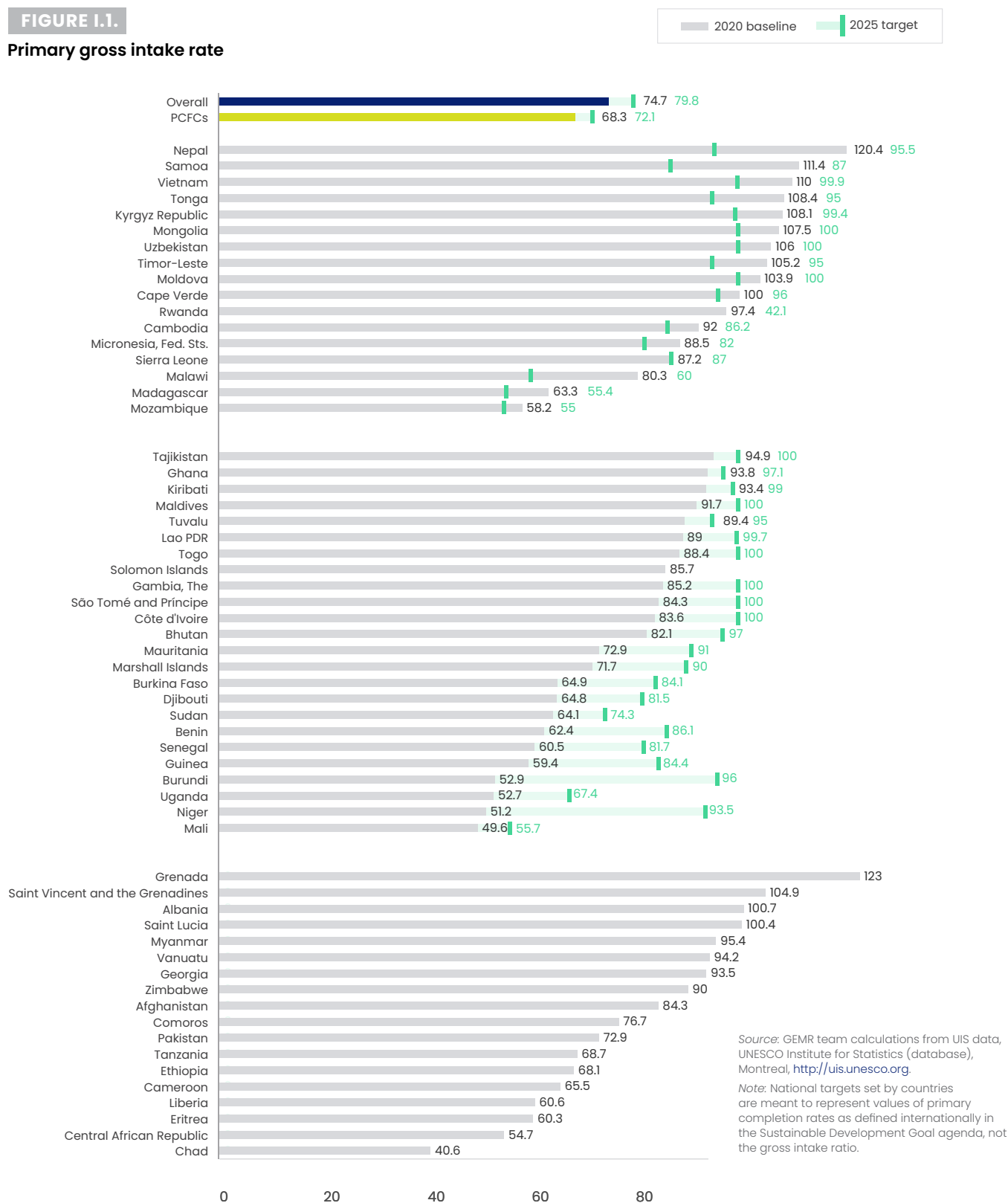


APPENDIX I

GROSS INTAKE RATIO TO THE LAST GRADE OF PRIMARY AND LOWER SECONDARY EDUCATION, 2020 BASELINE VALUE AND 2025 TARGET

FIGURE I.1.

Primary gross intake rate

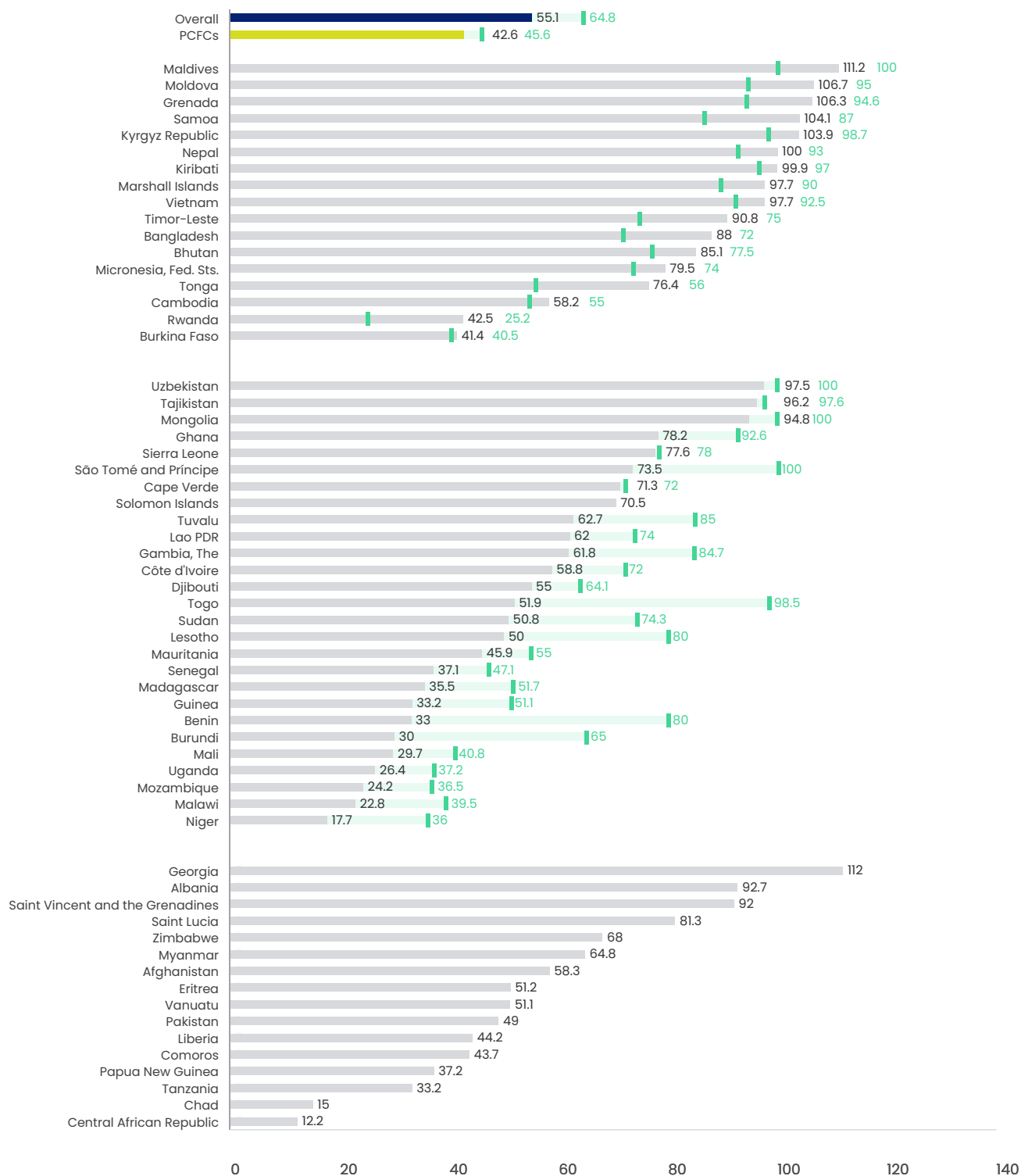


Source: GEMR team calculations from UIS data, UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: National targets set by countries are meant to represent values of primary completion rates as defined internationally in the Sustainable Development Goal agenda, not the gross intake ratio.

FIGURE I.2.

Lower secondary gross intake rate



APPENDIX J

GROSS INTAKE RATIO TO THE LAST GRADE AND GENDER PARITY INDEX, 2020 OR MOST RECENT YEAR

FIGURE J.1.

Primary education

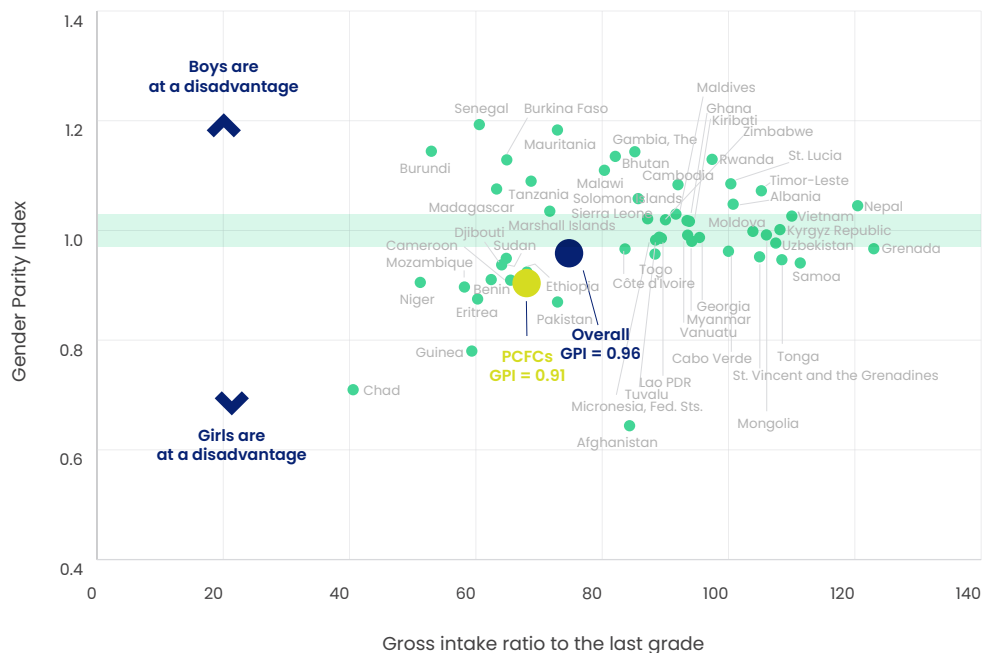
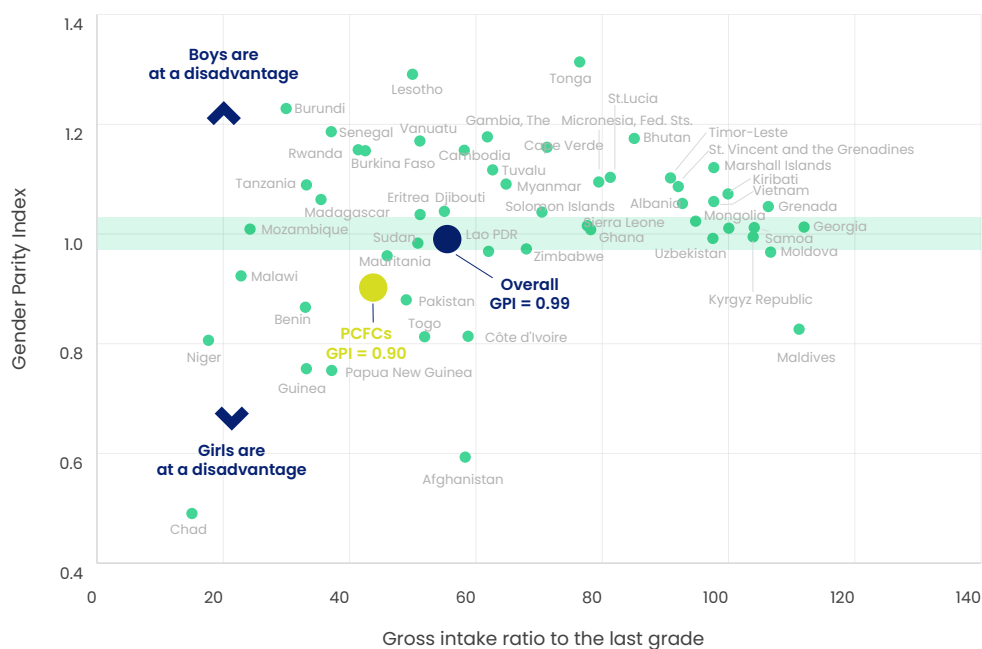


FIGURE J.2.

Lower secondary education



Source: GEMR team calculations from UIS data, UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: GPI = gender parity index, PCFCs = partner countries affected by fragility and conflict. The gender parity index is adjusted to be symmetric around 1. For technical details see: UNESCO Institute for Statistics. (2018). *Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030*. http://uis.unesco.org/sites/default/files/documents/metadata-global-thematic-indicators-sdg4-education2030-2017-en_1.pdf.

APPENDIX K

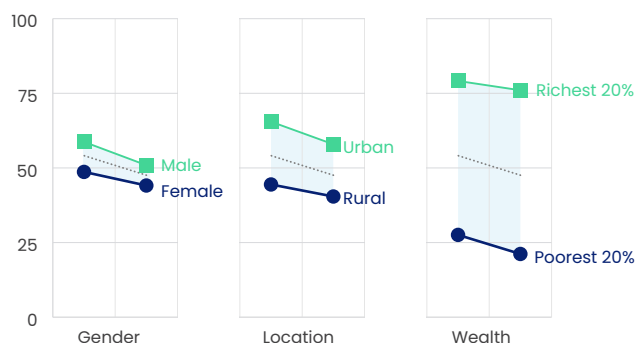
COMPLETION RATE, PRIMARY EDUCATION, 2015 (LATEST DATA BETWEEN 2013-15) AND 2020 (LATEST DATA BETWEEN 2018-20)

- Least vulnerable group (male, urban, rich)
- Most vulnerable group (female, rural, poor)

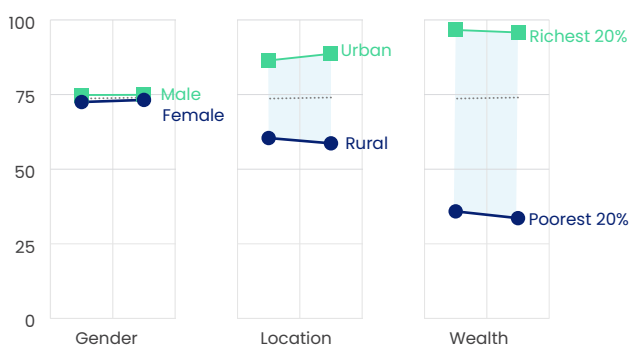
Bangladesh



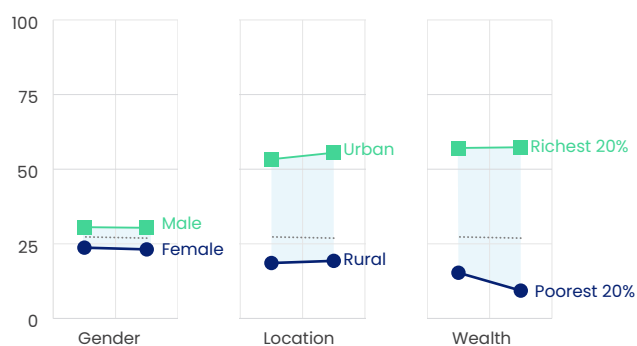
Benin



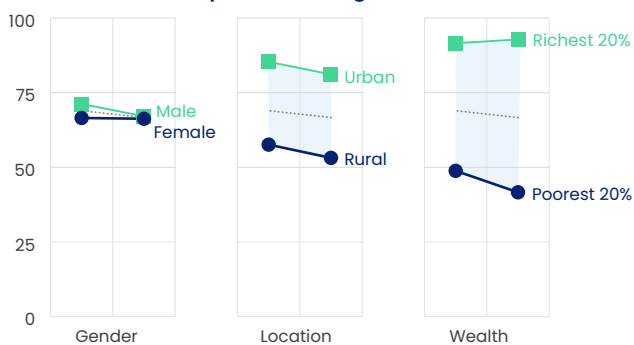
Cameroon



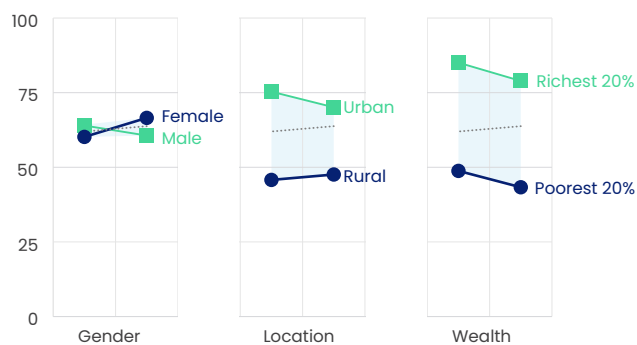
Chad



Democratic Republic of Congo

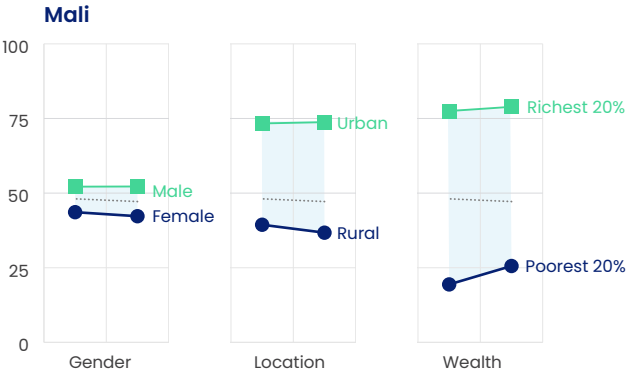
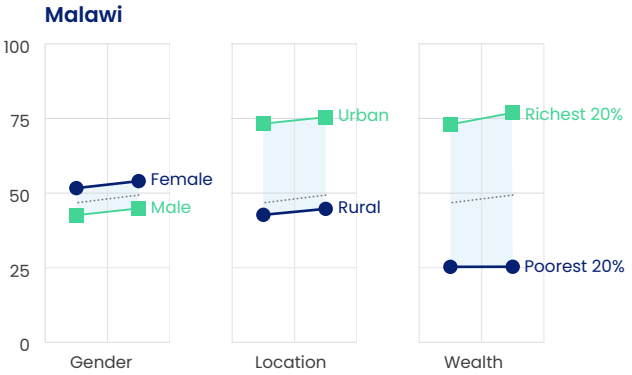
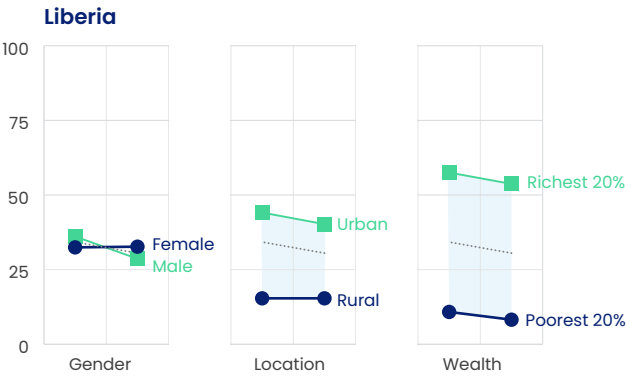
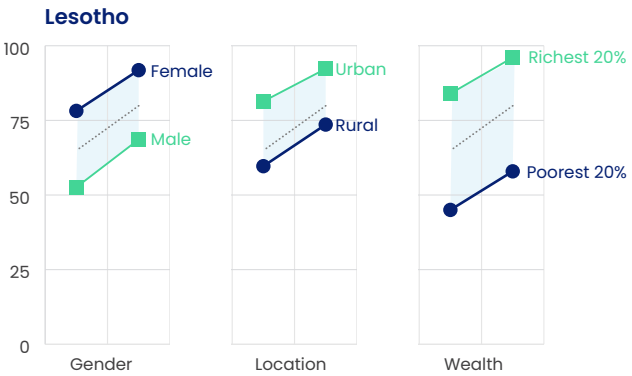
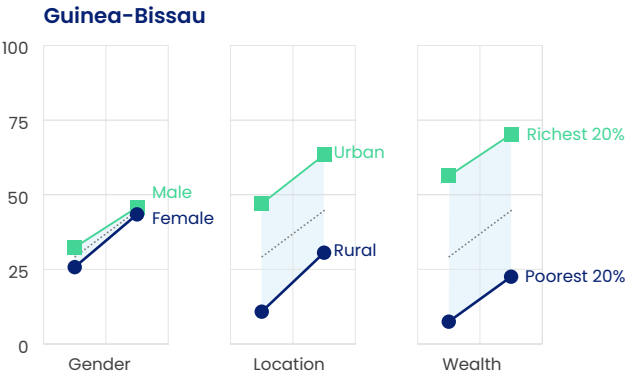
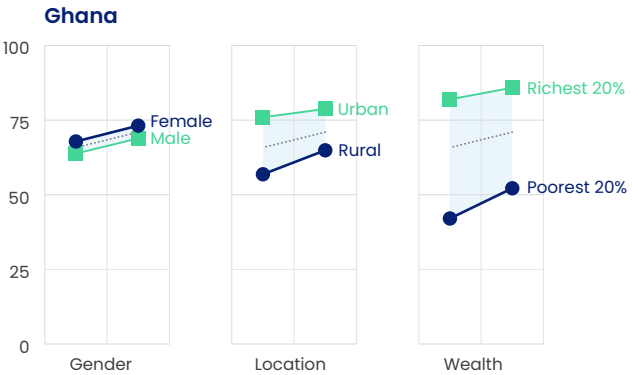


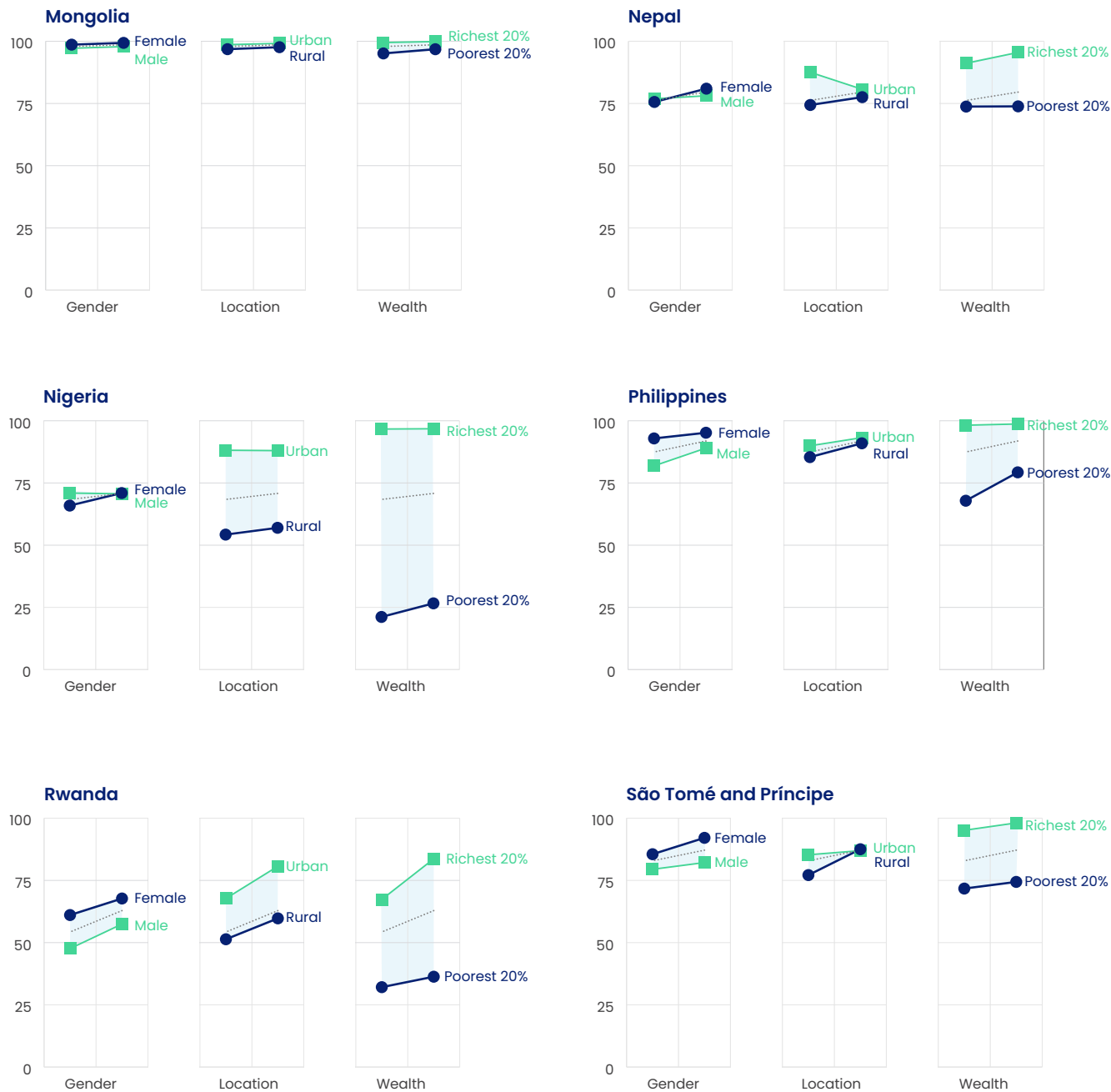
Gambia, The

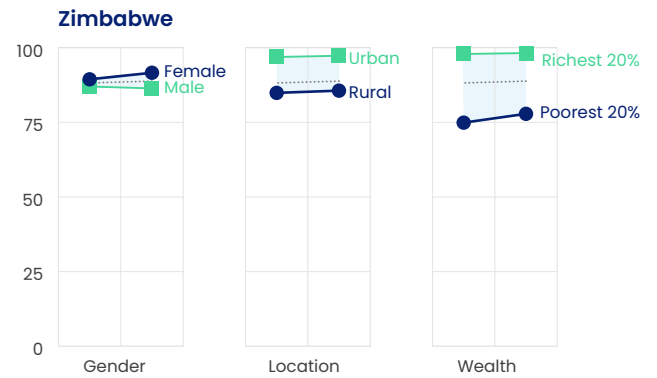
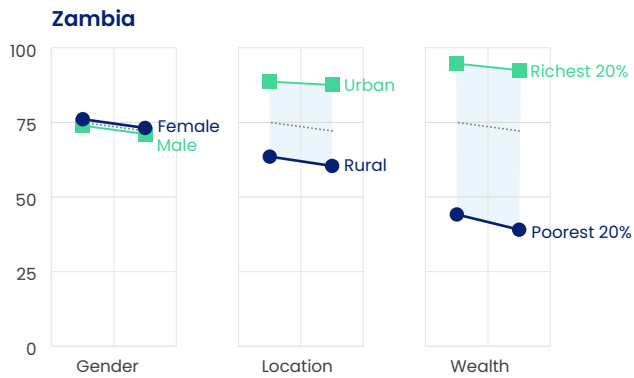
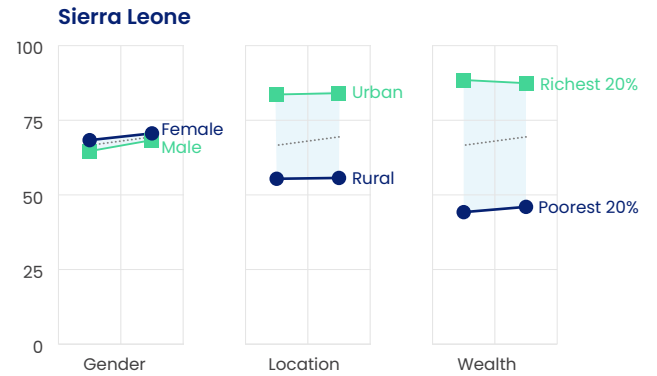
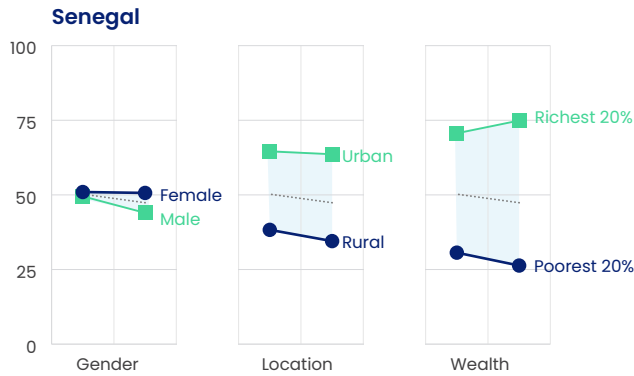


Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: The charts show gaps in completion rates across three dimensions, gender, location and wealth. The dark blue line represents the population that is typically disadvantaged (female, rural, poorest 20 percent); the dashed line represents the average. For each country, 2015 (or most recent data between 2015 and 2013) and 2020 (or most recent data between 2018 and 2020) are shown.







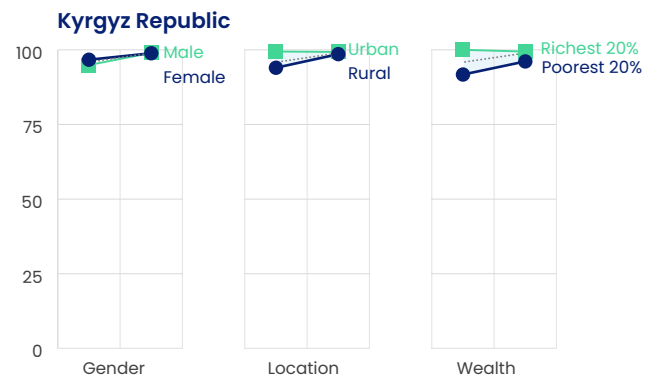
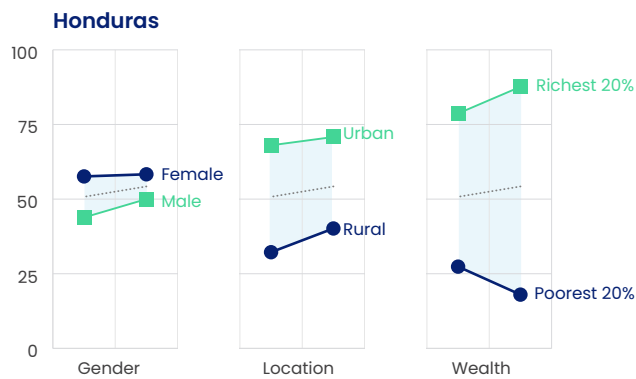
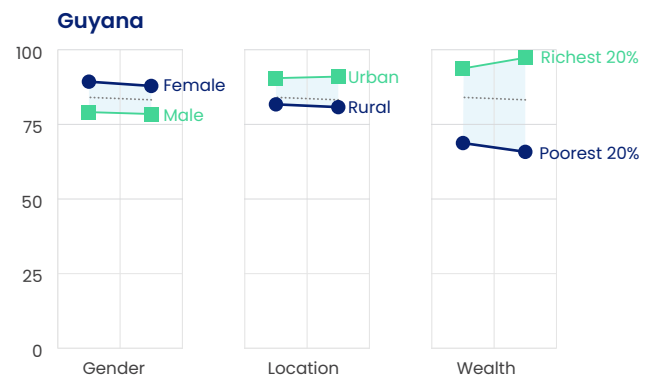
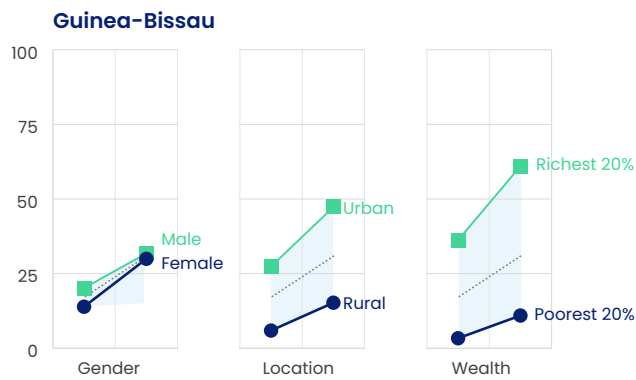
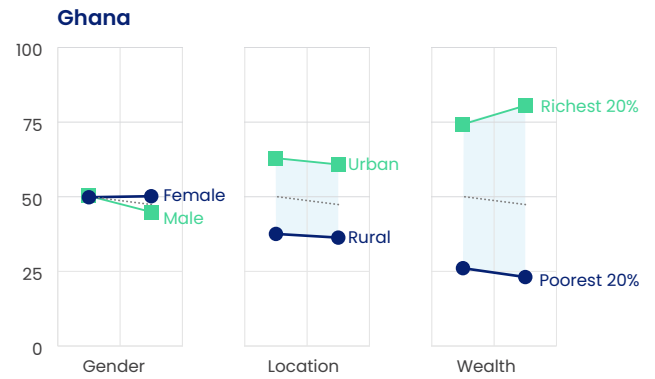
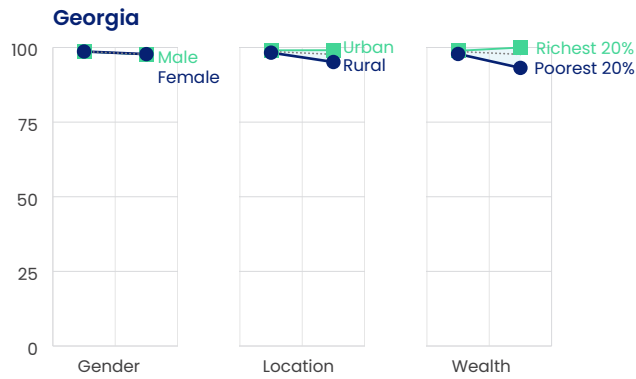
APPENDIX L

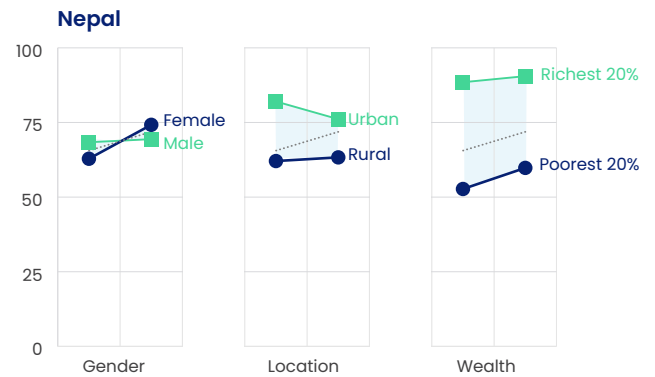
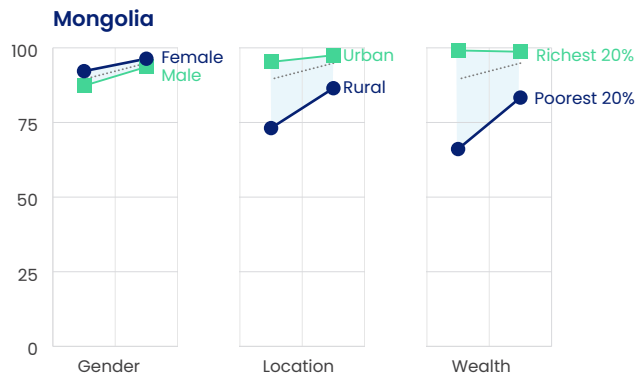
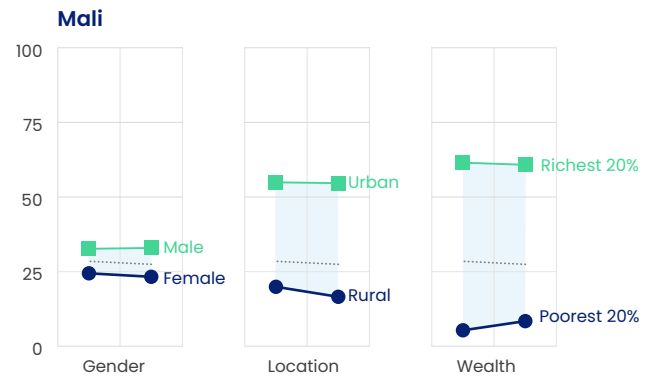
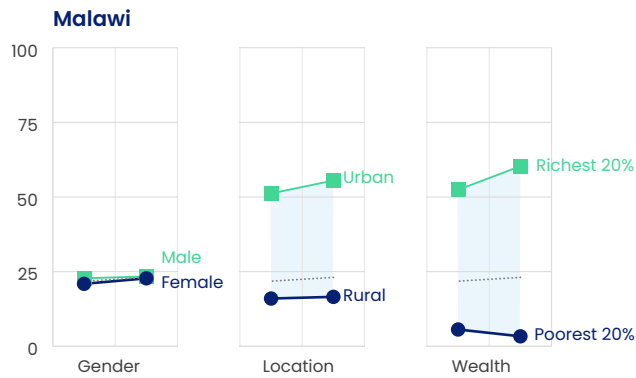
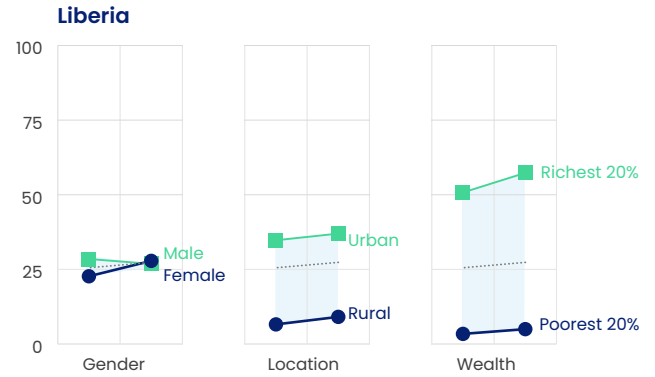
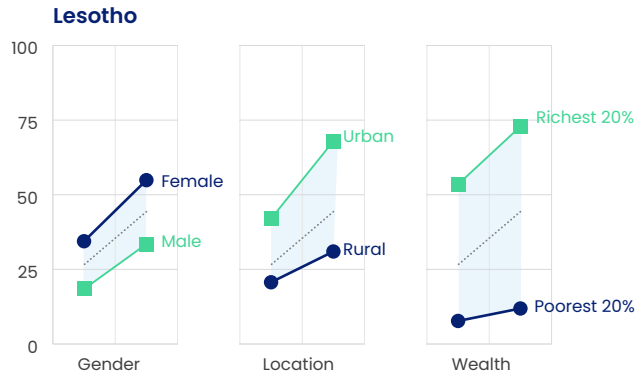
COMPLETION RATE, LOWER SECONDARY EDUCATION, 2015 (LATEST DATA BETWEEN 2013-15) AND 2020 (LATEST DATA BETWEEN 2018-20)

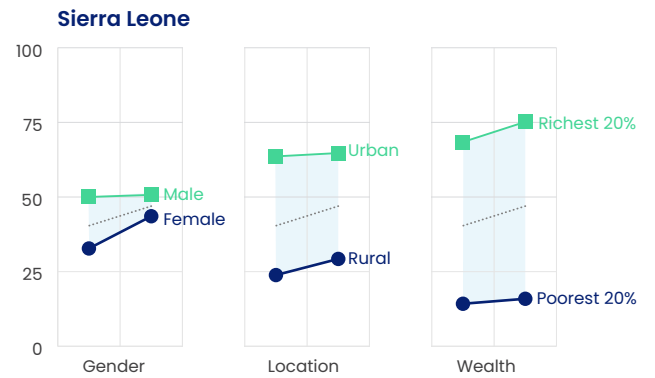
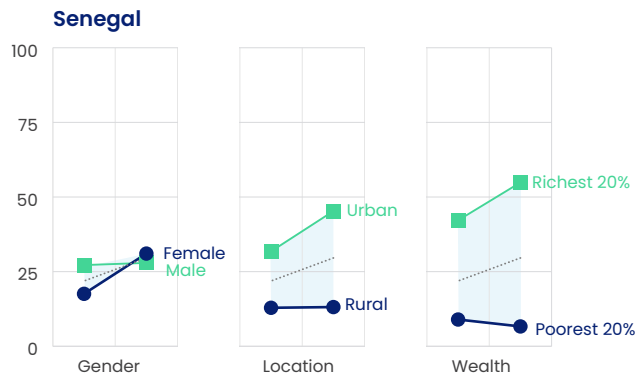
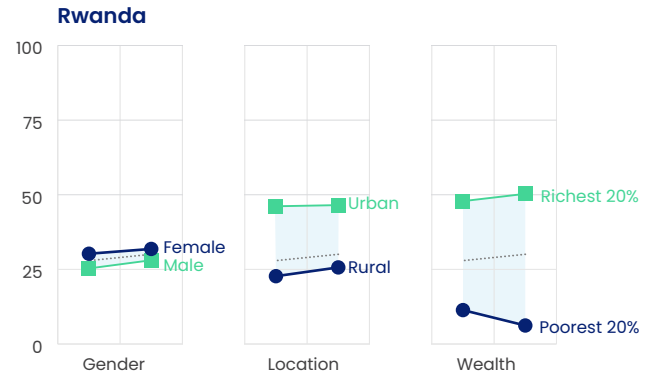
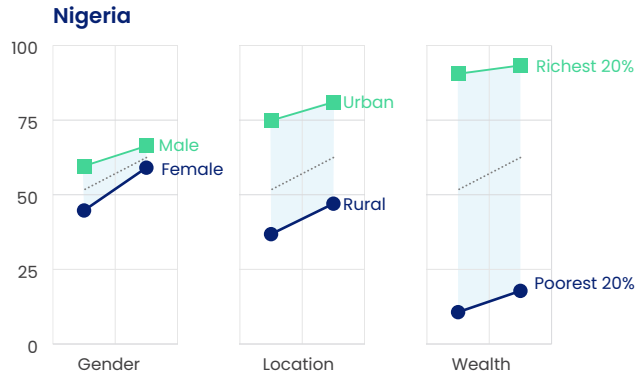


Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: The charts show gaps in completion rates across three dimensions, gender, location and wealth. The dark blue line represents the population that is typically disadvantaged (female, rural, poorest 20 percent); the dashed line represents the average. For each country, 2015 (or most recent data between 2015 and 2013) and 2020 (or most recent data between 2018 and 2020) are shown.







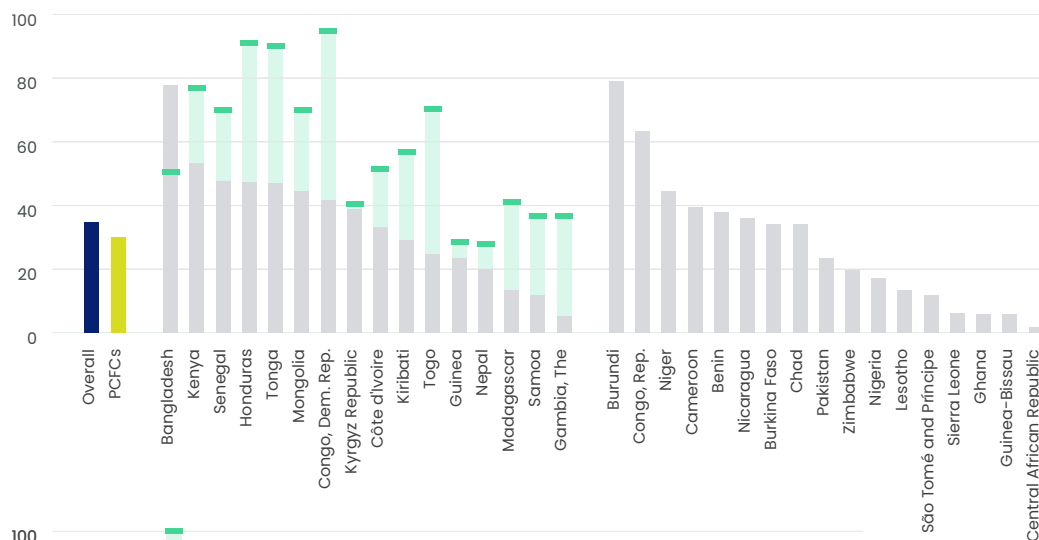
APPENDIX M

PROPORTION OF STUDENTS ACHIEVING AT LEAST A MINIMUM PROFICIENCY LEVEL IN READING AND MATHEMATICS, BY LEVEL, 2020 (OR MOST RECENT YEAR) AND 2025 TARGET

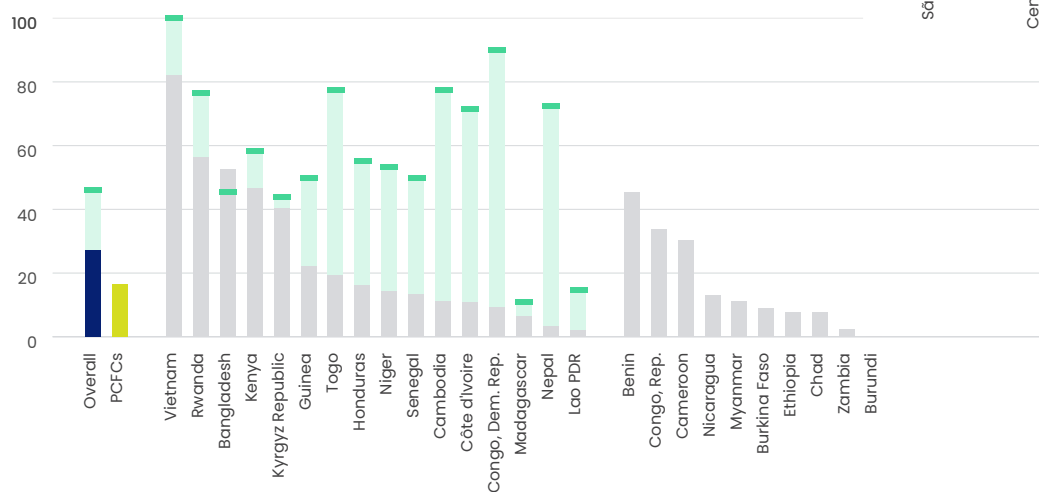
FIGURE M.1.

Proportion of students achieving at least a minimum proficiency level in reading

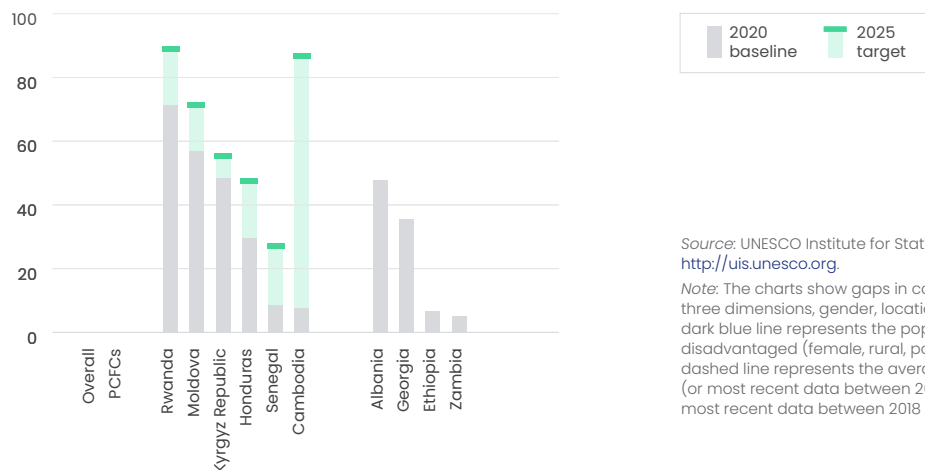
Early grades



End of primary

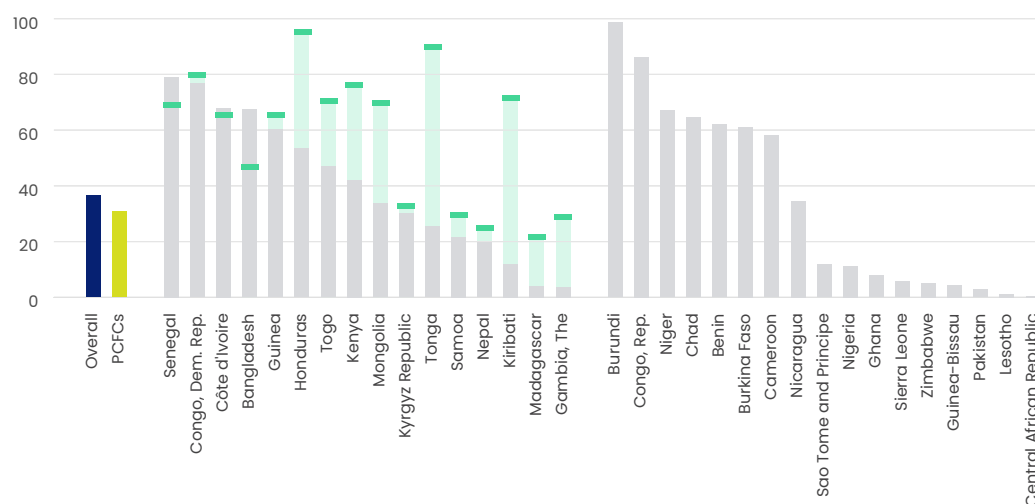
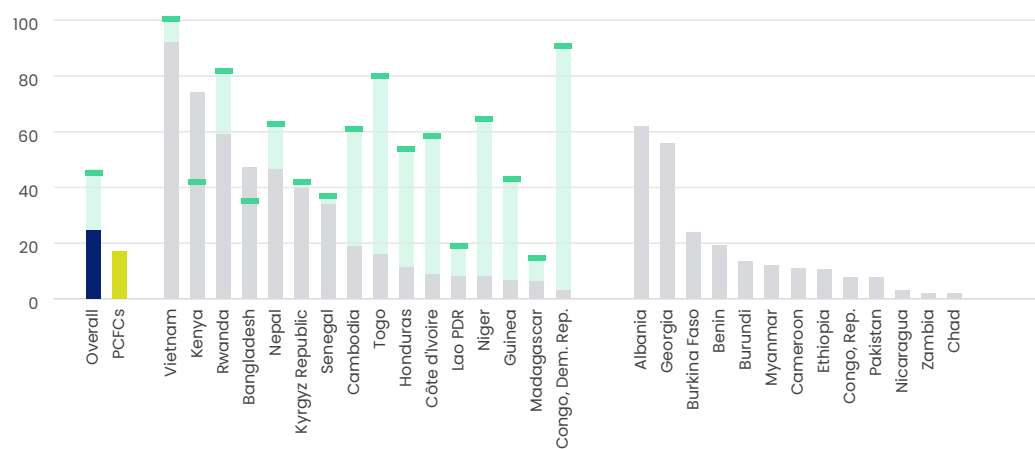
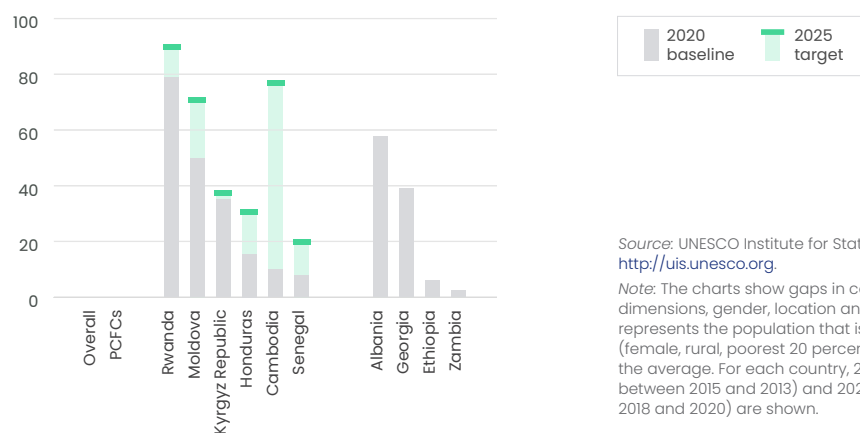


Lower secondary



Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: The charts show gaps in completion rates across three dimensions, gender, location and wealth. The dark blue line represents the population that is typically disadvantaged (female, rural, poorest 20 percent); the dashed line represents the average. For each country, 2015 (or most recent data between 2015 and 2013) and 2020 (or most recent data between 2018 and 2020) are shown.

FIGURE M.2.**Proportion of students achieving at least a minimum proficiency level in mathematics****Early grades****End of primary****Lower secondary**

Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: The charts show gaps in completion rates across three dimensions, gender, location and wealth. The dark blue line represents the population that is typically disadvantaged (female, rural, poorest 20 percent); the dashed line represents the average. For each country, 2015 (or most recent data between 2015 and 2013) and 2020 (or most recent data between 2018 and 2020) are shown.

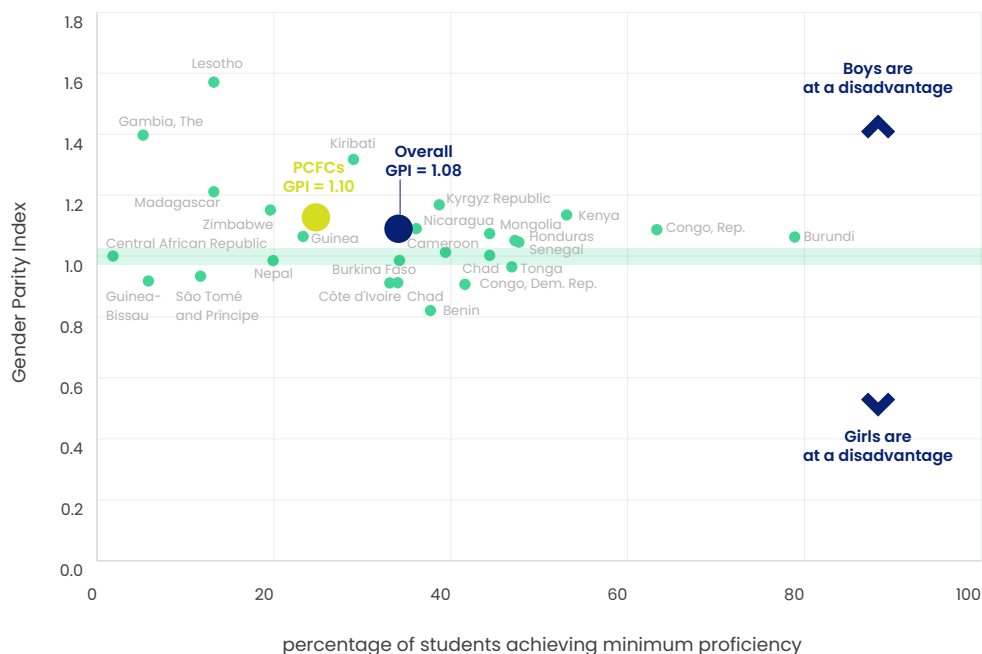
APPENDIX N

PROPORTION OF PUPILS ACHIEVING AT LEAST A MINIMUM PROFICIENCY LEVEL IN READING OR MATH, AND GENDER PARITY INDEX, BY LEVEL, 2020 BASELINE VALUES

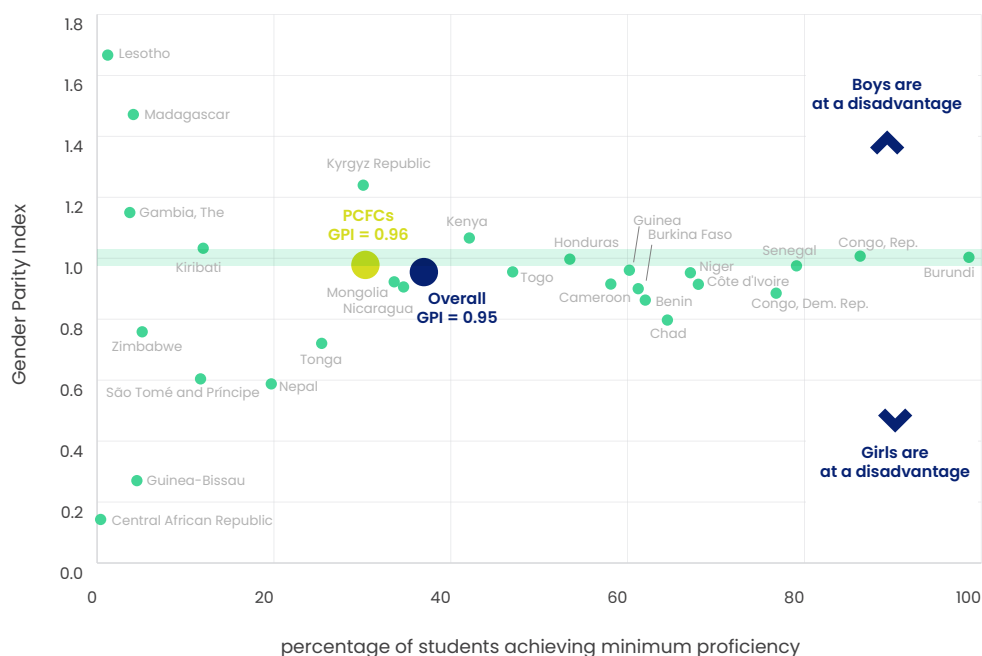
FIGURE N.1.

Early grades

Reading



Math



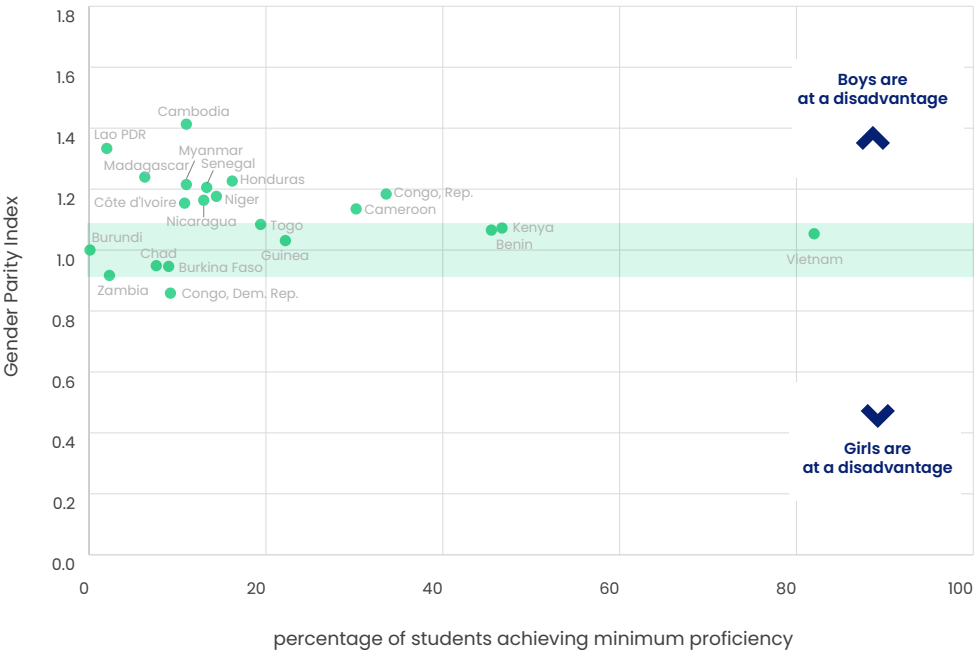
Source: GEMR team calculations from UIS data, UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Note: GPI = gender parity index, PCFCs = partner countries affected by fragility and conflict. The gender parity index is adjusted to be symmetric around 1. For technical details see: UNESCO Institute for Statistics. (2018). *Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030*. http://uis.unesco.org/sites/default/files/documents/metadata-global-thematic-indicators-sdg4-education2030-2017-en_1.pdf.

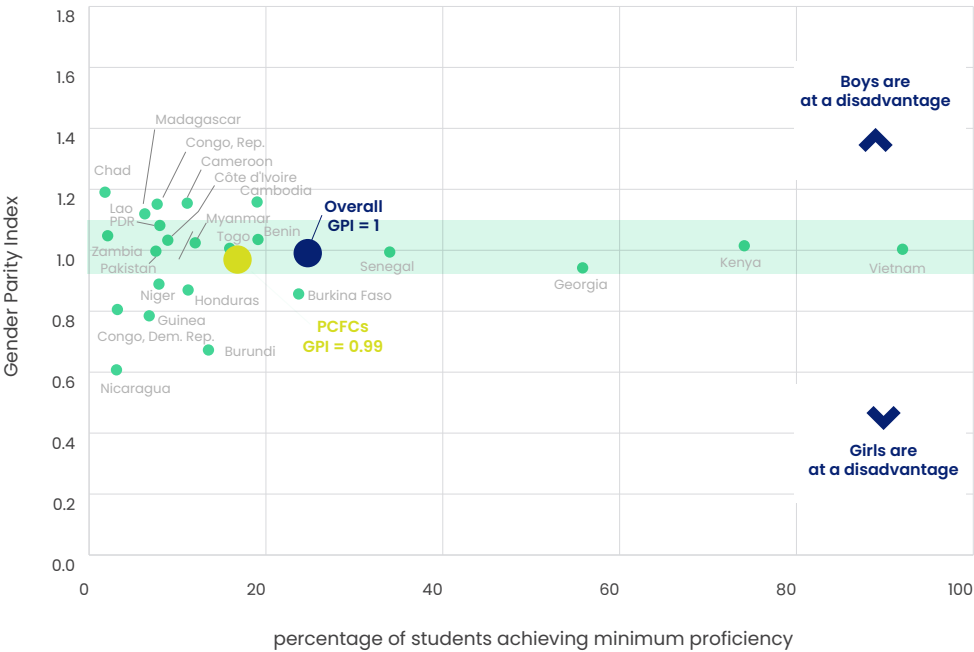
FIGURE N.2.

End of primary

Reading

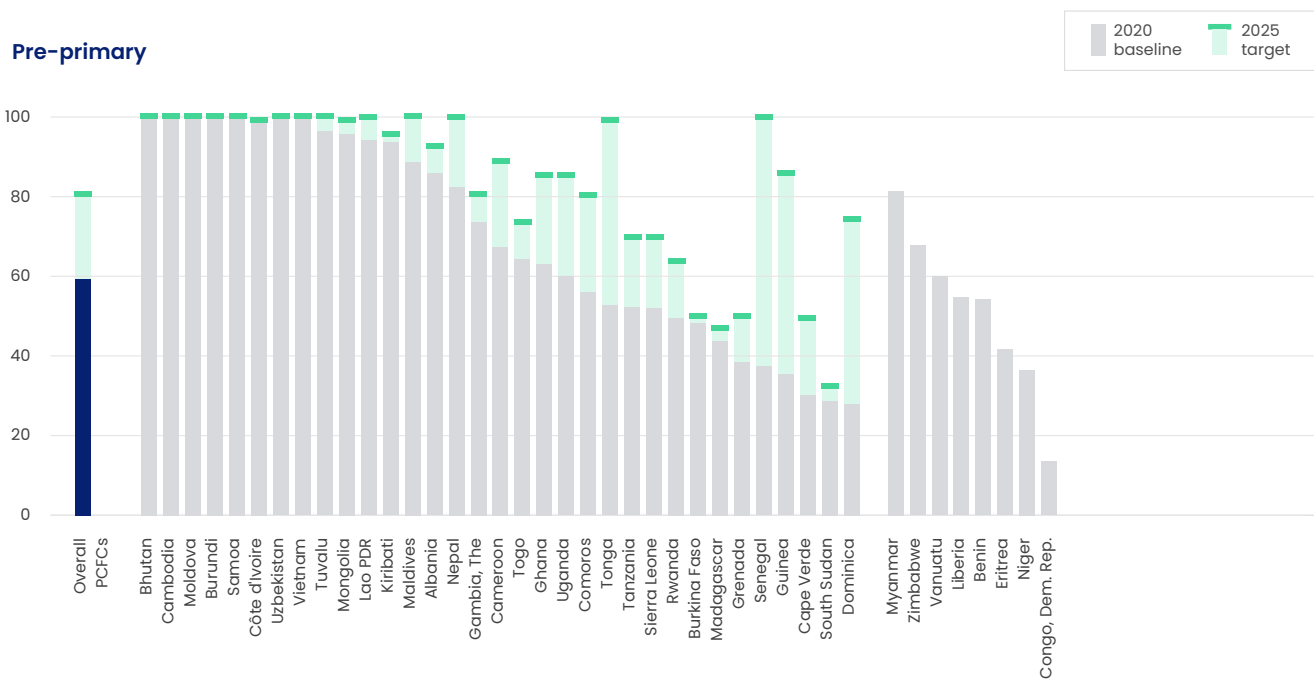


Math



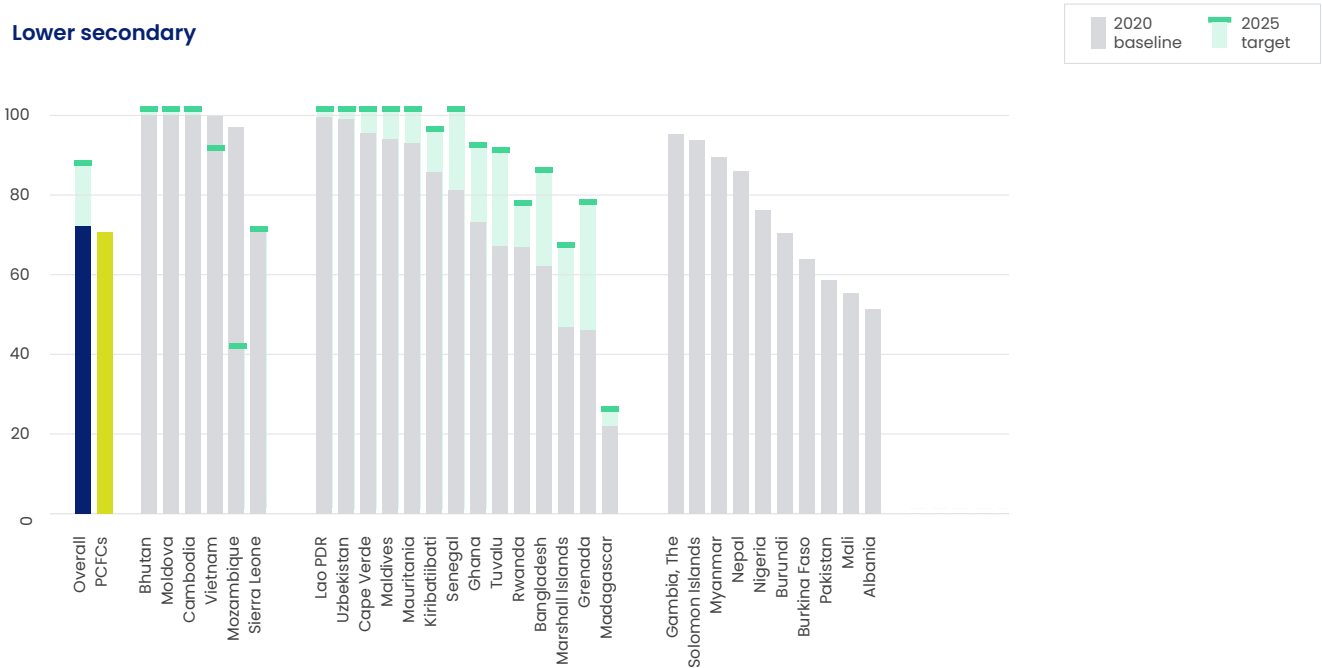
APPENDIX 0

PROPORTION OF TEACHERS WITH THE MINIMUM REQUIRED QUALIFICATIONS, BY LEVEL, 2020 OR MOST RECENT YEAR AND 2025 TARGETS

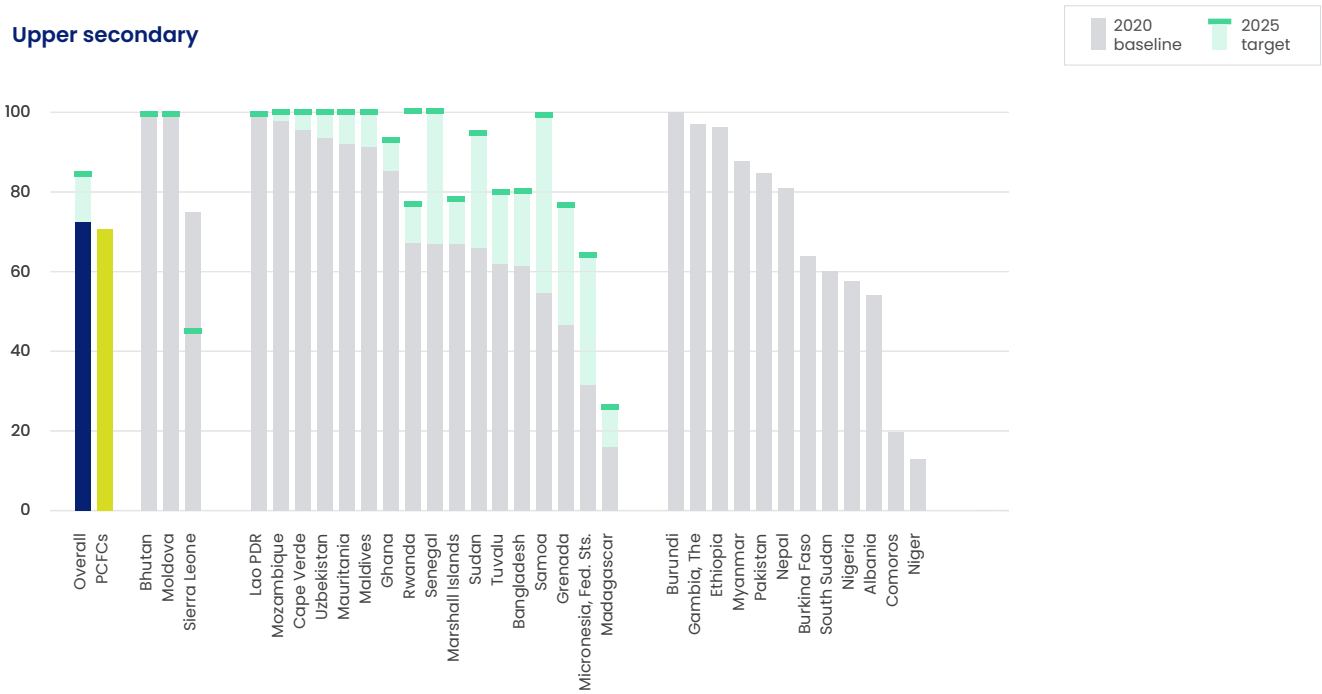


Source: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

Lower secondary

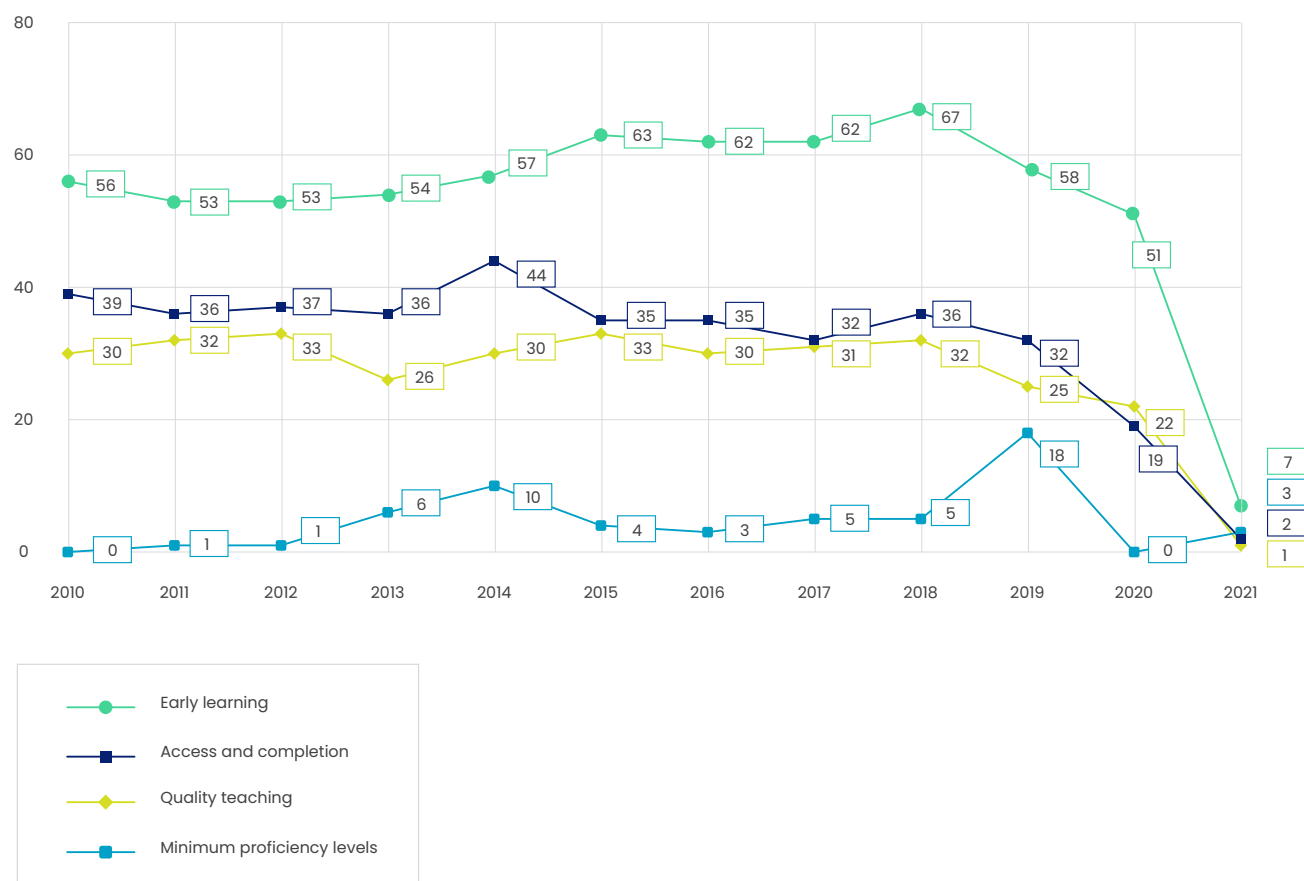


Upper secondary



APPENDIX P

PROPORTION OF NON-MISSING VALUES ACROSS ALL 76 PARTNER COUNTRIES, BY MAIN AREA OF GPE 2025 GOAL, 2010 TO 2021



Source: GEMR team calculations from UIS data, UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

APPENDIX Q

DATA AVAILABILITY ACROSS ALL 76 PARTNER COUNTRIES, BY INDICATOR AND MAIN AREA OF GPE 2025 GOAL, 2010-2021

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Baseline 2020
ACCESS AND COMPLETION	Indicator 1	82%	82%	82%	83%	83%	84%	87%	87%	87%	87%	12%	87%
	Indicator 2	45%	41%	41%	41%	45%	53%	53%	51%	59%	34%	5%	75%
	Indicator 2 - Gender	42%	37%	36%	38%	42%	53%	47%	47%	55%	42%	33%	72%
	Indicator 3.ii.a	22%	21%	17%	14%	25%	14%	14%	13%	24%	18%	7%	68%
	Indicator 3.ii.a - Gender	22%	21%	17%	14%	25%	14%	14%	13%	24%	18%	7%	68%
	Indicator 3.ii.b	22%	21%	17%	14%	25%	14%	14%	13%	24%	18%	7%	68%
	Indicator 3.ii.b - Gender	22%	21%	17%	14%	25%	14%	14%	13%	24%	18%	7%	68%
	Indicator 3.ii.c	22%	21%	17%	14%	25%	14%	14%	13%	24%	18%	7%	68%
	Indicator 3.ii.c - Gender	22%	21%	17%	14%	25%	14%	14%	13%	24%	18%	7%	68%
	Indicator 3.ii.d	68%	63%	71%	71%	74%	67%	70%	61%	54%	55%	38%	78%
LEARNING OUTCOMES	Indicator 3.ii.d - Gender	68%	61%	70%	70%	72%	67%	70%	61%	54%	55%	38%	78%
	Indicator 3.ii.e	62%	57%	63%	66%	72%	63%	62%	62%	57%	50%	37%	79%
	Indicator 3.ii.e - Gender	62%	55%	62%	66%	70%	62%	61%	62%	55%	50%	37%	79%
	Indicator 6.ii.a	0%	1%	1%	3%	14%	3%	4%	7%	12%	25%	0%	43%
	Indicator 6.ii.a - Gender	0%	0%	0%	3%	14%	1%	4%	5%	12%	24%	0%	41%
	Indicator 6.ii.c	0%	1%	3%	1%	1%	7%	1%	8%	4%	1%	0%	13%
	Indicator 6.ii.c - Gender	0%	1%	1%	1%	1%	7%	0%	5%	4%	0%	0%	9%
	Indicator 6.ii.b	0%	3%	1%	14%	14%	7%	4%	4%	1%	32%	0%	38%
	Indicator 6.ii.b - Gender	0%	3%	0%	13%	13%	3%	1%	0%	0%	30%	0%	32%
	Indicator 6.ii.d	0%	1%	1%	3%	14%	3%	4%	7%	12%	25%	0%	43%
TEACHING QUALITY	Indicator 6.ii.d - Gender	0%	0%	0%	3%	14%	1%	4%	5%	12%	24%	0%	41%
	Indicator 6.ii.e	0%	0%	3%	1%	1%	7%	1%	8%	4%	1%	0%	13%
	Indicator 6.ii.e - Gender	0%	0%	1%	1%	1%	5%	0%	5%	4%	0%	0%	9%
	Indicator 6.ii.f	1%	1%	1%	14%	14%	5%	7%	4%	1%	26%	0%	34%
	Indicator 6.ii.f - Gender	0%	1%	0%	13%	13%	1%	4%	0%	0%	25%	0%	28%
	Indicator 7.ii.a	37%	37%	39%	29%	30%	37%	33%	36%	37%	26%	28%	54%
	Indicator 7.ii.a - Gender	34%	33%	38%	25%	29%	33%	29%	32%	34%	24%	26%	51%
	Indicator 7.ii.b	51%	57%	54%	50%	54%	49%	49%	45%	45%	38%	28%	66%
	Indicator 7.ii.b - Gender	47%	49%	51%	45%	50%	47%	46%	42%	45%	38%	28%	64%
	Indicator 7.ii.c	21%	25%	21%	14%	21%	26%	22%	24%	26%	21%	18%	39%
	Indicator 7.ii.c - Gender	18%	22%	20%	14%	18%	26%	20%	24%	26%	21%	17%	39%
	Indicator 7.ii.d	17%	17%	21%	18%	22%	25%	24%	25%	21%	17%	14%	42%
	Indicator 7.ii.d - Gender	14%	16%	18%	16%	18%	21%	18%	22%	20%	17%	13%	39%
	Grand Total	23%	29%	24%	23%	28%	22%	21%	21%	27%	26%	13%	2%

0

100

Source: Global Education Monitoring Report team calculations from UIS data, UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>.

APPENDIX R

GPE GRANTS BY TYPE AND AMOUNT

TABLE R.1.

Cumulative allocation by grant type, inception to June 2022

Type		Cumulative			
		Number	Amount (US\$, millions)	Amount Share (%)	Utilized (US\$ millions)
Education sector plan planning and implementation support (GPE 2020 operating model)	Education sector plan development grant	126	43.2	0.6%	39.4
	Program development grant	130	25.5	0.3%	23.8
	Education sector program implementation grant	202	6,782.4	86.6%	5,098.1
Support to education transformation (GPE 2025 operating model)	Multiplier	2	40.0	0.5%	0
	Girls' Education Accelerator	1	5.0	0.1%	0
	System capacity grant	13	7.2	0.1%	n/a
Emergency response	Accelerated funding grants	30	287.7	3.7%	156.9
COVID-19 response	COVID-19 planning grant	1	8.2	0.1%	0.1
	COVID-19 accelerated funding grant	66	467.2	6.0%	359.3
	Continuity of learning global grant	1	25.0	0.3%	17.5
Thematic support	GPE Knowledge and Innovation Exchange	1	70.5	0.9%	29.8
	Education Out Loud	1	72.9	0.9%	18.5
Total		574	7,834.7		

Note: The amount utilized by system capacity grants is not available yet and will be reported in the 2023 Results Report.

TABLE R.2.

Cumulative allocation by grant type, inception to December 2021

Type		Cumulative			
		Number	Amount (US\$, millions)	Amount Share (%)	Utilized (US\$ millions)
Education sector plan planning and implementation support (GPE 2020 operating model)	Education sector plan development grant	126	43.2	0.6%	37.8
	Program development grant	126	24.9	0.3%	23.4
	Education sector program implementation grant	199	6,874.4	87.6%	4,965.5
Support to education transformation (GPE 2025 operating model)	System capacity grant	4	2.5	0.03%	n/a
Emergency response	Accelerated funding grants	27	257.7	3.28%	124.2
COVID-19 response	COVID-19 planning grant	1	8.2	0.1%	0.1
	COVID-19 accelerated funding grant	66	467.2	6.0%	289.1
	Continuity of learning global grant	1	25.0	0.3%	14.0
Thematic support	GPE Knowledge and Innovation Exchange	1	70.5	0.9%	29.8
	Education Out Loud	1	72.9	0.9%	18.5
Total		552	7,846.4		

Note: The amount utilized by system capacity grants is not available yet and will be reported in the 2023 Results Report.

APPENDIX S

CUMULATIVE AMOUNT UTILIZED FOR IMPLEMENTATION GRANTS, IN PCFCS AND NON-PCFCS

TABLE S.1.

Cumulative utilization by PCFC status since inception as of June 30, 2022

	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative utilization (%) excluding COVID-19 accelerated funding grants
non-PCFCs	2,714,845,665	48.2	2,558,274,157	48.7
PCFCs	2,899,449,568	51.5	2,696,715,903	51.3
Others	17,515,675	0.3	-	0.0
Total	5,631,810,908	100.0%	5,254,990,061	100.0%

TABLE S.2.

Cumulative utilization by PCFC status since inception as of December 31, 2021

	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative utilization (%) excluding COVID-19 accelerated funding grants
non-PCFCs	2,628,491,250	48.7	2,499,473,456	49.1
PCFCs	2,750,321,536	51.0	2,590,242,453	50.9
Others	13,959,898	0.3	-	0.0
Total	5,392,772,684	100%	5,089,715,909	100%



APPENDIX T

CUMULATIVE AMOUNT UTILIZED FOR IMPLEMENTATION GRANTS, BY REGION

TABLE T.1.

Cumulative utilization by region as of June 30, 2022

Region	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative utilization (%) excluding COVID-19 accelerated funding grants
East Asia and Pacific	351,215,934	6.2	320,514,986	6.1
Europe and Central Asia	144,756,152	2.6	144,756,152	2.8
Latin America and the Caribbean	150,218,462	2.7	134,797,873	2.6
Middle East and North Africa	148,596,524	2.6	143,251,510	2.7
South Asia	502,334,257	8.9	462,496,247	8.8
Sub-Saharan Africa	4,317,173,904	76.7	4,049,173,293	77.1
Others	17,515,675	0.3	-	0.0
Total	5,631,810,908	100%	5,254,990,061	100%

TABLE T.2.

Cumulative utilization by region as of December 31, 2021

Region	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative utilization (%) excluding COVID-19 accelerated funding grants
East Asia and Pacific	340,502,814	6.3	317,481,207	6.2
Europe and Central Asia	141,884,969	2.6	141,884,969	2.8
Latin America and the Caribbean	139,958,825	2.6	126,683,659	2.5
Middle East and North Africa	129,873,009	2.4	125,913,774	2.5
South Asia	478,017,814	8.9	454,913,337	8.9
Sub-Saharan Africa	4,148,575,355	76.9	3,922,838,964	77.1
Others	13,959,898	0.3	0	0.0
Total	5,392,772,684	100%	5,089,715,909	100%

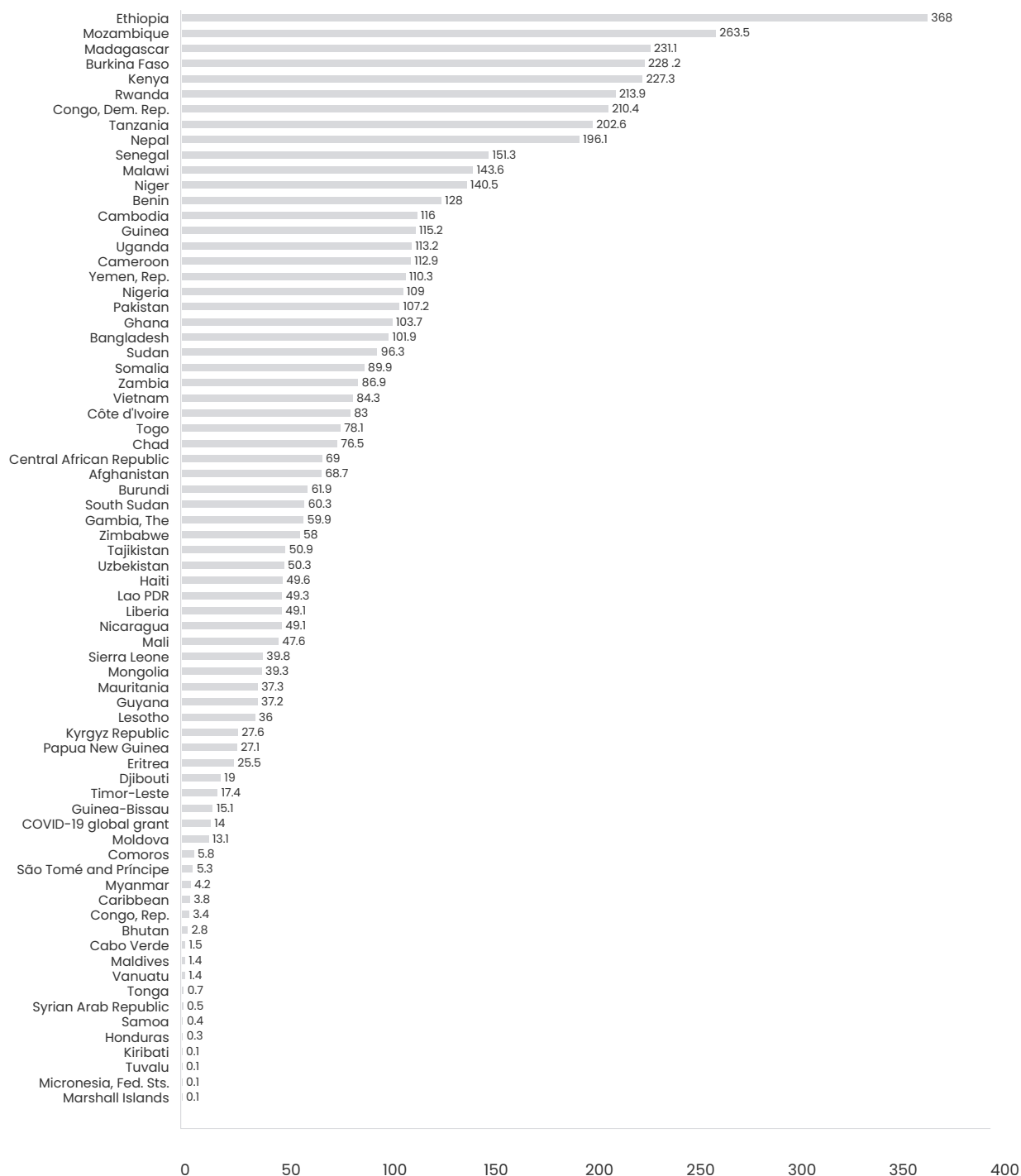
Note: "Others" refer to the amount utilized by Continuity of Learning Global Grant, a part of response to COVID-19 pandemic.

APPENDIX U

IMPLEMENTATION GRANTS' FUND UTILIZATION BY COUNTRY, CALENDAR YEAR 2021

FIGURE U.1.

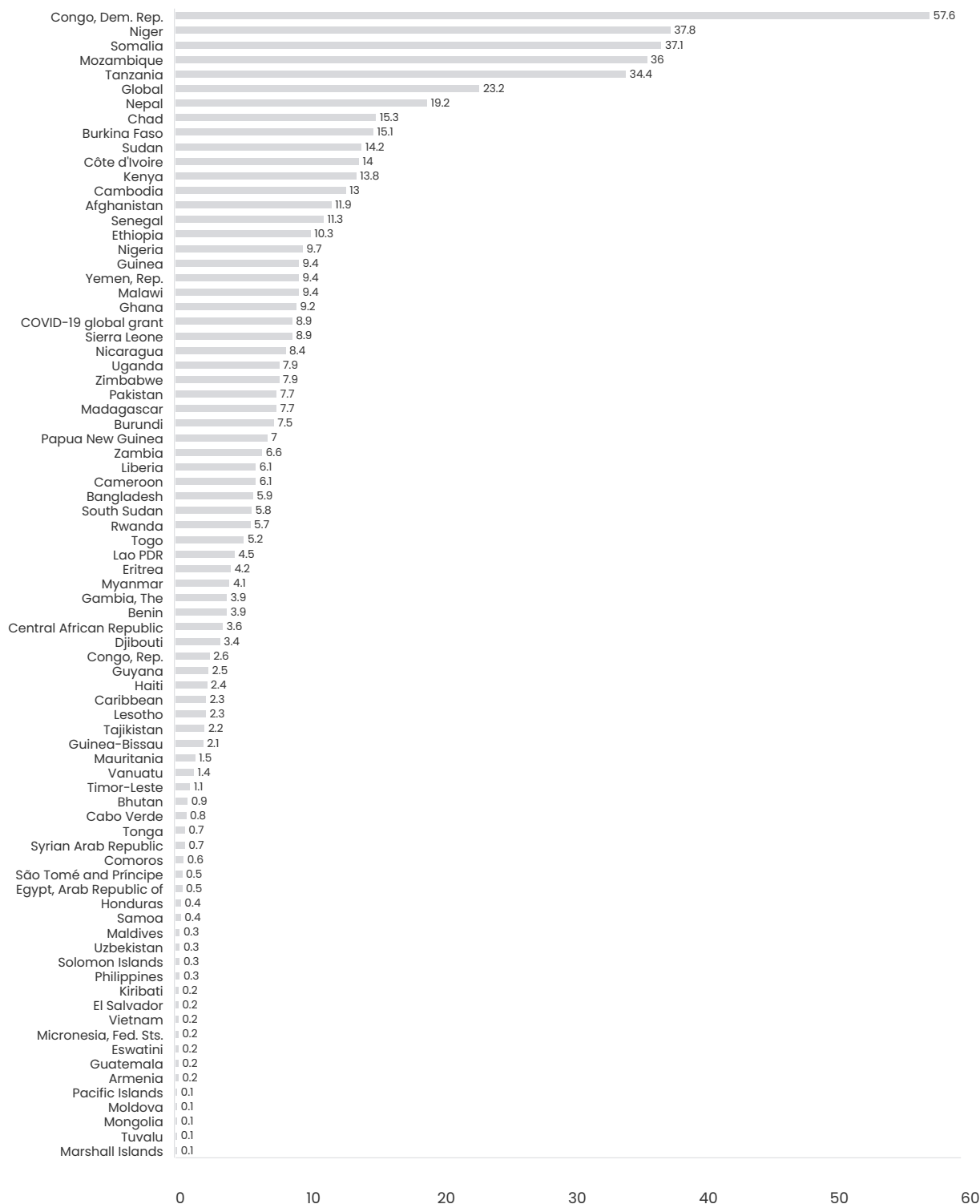
Cumulative fund utilization, as of December 2021 (US\$, millions)



Note: This include utilization for education sector program implementation grants, Multiplier grants, regular accelerated funding grants and COVID-19 accelerated funding grants.

FIGURE U.2.

Fund utilization, calendar year 2021 (US\$, millions)



Note: This include utilization for education sector program implementation grants, Multiplier grants, regular accelerated funding grants and COVID-19 accelerated funding grants.

APPENDIX V

IMPLEMENTATION GRANTS' FUND UTILIZATION BY COUNTRY, FISCAL YEAR 2022

FIGURE V.1.

Cumulative fund utilization, as of June 2022 (US\$, millions)

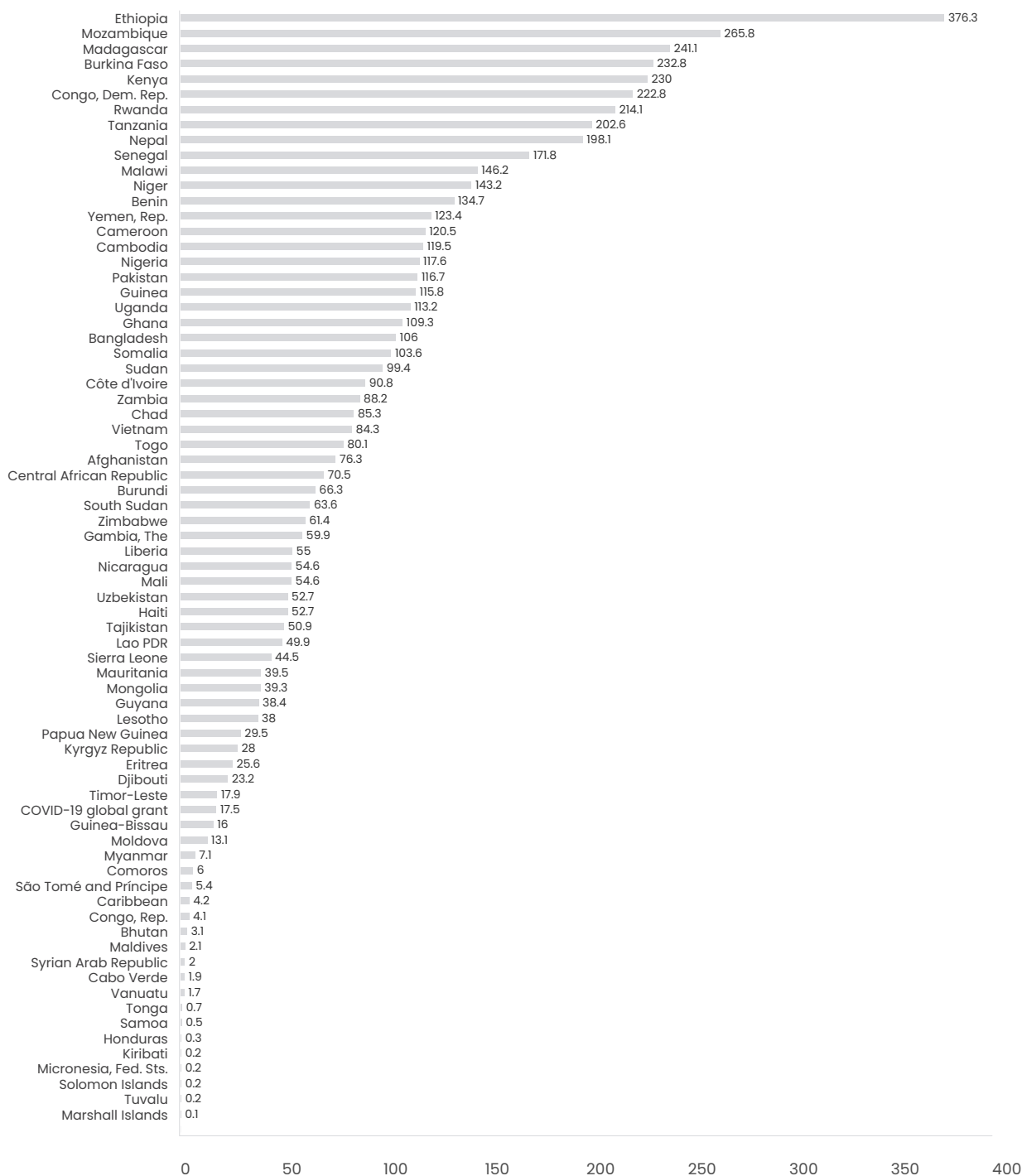
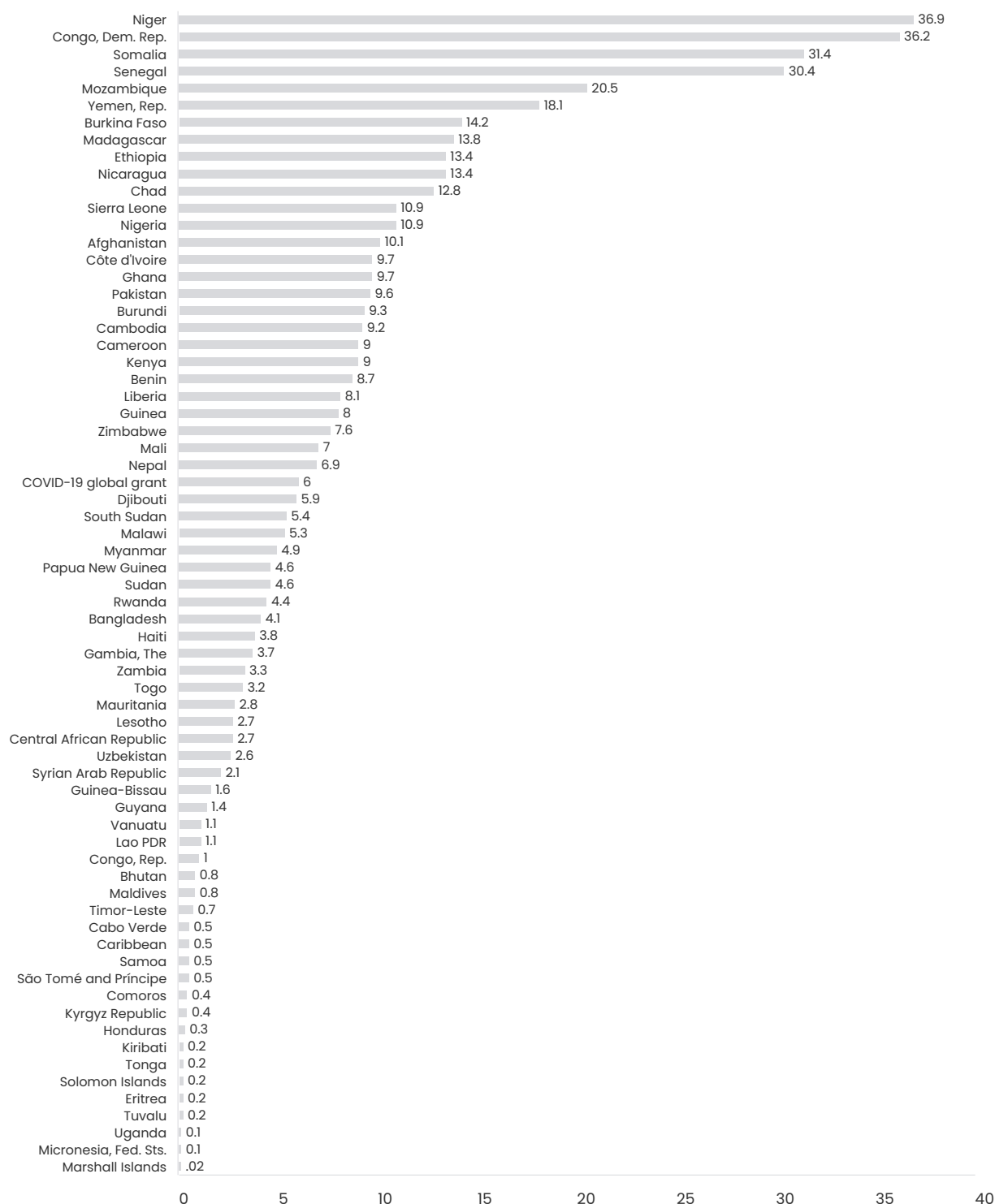


FIGURE V.2.

Fund utilization, in fiscal year 2022 (US\$, millions)



APPENDIX W

TEXTBOOKS DISTRIBUTED, TEACHERS TRAINED AND CLASSROOMS CONSTRUCTED OR REHABILITATED IN FISCAL YEAR 2021

TABLE W.1.

Textbooks distributed in fiscal year 2021

Grant Type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of textbooks distributed	Number of grants reported	Number of textbooks distributed	Number of grants reported	Number of textbooks distributed	% of textbooks distributed
Accelerated funding	0	0	2	90,599	2	90,599	0.5
COVID-19 accelerated funding grant	3	116,521	6	5,733,059	9	5,849,580	31.2
Education sector program implementation grant	2	8,515,257	7	4,265,510	9	12,780,767	68.3
Total	5	8,631,778	15	10,089,168	20	18,720,946	100%

TABLE W.2.

Teachers trained in fiscal year 2021

Grant Type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of teachers trained	Number of grants reported	Number of teachers trained	Number of grants reported	Number of teachers trained	% of teachers trained
Accelerated funding	1	1,852	3	1,893	4	3,745	1.3
COVID-19 accelerated funding grant	29	109,450	34	46,116	63	155,566	53.4
Education sector program implementation grant	9	82,267	15	49,674	24	131,941	45.3
Total	39	193,569	52	97,683	91	291,252	100%

TABLE W.3.

Classrooms constructed or rehabilitated in fiscal year 2021

Grant Type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of Classrooms constructed or rehabilitated	Number of grants reported	Number of Classrooms constructed or rehabilitated	Number of grants reported	Number of Classrooms constructed or rehabilitated	% of classrooms constructed or rehabilitated
Accelerated funding	1	353	4	295	5	648	11.0
Education sector program implementation grant	4	406	10	4,811	14	5,217	89.0
Total	5	759	14	5,106	19	5,865	100%

APPENDIX X

METHODOLOGY FOR DETERMINING THE NUMBER OF STUDENTS WHO BENEFIT FROM GPE GRANT FINANCING

Students benefiting from GPE grant financing comprise beneficiaries of school age (preprimary through upper-secondary education) and adolescent and adult students beyond school age who benefited from nonformal education activities.¹ Numbers presented in this section are based on the number of students benefiting from each grant, as reported in the progress and completion reports submitted by grant agents.² The analysis includes education sector program implementation grants, Multiplier grants, regular accelerated funding grants and COVID-19 accelerated funding grants active at some point in fiscal year 2022 and that submitted a report during the same fiscal year, reporting the relevant number.

The number of beneficiary students is not exactly proportional to the grant amount. Interventions financed by grants are different, and so are the unit cost and the methodology for counting the beneficiaries (which is defined by each grant agent). Examples of interventions that count toward this number include school construction, distribution of learning materials, school feeding and cash transfers.

Grant agents report the cumulative number of student beneficiaries since the start of each grant. Because the GPE Secretariat began gathering these numbers in fiscal year 2022, for grants that started before fiscal year 2022, it estimates the number of students benefiting in fiscal year 2022 through either of the following two calculations. For grants that submitted a report in fiscal year 2021 containing this number, the Secretariat subtracted the number of beneficiaries for 2021 from that for 2022. For grants with no report in fiscal year 2021, the Secretariat prorated the number of beneficiaries from the cumulative number reported. In the cases of co-financed grants, the Secretariat prorated the number of beneficiaries according to the proportion of GPE financial contribution to the co-financed program.

For partner countries benefiting from more than one type of implementation grant during fiscal year 2022 (e.g., education sector program implementation grant and COVID-19 accelerated funding grant), the same children may be counted as beneficiaries of different interventions financed by different grants. For COVID-19 accelerated funding grants, a grant may have more than one indicator monitoring the number of student beneficiaries. In those cases, the Secretariat used the highest number reported among those indicators, to avoid double counting the same children.

¹ Only two grants reported the number of beneficiaries beyond school age for upper-secondary education.

² Grant agents are expected to report this number for grants approved under the GPE 2025 operating model. For grants approved under the GPE 2020 operating model, except for COVID-19 accelerated funding grants, grant agents report this number only if they monitor it as a part of their regular grant monitoring.



APPENDIX Y

NUMBER OF STUDENTS WHO BENEFITED FROM IMPLEMENTATION GRANTS

TABLE Y.1.

Number of students who benefited from implementation grants, by grant type

Grant type	non-PCFC			PCFC			Overall		
	Number of grants reported	Number of students benefited	% of students benefited	Number of grants reported	Number of students benefited	% of students benefited	Number of grants reported	Number of students benefited	% of students benefited
Accelerated funding	1	148,867	0.5	13	3,411,010	4.4	14	3,559,877	3.3
COVID-19 accelerated funding grant	29	27,583,190	95.1	34	54,743,968	70.7	63	82,327,158	77.1
Education sector implementation grant	17	1,282,990	4.4	23	19,596,126	25.2	40	20,879,116	19.6
Total	47	29,015,047	100.0	70	77,751,104	100.0%	117	106,766,151	100%

TABLE Y.2.

Number of students who benefited from implementation grants, by region

Region	Number of grants reported	Number of students benefited	% of students benefited
East Asia and Pacific	17	1,079,116	1.0
Europe and Central Asia	1	–	0.0
Latin America and the Caribbean	7	410,354	0.4
Middle East and North Africa	6	209,125	0.2
South Asia	10	2,099,316	2.0
Sub-Saharan Africa	76	102,968,240	96.4
Total	117	106,766,151	100%

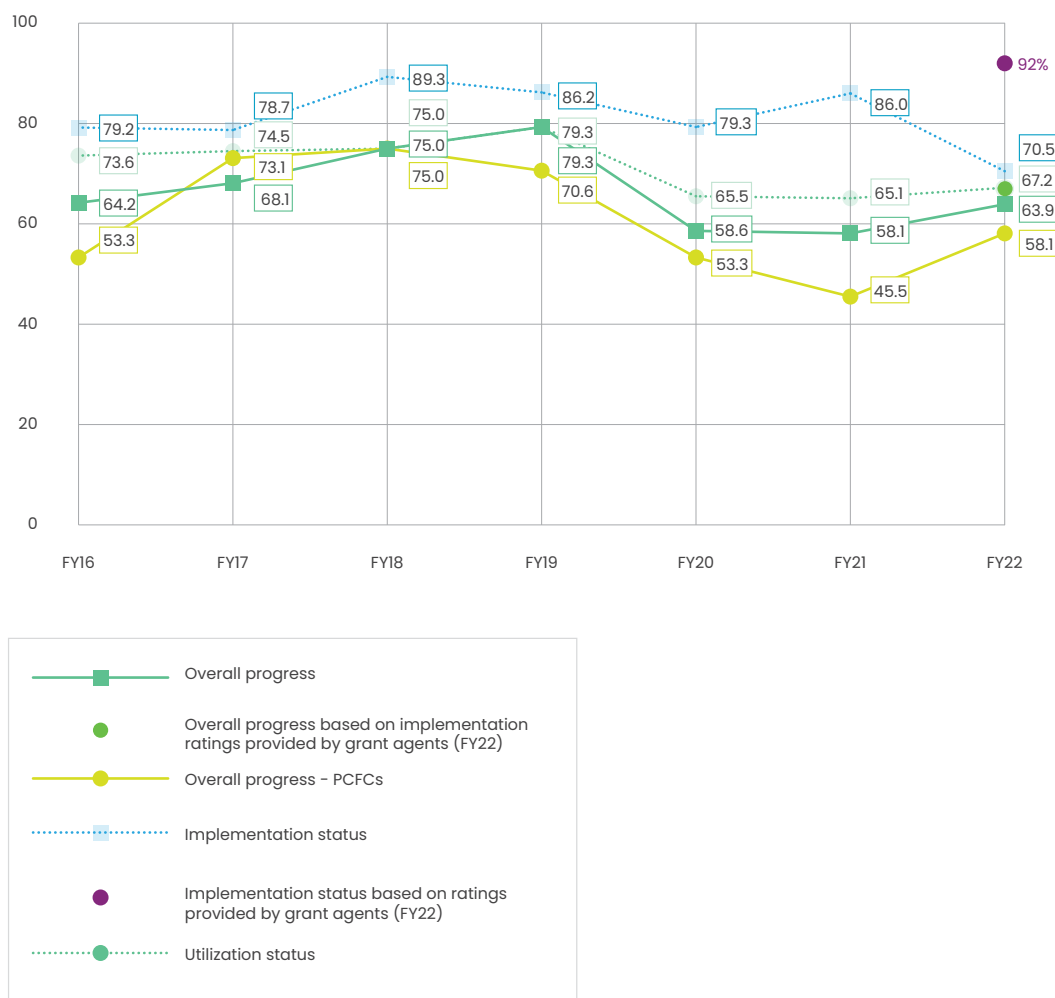
TABLE Y.3.

Number of students who benefited from implementation grants, by income category

Income category	Number of grants reported	Number of students benefited	% of students benefited
Low income	62	71,097,244	66.6
Lower middle income	48	35,595,061	33.3
Upper middle income	7	73,846	0.1
Total	117	106,766,151	100%

APPENDIX Z

PROPORTION OF GRANTS WHOSE OVERALL PROGRESS, IMPLEMENTATION AND FUND UTILIZATION ARE ON-TRACK, AS PER RATINGS PROVIDED BY GRANT AGENTS AND SECRETARIAT

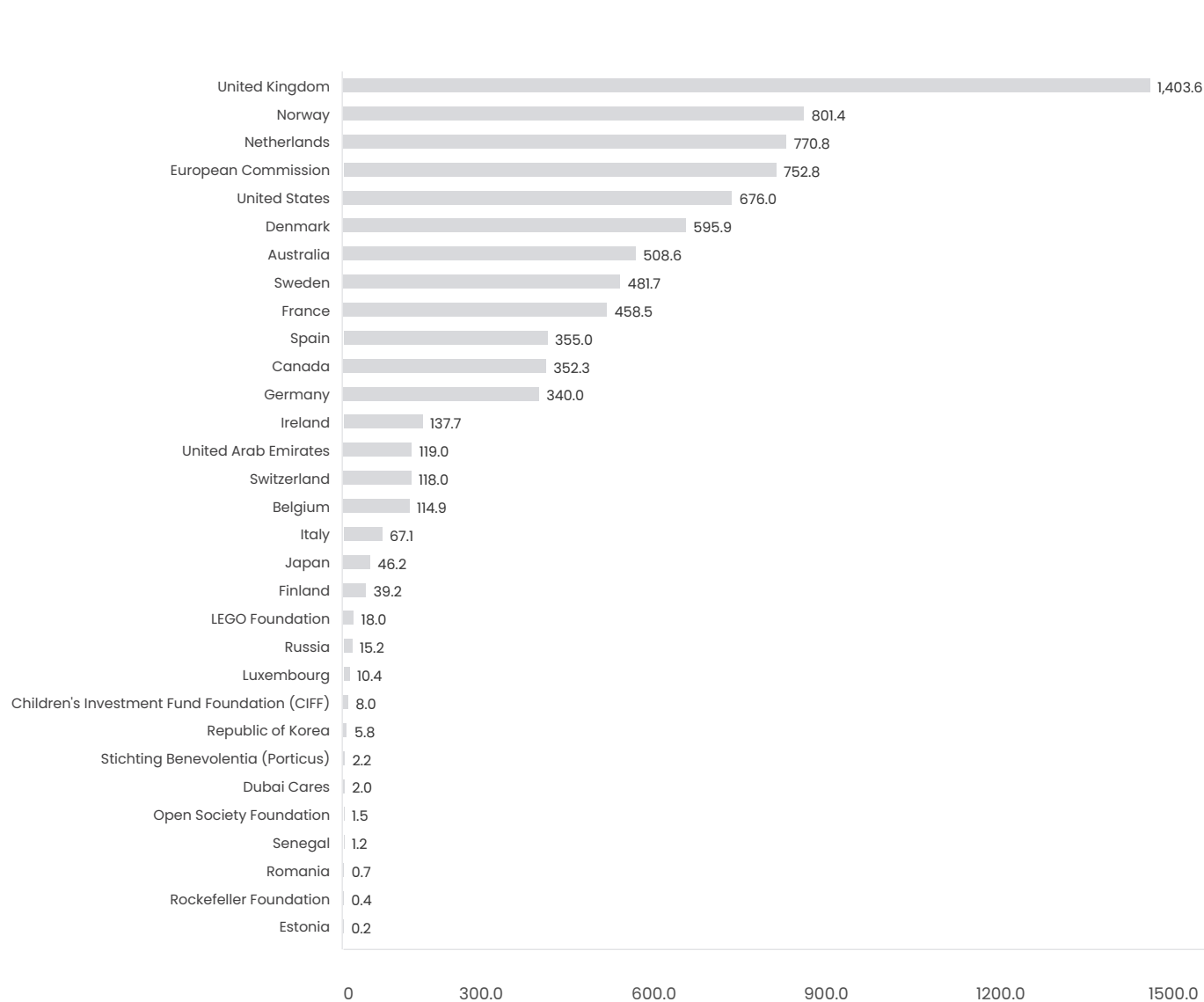


Source: GPE Secretariat.

Note: The red marker for 2022 shows the proportion of grants on track with implementation as per ratings provided by grant agents. The green marker shows the proportion of grants whose overall progress is on track based on implementation ratings provided by grant agents.

APPENDIX AA

DONORS' CUMULATIVE CONTRIBUTIONS TO GPE, AS OF JUNE 2022 (IN US\$ MILLIONS)



APPENDIX BB

METHODOLOGY FOR THEMATIC CODING AND COSTING OF IMPLEMENTATION GRANTS

Grant coding and costing make up one of the corporate monitoring and reporting tools used to provide information on the types of activities financed by GPE grants. Thematic coding and costing show how grants support the eight priority areas under GPE 2025. The Secretariat has conducted thematic coding and costing since 2016. With the launch of GPE 2025, the codebook has been revised by mapping the codes for GPE 2020 strategic goals to the eight priority areas under GPE 2025 and supplementing them with additional codes. The codebook has five to nine codes under each priority area, and those codes capture typical activities or thematic areas financed by grants.

The methodology consists of three types of exercise: coding, costing and gender costing. For coding, a binary code is assigned to determine whether a grant intends to support a particular thematic area. For costing, the amount specifically contributing to each thematic area is estimated. Gender costing aims to show the degree of gender mainstreaming by applying a gender equality marker to the activities mainstreaming gender.

Grants included in this exercise are system transformation grants, education sector program implementation grants, Multipliers and regular accelerated funding grants. This year's analysis does not include system transformation grants, however, because none have been approved yet. Results shown in this report are for education sector program implementation grants and multipliers active at some point in fiscal year 2022.

Grant program documents are the primary source of information used for understanding the thematic areas grants intend to support. For coding and costing, the Secretariat reads each program document line by line to understand what activities the grant finances and which priority area(s) and code(s) the activities contribute to. For costing, the Secretariat also refers to the budget document to understand how much the grant allocates to each activity (that is, each grant subcomponent). If an activity contributes to more than one code, the activity cost is split between those codes using the information available in the program document and the split cost is considered the amount targeted for each code. For example, the cost for providing a stipend to female teachers will be split between the teacher management code under the teachers and teaching priority area and the gender-responsive curriculum and teaching code under the gender equality priority area, with the latter amount considered to be targeting gender equality. Coding and costing are updated upon restructuring and/or additional financing.

