INTRODUCTION

The Global Partnership for Education (GPE) aims to promote inclusive and quality education for all by leveraging the power of collaboration among developing partner countries, donor countries, civil society, foundations, the private sector and youth. GPE 2025, the partnership's strategic plan covering the period 2021–25, builds upon lessons learned from the previous strategy and aligns with Sustainable Development Goal (SDG) 4. GPE 2025 aims to ensure a quality education for every child (the GPE vision) by mobilizing partnerships and investments that transform education systems in developing countries (the GPE mission). To measure progress against the GPE 2025 goal and objectives, the GPE Board of Directors approved a results framework in April 2021. This results framework was designed following the GPE 2025 strategic framework.

THE GPE 2025 STRATEGIC FRAMEWORK

GPE 2025 resulted from a multistep consultative process across the partnership. Using those consultations, new systems thinking and evidence in education, and evidence collected during the implementation of the previous plan, the partnership built a new strategic framework to guide its work.[6] The strategic framework explains how GPE will use its resources to meet the GPE 2025 goal and fulfill its vision and mission (see figure 1).

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).

To ensure that progress toward the country-level objectives effectively contributes to the education sector by accelerating access, learning outcomes and gender equality (the GPE 2025 goal), GPE's support to partner countries focuses on eight key priority areas. The eight priority areas are (1) access; (2) early learning; (3) equity, efficiency and volume of domestic financing; (4) gender equality; (5) inclusion; (6) learning; (7) quality and (8) strong organizational capacity.

GPE 2025 strategic framework

GOAL

To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit fo rthe 21st century.
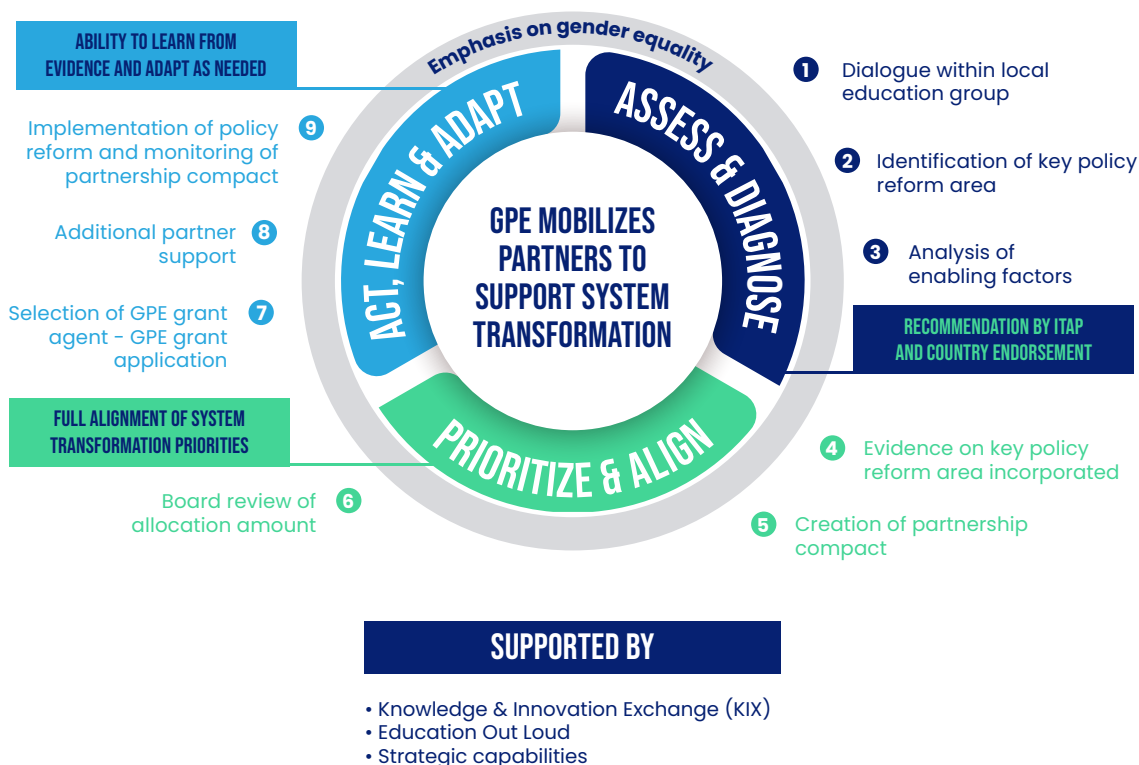
COUNTRY-LEVEL OBJECTIVES

Strengthen gender-responsive planning, 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.

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6   For more details about the strategic framework, see the "GPE 2025 Operating Model Framework" from the GPE Board of Directors meeting, November 30 and December 1 and 3, 2020, https://www.globalpartnership.org/sites/default/files/document/file/2020-11-GPE-Board-meeting-operational-model.pdf.

FIGURE 2.

GPE 2025 operating model

ABILITY TO LEARN FROM EVIDENCE AND ADAPT AS NEEDED

Emphasis on gender equality

ACT, LEARN & ADAPT

9 Implementation of policy reform and monitoring of partnership compact

8 Additional partner support

7 Selection of GPE grant agent - GPE grant application

FULL ALIGNMENT OF SYSTEM TRANSFORMATION PRIORITIES

6 Board review of allocation amount

GPE MOBILIZES PARTNERS TO SUPPORT SYSTEM TRANSFORMATION

ASSESS & DIAGNOSE

1 Dialogue within local education group

2 Identification of key policy reform area

3 Analysis of enabling factors

RECOMMENDATION BY ITAP AND COUNTRY ENDORSEMENT

4 Evidence on key policy reform area incorporated

5 Creation of partnership compact

PRIORITIZE & ALIGN

SUPPORTED BY

- Knowledge & Innovation Exchange (KIX)
- Education Out Loud
- Strategic capabilities

THE GPE 2025 APPROACH TO SYSTEM TRANSFORMATION AT THE COUNTRY LEVEL

To boost partner countries' progress in the GPE 2025 priority areas, the partnership introduced a new approach to system transformation.[7] This approach is reflected in the GPE 2025 operating model, which aims to bring partners together to work effectively at the country level (figure 2). It outlines a set of steps and incentives designed to assist partner countries in identifying and addressing the key bottlenecks to system transformation. The approach to system transformation consists of three main interrelated stages, each led by the government and each related to GPE's three country-level objectives: (1) an Independent Technical Advisory Panel (ITAP) assessment, (2) the partnership compact and (3) grant implementation.

ITAP assessment. The partnership requests that local education groups use available data to identify some of the critical bottlenecks to system transformation. This process involves an assessment of countries'

performance under four enabling factors that can enable or act as a bottleneck to system transformation: (1) data and evidence, (2) sector coordination, (3) gender-responsive planning and (4) volume, equity and efficiency of domestic public expenditure on education.

An ITAP, consisting of education experts mobilized by GPE, reviews the countries' self-assessments and provides input on the enabling factor areas. The assessment of the enabling factors includes a focus on gender equality. The ITAP assessment feeds into the preparation of the countries' partnership compact document.

Partnership compact. On the basis of the ITAP assessment, the local education group identifies a major priority reform to pave the way for system transformation in the country. The reform should consider opportunities to accelerate progress toward gender equality. Partners then agree to align their resources (financial, technical and operational) behind the priority reform and to work jointly to remove the obstacles. The resulting partnership compact, which outlines a pathway to system

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7   Global Partnership for Education (GPE), *GPE: Operationalizing a System Transformation*, (Washington, DC: GPE, 2022),
    https://www.globalpartnership.org/content/gpe-2025-operationalizing-system-transformation-approach.

transformation, is customized to the country context and owned by the country partners.

Grant implementation. After the development of strategies and interventions based on the best available evidence, a grant agent implements a subset of the agreed programs and reforms utilizing GPE grant financing. The country's ambitions for gender equality are expected to be fully mainstreamed into the program design for GPE grants. To support this process, eligible partner countries can access financial resources through the following grants: system transformation grants, system capacity grants, the Girls' Education Accelerator and GPE Multiplier grants.[8]

RESULTS FRAMEWORK INDICATORS

The partnership introduced a results framework to track progress against the GPE 2025 goal and objectives. Indicators are grouped into 18 measurement areas and further disaggregated into relevant subindicators covering the different aspects and levels of the GPE 2025 strategic framework. For simplification, this results report does not distinguish between a measurement area, an indicator and a subindicator. Instead, it uses the term "indicator" to refer generally to the results framework data.

The results framework uses SDG 4 indicators to monitor progress against the GPE 2025 goal. Those indicators measure GPE partner countries' progress in learning outcomes, access and equity. Data for the indicators mainly come from the UNESCO Institute for Statistics (UIS). UIS also gathered information on countries' national targets for 2025 and 2030 for each of the SDG 4 indicators, and the GPE results framework tracks partner countries' progress toward the 2025 national targets.

The GPE 2025 results framework distinguishes between benchmarks, milestones, and targets. Benchmarks are set for the indicators associated with the country-level objectives. The benchmarks reflect GPE's ambition of expected level of performance to drive progress at the country level. Milestones track annual progress toward the 2025 targets and are set for indicators related to the global enabling objective. Targets provide the expected value of the indicators by 2025. Targets are set for SDG 4 indicators under the goal level and for all indicators under the enabling objective level with available data.

Another set of indicators measures progress toward the three country-level objectives mentioned previously. Data for those indicators mainly come from GPE processes and cover the three stages of the GPE 2025 approach to system transformation (ITAP assessment, partnership compact and grant implementation). The indicators determine whether ITAP has assessed each of the GPE 2025 enabling factors and whether the partnership compact and selected GPE grants address the challenges identified by the ITAP assessment. They also monitor GPE grants' progress toward their objectives in the GPE priority areas. GPE sets benchmarks to be reached annually through 2025, with the values of indicators related to the compact and grants expected to reach 75 percent and 80 percent, respectively.

At the global level, the results framework monitors how GPE 2025 capitalizes on partnership capabilities and financial resources to support partner countries (the enabling objective). It tracks donors' support for the implementation of the GPE 2025 strategy. It also assesses GPE's progress in mobilizing knowledge through its Knowledge and Innovation Exchange and contributing to education policy through Education Out Loud to support the country-level objectives. Many of the indicators under the enabling objective have annual milestones and targets.

UNDERSTANDING THE RESULTS PRESENTED

This is the first annual results report for GPE 2025. It details the new results framework data for calendar years 2020 and 2021 and fiscal year 2022.[9] The indicator data table at the beginning of each chapter includes information about whether each indicator is a calendar or a fiscal year indicator. The baseline years for these indicators vary and depend on data availability. Appendix A presents the results framework indicators and provides information about the baseline, actual, target, benchmark and milestone values of the indicators for which data are available.

This results report has four chapters. Chapter 1, developed in partnership with the Global Education Monitoring team and UIS, discusses the GPE 2025 goal. Chapters 2 and 3 cover the country-level objectives. Chapter 4 discusses the enabling objective.

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8   See chapter 3 for more details about these grants.

9   Fiscal year 2022 refers to July 1, 2021, to June 30, 2022.

Most of the goal-level data in the report come through UIS from administrative sources, household surveys and learning assessments. Chapter 1 discusses many of those indicators. 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 as regularly, the results framework uses the most recent data available over the last five years to ensure maximum country coverage. For that reason, the results presented in this report may not accurately capture the current status of the education sector in GPE partner countries. And, given the delays in data reporting to UIS, the data presented in chapter 1 do not fully capture the impact of the COVID-19 pandemic on the education sector.

It is also important to note that only a few data points are currently available for many of the indicators covered in chapter 2. Data for those indicators are gathered through GPE's new operating model processes (ITAP assessments, partnership compact and grant implementation). As of December 2021, only three partner countries had gone through the first steps of the new operating model.[10] Chapter 2 presents available preliminary data from those three countries as well as data from three other countries that completed the ITAP process in 2022 (but could not be included in the 2021 results framework indicator data).

This report provides a discussion of the partnership's early progress and achievements toward the GPE 2025 goal and objectives. It serves as a monitoring tool to inform the partnership about progress and challenges and to facilitate decision-making about future action. It is not intended to evaluate GPE's impact—that role is performed by a series of evaluations in accordance with the monitoring, evaluation and learning strategy.

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10   These countries are the Democratic Republic of Congo, Kenya and Tajikistan.