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THIS ACTION IS FUNDED BY THE EUROPEAN UNION

ANNEX 5

to the Commission Implementing Decision on the financing of the multiannual action plan for the thematic programme on Global Challenges (People) for 2022-2024

Action Document for the Contribution to Global Partnership for Education (GPE)

MULTIANNUAL PLAN

This document constitutes the multiannual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Contribution to Global Partnership for Education 2022-24 CRIS number: 2022/044-126; OPSYS number ACT-61049 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out globally
4. Programming document	NDICI Global Challenges Multiannual Indicative Programme (MIP) 2021-2027
5. Link with relevant MIP(s) objectives / expected results	The action intends to contribute to Specific objective 2 (Education) of the People priority of the Global Challenges Multiannual Indicative Programme and to the following results: <ul style="list-style-type: none"> Result 1: improved access to inclusive, quality education for all, including children and young people living in countries affected by conflict or natural disasters, inter alia through support for global funds.
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Education 110
7. Sustainable Development Goals (SDGs)	Main SDG 4: Quality education Other significant SDGs: SDG 5 (Gender Equality), 8 (Decent Work & Economic Growth) and 10 (Reduced Inequalities), SDG 17 (Strengthen the means of implementation and revitalize the global partnership for sustainable development).
8 a) DAC code(s)	DAC code 110 – Education- 100% <ul style="list-style-type: none"> - 11110 (Education policy and administrative management): 13% - 11120 (Education facilities and training): 1.91% - 11130 (Teacher training): 1.45% - 11182 (Educational research): 0.64%

	<ul style="list-style-type: none"> - 11220 (Primary education): 59.65% - 11230 (Basic life skills for youth and adults): 2.14% - 11240 (Early childhood education): 6.87% - 11320 (Secondary education): 14.34% 			
8 b) Main Delivery Channel	International Bank for Reconstruction and Development - 44001			
9. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective
Digitalisation @		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	

		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Connectivity @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital connectivity energy transport health education and research	YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
	Migration @	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @ (methodology for marker and tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

BUDGET INFORMATION

12. Amounts concerned	<p>Budget line: 14.020240- Global Challenges People</p> <p>Total estimated cost: EUR 3 440 610 000</p> <p>Total amount of EU budget contribution EUR 423 000 000.</p> <p>The contribution is for an amount of EUR 80 000 000 from the general budget of the European Union for 2022 and for an amount of EUR 343 000 000 from the general budget of the European Union for 2023, subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths.</p> <p>This action is co-financed in joint co-financing by (based on pledges):</p> <table> <tr><td>Australia (2021-2025):</td><td>USD 137 000 000</td></tr> <tr><td>Belgium (2021-2024):</td><td>USD 33 600 000</td></tr> <tr><td>Canada (2021-2025):</td><td>USD 244 000 000</td></tr> <tr><td>Denmark (2021-2025)</td><td>USD 8 000 000</td></tr> <tr><td>Estonia (2021-2025):</td><td>USD 1 000 000</td></tr> <tr><td>Finland (2021-2025):</td><td>USD 30 000 000</td></tr> <tr><td>France (2021-2025):</td><td>USD 399 700 000</td></tr> <tr><td>Germany (2021-2026):</td><td>USD 390 100 000</td></tr> <tr><td>Ireland (2021-2025):</td><td>USD 72 000 000</td></tr> <tr><td>Italy (2021-2025):</td><td>USD 30 000 000</td></tr> <tr><td>Japan (2021-2022) :</td><td>USD 15 700 000</td></tr> <tr><td>Kuwait (2021-2025) :</td><td>USD 30 000 000</td></tr> <tr><td>Luxembourg (2021-2025):</td><td>USD 3 000 000</td></tr> <tr><td>Netherlands (2021-2025) :</td><td>USD 60 000 000</td></tr> <tr><td>Norway (2021-2025) :</td><td>USD 435 300 000</td></tr> <tr><td>Republic of Korea (2021-2025):</td><td>USD 15 000 000</td></tr> <tr><td>Saudi Arabia (2021-2025):</td><td>USD 38 000 000</td></tr> <tr><td>Spain (2021-2025):</td><td>USD 24 000 000</td></tr> <tr><td>Sweden (2021-2024):</td><td>USD 141 800 000</td></tr> <tr><td>Switzerland (2021-2025):</td><td>USD 57 000 000</td></tr> <tr><td>United Arab Emirates (2021-2025):</td><td>USD 100 000 000</td></tr> <tr><td>United Kingdom (2021-2025):</td><td>USD 600 300 000</td></tr> </table>	Australia (2021-2025):	USD 137 000 000	Belgium (2021-2024):	USD 33 600 000	Canada (2021-2025):	USD 244 000 000	Denmark (2021-2025)	USD 8 000 000	Estonia (2021-2025):	USD 1 000 000	Finland (2021-2025):	USD 30 000 000	France (2021-2025):	USD 399 700 000	Germany (2021-2026):	USD 390 100 000	Ireland (2021-2025):	USD 72 000 000	Italy (2021-2025):	USD 30 000 000	Japan (2021-2022) :	USD 15 700 000	Kuwait (2021-2025) :	USD 30 000 000	Luxembourg (2021-2025):	USD 3 000 000	Netherlands (2021-2025) :	USD 60 000 000	Norway (2021-2025) :	USD 435 300 000	Republic of Korea (2021-2025):	USD 15 000 000	Saudi Arabia (2021-2025):	USD 38 000 000	Spain (2021-2025):	USD 24 000 000	Sweden (2021-2024):	USD 141 800 000	Switzerland (2021-2025):	USD 57 000 000	United Arab Emirates (2021-2025):	USD 100 000 000	United Kingdom (2021-2025):	USD 600 300 000
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	USA (2021): USD 305 000 000 Investment returns (2021-2025): USD 40 000 000 Dubai Cares (2021-2025): USD 2 500 000 LEGO Foundation (2021-2025): USD 15 000 000 Open Society Foundations (2021-2025): USD 1 000 000 Qatar Fund for Development USD 20 000 000
MANAGEMENT AND IMPLEMENTATION	
13. Type of financing	Indirect management with the International Bank for Reconstruction and development (World Bank Group).

1.2 Summary of the Action

The general objective of this EU contribution to the Global Partnership for Education (GPE) is, in line with SDG 4, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by focusing on basic education. The GPE serves as a co-convenor of the 2030 education agenda¹.

It will contribute to human development through education provision and the achievement of SDG 4 in low-income countries. This action supports a human rights-based approach to guarantee that all individuals can thrive and have equal opportunities.

Since its inception in 2002, the GPE has increasingly become a key player in international education and development due to its capacity to mobilise donors' resources and leverage domestic funding. Also, it has been able to ensure increased ownership and harmonisation of donor funding and its alignment with the education policies of recipient countries.

Bringing together representatives of all education stakeholder groups including partner countries, donors, international organisations, civil society groups, foundations and the private sector, GPE drives education system transformation through provision of diagnostics, planning and implementation grants, with a focus on gender and leaving no one behind. It also incentivises education financing through innovative funding mechanisms and contributes to alignment among donors. It contributes to knowledge sharing in support of evidence-based investments and the realisation of the right to education². Inclusive, equitable, quality education is instrumental to reach all the SDGs, and essential to embrace the twin digital and green transition.

With contributions up to EUR 475 000 000 until 2021, the EU has been a major donor of GPE since its creation (9.56% share of the cumulative contributions between 2003 and 2021). With its new EUR 700 000 000 pledge announced by President von der Leyen in June 2021 – of which this current contribution will be a part – the European Union will be the main donor (20.5% of all pledges) for the GPE new financing period 2021-2025³.

2 RATIONALE

2.1 Context

Putting education at the heart of the pandemic recovery is critical to avoiding a lost generation. Inclusive, equitable quality education is instrumental to reach all the SDGs, including contributing to the elimination and prevention of child labour, child marriage, or involvement of children in armed conflict. There is also a strong link between education and the protection of children, as well as between nutrition and education, mutually reinforcing and

¹ In 2015 world leaders signed up to the Education 2030 Sustainable Development Agenda, a structured pathway to making education accessible to all and the foundation for sustainable development and peace through ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (see [Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4](#)).

² Partner countries can benefit from knowledge sharing and financing for innovation through the GPE Knowledge and Innovation Exchange (KIX).

³ The EU pledge covers the NDICI period (2021-27). The GPE financing period covers 2021-25.

critical to healthy children and healthy communities.

In the margins of the G7 summit in June 2021, President of the European Commission Ursula von der Leyen made a pledge of EUR 700 million to GPE as part of a joint “Team Europe” announcement to help transform education systems for more than one billion girls and boys⁴.

Support to this global initiative will target quality education and training through a system-strengthening approach, prioritising equity and inclusiveness, learning outcomes and skills, with a particular focus on Sub-Saharan Africa where education challenges are the greatest, and where the prevalence of child labour (almost 87 million) and child marriage (37 percent of young women marrying before age 18⁵) is highest. Participation in the global aid education architecture and support to the collection of data and evidence will help steer the global education agenda and provide essential outputs for EU bilateral programmes that contribute to progress toward SDG4. The upcoming Transforming Education Summit in September 2022 under UN leadership, will be the occasion to showcase EU initiatives in that area.

Interventions at the global level shall strengthen and work in complement to:

- more than 40 country Team Europe Initiatives with transformational impact on education and training systems being deployed.
- A Sub-Saharan Africa regional teachers’ initiative, which will target quality of teaching, with a focus on boosting teachers’ digital skills and digital literacy.
- Youth mobility, as announced in the Global Gateway Communication⁶, that fosters people-to-people connectivity, particularly through education and research networks. Erasmus+ and other regional initiatives shall contribute to that effort.
- Support to education in emergencies and protracted crises to enable access to safe and quality learning for children living in humanitarian settings and create pathways for them to integrate formal education systems.
- Interventions in Vocational Education and Training (VET), that will help ensure that young people are equipped for decent work tomorrow, connecting education and skills developments with investments and private sector needs.

In addition,

- Gender is hardwired in GPE operations and therefore contributes to the EU Gender Action Plan III⁶.
- The action is aligned to the external dimension of the action plan of the EU Strategy on the Rights of Child⁷.
- It supports a ‘Stronger Europe in the World’ and strengthens the EU as global actor in the delivery of the 2030 agenda.

2.2 Problem Analysis

SDG 4 commits countries to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. Within this context, equal and inclusive access to education and quality education remain however major challenges.

Access to education

Despite dramatic improvements over the past decades, progress towards achieving education for all has stagnated, and close to 260 million children, adolescents and young people are still out of school. More than 80% of them live in the countries and territories eligible for GPE support. Even where children go to school, they often do not

⁴ Following a clear priority put on education by Commissioner Urpilainen, who had announced that at least 10% of the NDICI-budget under her responsibility should go to education.

⁵ See <https://www.worldvision.com.au/global-issues/work-we-do/forced-child-marriage>

⁶ See (GAP III).

⁷ COM(2021)142final

https://ec.europa.eu/info/sites/default/files/ds0821040enn_002.pdf

complete it. In GPE partner countries, one in four children does not complete primary school and half do not complete lower secondary school. Children from the poorest households, children in child labour⁸, from rural areas, and from countries affected by fragility and conflict are more likely to be left behind, as are girls in many countries. Marginalization based on socioeconomic status, gender, ethnicity, language, religion, disability, and location are drivers of education inequality. To compound these barriers, the COVID-19 pandemic has exacerbated inequalities faced by marginalized children.

Gender equality

Since 2002, good progress has been achieved to boost girls' enrollment in school. However, an estimated 129 million girls worldwide remain out of school and face multiple barriers to education.

These include distance to school, cultural norms and practices, domestic work and family care, school-related gender-based violence and early or forced marriage. Boys and girls face barriers to getting a good education in conflict-affected areas where safety and security can be compromised, and in households that depend on their labor or income.

Keeping girls in school and ensuring they can learn in a safe and supportive environment leads to many benefits for girls themselves, their families, their communities and societies.

The education of girls is transformational at individual, household, community and societal levels. Benefits include: increased earnings and increased economic growth; individual empowerment and challenging social norms; reductions in early pregnancies, child marriage and maternal mortality.

Elimination of disparities for the most vulnerable, including persons with disabilities and children on the move

'Leaving No One Behind' is the central promise of the SDGs, and education is central to this promise.

Disparities in education opportunities and outcomes apply not only to in-country population groups, but also across countries.

Despite improvements in access to school over the last decades, many children are still excluded from learning in safe, healthy and non-discriminatory environments. They include children with disabilities, and refugee and internally displaced children. Denying these children their right to education has a lifelong impact on learning, achievement, and employment opportunities, hence hindering their potential economic, social, and human development.

Inclusion means transforming schools so that they can respond to the diverse needs of all children – ensuring that they are not just in the classroom but safe, participating, and learning.

Children with disabilities are less likely to start school and if they do, they are unlikely to transition to secondary school. Their access to school is often limited by a lack of understanding about their needs, and a lack of trained teachers, classroom support, learning resources and facilities.

Quality education

Improving the quality of education involves two dimensions: the quality of teaching and the improvement of learning.

The world is experiencing a learning crisis, with more than a quarter of a billion children excluded from education and an estimated 53% of 10-year-olds in low- and middle-income countries who cannot read and understand a simple text. In addition, the school closures spurred by the COVID-19 pandemic have exacerbated the crisis and resulted in significant learning loss around the world. Children from the poorest families, girls and children with disabilities face particularly huge barriers to learning in a safe and healthy environment.

Teachers play a critical role in improving learning. Beyond any other school-based factor, teacher effectiveness is the most important predictor of student learning. Unfortunately the world faces a shortage of teachers. According to UNESCO, nearly 70 million school teachers are required to provide every child with primary and secondary education by 2030. In addition, a large number of teachers do not have the required knowledge or pedagogical skills to teach effectively, which ultimately affects children's learning. GPE 2025 identifies quality teaching as a priority area and aims to invest in quality teachers and teaching in all partner countries

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates,

⁸ Over one third of 160 million children in child labour are out of school: many of them in the young age of compulsory education. Those of them attending school perform poorly. See ILO-UNICEF Child Labour Global Estimates 2020 https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipecc/documents/publication/wcms_797515.pdf

potential roles, and capacities) to be covered by the action:

GPE is a multi-stakeholders initiative. It brings together lower-income countries, donors, international organizations, civil society, including teacher organizations and unions, the private sector and private foundations to transform education systems so that all girls and boys, especially those who are marginalized by poverty, displacement or disability, can get a quality education.

GPE's operating model encourages participation and accountability among partners as they create evidence-based education plans and mobilize funding for implementation.

1. Lower-income countries:

GPE works with 76 lower-income countries to help them build stronger, more effective education systems, and improve the volume, equity, and efficiency of domestic resources.

Partner countries join the partnership after developing a comprehensive education sector plan. To receive GPE's large-scale grants, governments must commit significant domestic funding to education.

2. Donors:

Donors provide financial and technical assistance to help partner countries as they design and implement their education strategies. Donors play a pivotal role in the coordination of partners in the local coordination mechanisms (also called local education groups/LEGs), and in the elaboration and monitoring of education strategies and programs. Donors contribute funding to education on a bilateral basis and through the GPE Fund, and may act as GPE grant agents, such as Belgium, the Netherlands and Sweden so far. EU donor countries and institutions are: Belgium, Denmark, Estonia, European Union, Finland, France, Germany, Ireland, Italy, Luxembourg, Netherlands, Spain, Sweden.

3. Civil society:

Civil society is involved at all levels in GPE. At national level, the involvement of civil society and local authorities, depending on the context, is key for the GPE programmes through local education groups.

Civil society organizations (CSOs) help shape education policies, monitor programs and hold governments accountable for their duty to fulfil the right to education. GPE works with CSO networks such as the Global Campaign for Education and Education International that help facilitate collaboration among organizations and strengthen national and global linkages. GPE supports CSOs to be active members of local education groups, where they make meaningful contributions to policy discussions and education planning. In the CSO constituency, GPE also works with youth advocates and networks to shape and influence education policies.

4. Multilateral organizations:

Multilateral organizations play a pivotal role in implementing education programs, supervising the implementation of GPE grants and the disbursement of funds. They include development banks, such as the World Bank, African Development Bank, Asian Development Bank, and Islamic Development Bank; and UN agencies, such as UNICEF, UNESCO and its institutes, UNHCR and the World Food Programme.

Multilateral organizations provide a source of knowledge and expertise to help GPE achieve its objectives and monitor its impact. The World Bank is the host of the GPE Secretariat and acts as trustee for its fund.

5. Private sector:

The business community has the specialized expertise, resources and networks to tackle some of the most urgent problems facing education systems in lower-income countries. In line with its country ownership principle, GPE leverages the knowledge, skills and advocacy potential of corporate partners to accelerate progress on education goals, ensuring benefits for both lower-income countries and business partners.

GPE works with the Global Business Coalition for Education and other networks and associations to support the business community's involvement in the education sector.

6. Private foundations:

Philanthropic foundations provide a unique blend of strategic, technical and financial support for innovations leading to better education results in lower-income countries. GPE works with philanthropic foundations to leverage their technical expertise and networks, catalyse advocacy and accountability, and crowd-in financing that leads to innovative and sustainable responses to education challenges. GPE works with the Children's Investment Fund Foundation (CIFF), Comic Relief, Dubai Cares, Conrad Hilton Foundation, Open Society Foundations, Porticus, and the Rockefeller Foundation.

7. Youth:

GPE provides a platform and support for young people to realize their own ambitions for education transformation and to harness their passion to drive real change in global education. The GPE Secretariat engages GPE Youth Leaders from our partner and donor countries around the world to help drive global change on education issues. Young people as partners can amplify their voices to decision-makers and the

broader public; raise greater awareness of barriers to education and their solutions; increase the overall ambition of world leaders for financing education and supporting youth leaders to take action to influence governments, their own networks, and other decision-makers towards a better future for all in and through education.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The GPE overall objective is to accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

The 3 specific objectives are:

1. Strengthen gender-responsive planning and policy development for system-wide impact;
2. Mobilize coordinated action and financing to enable transformative change;
3. Strengthen capacity, adapt, and learn, to implement and drive results at scale.

These are supported by an enabling global objective, which is to:

- Mobilize global and national partners and resources for sustainable results.

The outputs to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are the following.

For outcome 1 (or specific objective 1):

- 1.1. Providing access to advice, expertise and finance in support of planning, policy development, prioritization and monitoring for results;
- 1.2. Assessing whether policies and plans identify and address gendered barriers to education and identifying actions to improve gender equality;
- 1.3. Determining whether policies and plans identify and address multiple forms of exclusion, many of which intersect (for example, children with disabilities, children in child labour, young mothers, refugees, internally displaced children or other excluded groups);
- 1.4. Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions;
- 1.5. Facilitating knowledge sharing and the collection of data and evidence to enhance solution design, planning and monitoring;
- 1.6. Enhancing inclusive policy dialogue and joint sector monitoring, including through local education groups or similar inclusive, government-led forums.

For outcome 2 (or specific objective 2):

- 2.1. Catalysing progress in the enabling factors for system transformation through capacity strengthening, requirements and incentives: the volume, equity and efficiency of domestic finance for education; gender responsive sector planning, policy and monitoring; data and evidence; and sector coordination;
- 2.2. Enabling countries to deliver system transformation by making focused, evidence-based investments in programs that unlock system bottlenecks to achieve results;
- 2.3. Supporting governments to secure joint action and financing by all partners, aligned to country systems and national priorities; and
- 2.4. Facilitating policy dialogue and coordination with relevant actors in humanitarian crisis contexts.

For outcome 3 (or specific objective 3):

- 3.1. Providing expanded financial support for capacity building to strengthen and support resilient systems, including through enhanced data systems;
- 3.2. Promoting and supporting adaptive management through jointly monitoring sector performance, gathering implementation data and making course corrections as needed;
- 3.3. Supporting evidence informed policy and program implementation, and capacity development for the uptake and use of evidence.

The outputs to be delivered by this action contributing to the enabling global objective are

- Raising more and better finance that is responsive to national priorities and aligned with country systems, including through access to innovative financing mechanisms;
- Investing in the capabilities needed to deliver on country-level objectives through dedicated regional or global partnerships that respond to country demand (whether technical or programmatic), cross-cutting sector synergies and mechanisms and support for innovation;
- Strengthening the learning partnership by building on the Knowledge and Innovation Exchange, and existing knowledge sharing platforms. GPE will also facilitate peer learning among partner countries, particularly when they confront new or unanticipated issues. GPE will rely more systematically on the capabilities of its global partners to monitor results, strengthen country capacity for evidence gathering and reduce duplication;
- Engaging in advocacy by building on Education Out Loud⁹, coalescing the partnership around key strategic issues where combined global or regional advocacy will influence national outcomes.
- Emphasizing, incentivizing and monitoring decentralized mutual accountability. GPE will foster and encourage this accountability by deepening links between global partnership commitments and country-level action and supporting efforts for greater transparency and accountability between governments and their citizens.

3.2 Indicative Activities

The GPE 2025 operating model will assist partner countries in transforming their education systems by leveraging GPE's global and national relationships in support of their priority reforms and activities. This will be implemented through the following key activities (non-exhaustive list):

1. Leveraging the partnership to strengthen mutual accountability at the country level and increase alignment
2. Strengthening capacity to support education systems transformation
3. Sharpening GPE investments to support education systems transformation
4. Mobilizing strategic capabilities to reinforce country capacity for system transformation
5. Serving as a platform to aggregate more and sustained financing for education from countries and donors
6. Raising the profile and importance of investing in inclusive, quality education globally and nationally
7. Embedding monitoring, evaluation and learning to drive systematic learning on the delivery of impact at scale.

To address the different problems mentioned above in section 2.2. (problem analysis), GPE is supporting and developing sets of result-oriented activities.

To address the issue of access to education, GPE expands access to education for the most marginalized children, including refugees and displaced people, across all partner countries.

To address the issue of gender equality, mobilizes its partners to put gender equality at the heart of national education systems so that all girls and boys have the chance to learn and thrive and is committed to giving every girl a quality education.

In that prospect, GPE has created **the Girls' Education Accelerator** to support opportunities for girls to attend school and learn, leading to transformational change. The Accelerator provides resources to support gender equality in countries and regions where girls' education has been identified as a main challenge.

To address the elimination of disparities for the most vulnerable, including persons with disabilities and children on the move, GPE has set a priority area in its strategic plan 2025 making schools safe, healthy and inclusive. GPE promotes the mainstreaming of equity and inclusion in all policies and plans to ensure that all children enjoy their basic human rights without discrimination.

To address the issue of quality education, GPE works with partner countries to ensure that every classroom has a qualified, motivated and well supported teacher who can unleash children's learning potential.

GPE 2025 identifies learning within its primary goal and as a key priority area for action and works to transform education systems to reach all girls and boys with quality learning opportunities. To improve learning outcomes,

⁹ Education Out Loud is GPE's fund for advocacy and social accountability. The fund supports civil society to be active and influential in shaping education policy to better meet the needs of communities, especially of vulnerable and marginalized populations. Education Out Loud aims to enhance civil society's capacity to engage in education sector planning, policy dialogue and monitoring and to promote transparency and accountability of national education sector policy. It also seeks to create a stronger global and regional enabling environment for civil society advocacy and transparency efforts in education. Education Out Loud is managed by Oxfam IBIS.

countries need (among other things) reliable learning data, which requires robust learning assessment systems (LAS). Unfortunately this is a major challenge in many partner countries.

3.3 Mainstreaming

Environmental Protection & Climate Change

Outcomes of the SEA screening: No further action required

Outcomes of the EIA (Environmental Impact Assessment) screening: No need for further assessment

Outcome of the CRA (Climate Risk Assessment) screening: No need for further assessment

Education, environmental protection and climate change are closely intertwined. Education is disrupted by climate change and natural disasters. Yet, education also has a tremendous transformative potential: it can help raise awareness about environmental issues and the impact of climate change; it helps build key competences, skills and knowledge, enabling to grasp new job opportunities in the transformation towards a green economy; and it facilitates societal change towards more sustainable production and consumption patterns. This objective is captured in SDG target 4.7: “ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles [...]”.

The action will promote Climate Change Education (CCE) as an element of education system transformation; to empower children and youth globally as proactive drivers of change. The action provides financial and technical support to help partner countries establish a medium-term transitional education plan during a period of crisis, including risks related to climate. It supports governments to build resilient education systems to ensure learning continues for all children including during and after natural disasters¹⁰.

In addition, the EU can use its weight, as the biggest donor to the GPE, to work towards strengthening the mainstreaming of environment and climate considerations in the design and implementation of GPE operations, at global level and at country level.

Gender equality and empowerment of women and girls

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G2.

This implies that the proposed GPE Action contributes to the implementation of the EU Gender Action priorities that commits to the elimination of all forms of violence against women and girls, including sexual violence and gender based violence in conflict and post conflict situations. GPE also prioritises an increase in the number of girls and women receiving quality education and vocational education and training. This includes ensuring a safe environment corresponding to child protection principles, free of sexual gender-based violence.

Strengthening gender-responsive planning and policy development for system wide impact is one of GPE’s objectives.

GPE can already show the following results related to gender equality:

- 69% of partner countries were at or close to gender parity in primary completion in 2019
- USD379M in GPE funding supported activities promoting equity, gender equality and inclusion in 2019

Human Rights

Education is a public good, a human right and an enabler of other rights.

GPE is devoted to getting all children into school in partner countries for a quality education, with a specific focus on the most vulnerable children whose rights to a quality education are or are at risk of being deprived. To make this happen, the Partnership works together with a diverse group of governments, civil society/non-governmental organizations, international organizations, private sector, and teachers. Its work is anchored in the Education for All goals, including girls’ education, education in fragile and conflict-affected states, early-grade learning (especially reading and math), improving teacher effectiveness through training and recruitment, expanding funding and support to education in GPE countries.

Disability

¹⁰ See [example in Vanuatu](#).

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1 This implies that the action will support equitable access to education and ensure that access is provided to the most vulnerable children, including girls and boys with disabilities.

Making schools safe, healthy and inclusive is a priority area within GPE 2025 strategic plan. GPE promotes the mainstreaming of equity and inclusion in all policies and plans to ensure that all children enjoy their basic human rights without discrimination.

Increased equity, gender equality and inclusion in access to education are fundamental to GPE's mission.

GPE can already show the following results related to disability and inclusion:

- Almost 40% of partner countries provide pre-service or in-service teacher training on inclusive education in 2019

Democracy

N/A

Conflict sensitivity, peace and resilience

Almost half of GPE partner countries are affected by fragility and conflict.

In situations of crisis, GPE aims to have education services restored quickly while laying the foundation to meet longer-term education goals. In its 2025 programming, GPE identifies support to countries affected by fragility and conflict as a key priority, in order to reach the children most in need of education support.

Ensuring that children have access to education during conflict and crises protects their rights, instils a sense of normalcy, and fosters resilience, inclusion and tolerance, supporting the long-term processes of recovery and peacebuilding.

GPE can already show the following results related to conflict sensitivity, peace and resilience:

- 106 million more children enrolled in school in partner countries affected by fragility and conflict since 2002
- 76% of implementation grants allocated to partner countries affected by fragility and conflict in 2019
- 69% of children completed primary school in partner countries affected by fragility and conflict in 2019 compared to 66% in 2013
- 24.2 million children were supported by GPE in partner countries affected by fragility and conflict.

Disaster Risk Reduction

GPE provides financial and technical support to help partner countries establish a medium-term transitional education plan during a period of crisis. This forms the basis for a coordinated approach by identifying priority actions to maintain progress toward ensuring the right to education and meeting longer-term educational goals.

GPE and the International Institute for Educational Planning (IIEP) have prepared guidelines to support countries in preparing transitional education plans (TEPs). TEPs support education systems in the medium-term and ensure that progress toward the country's longer-term goals in education can be maintained.

3.4 Risks and Lessons Learnt

GPE is hosted by the World Bank, following World Bank principles and strategies to reduce risks during the operations and those of other implementing partners (e.g. UNICEF, EU Member States). GPE's Risk Management Framework and Policy is based on internationally recognized standards and guidance (e.g. ISO 31000 and COSO).

Category	Risks	Likelihood (High/ Low/ Medium)	Impact (High/ Low/ Medium)	Mitigating measures
Strategic risk	The partnership does not fully engage in championing and implementing the new operating model ¹¹	H	H	Mitigating measures include the effective engagement of partners through HQ and regional bodies to inform, mobilize and support their country level counterparts' engagement in the processes.

¹¹ The GPE operating model is based on 3 stages to support countries to move from 1°) assessment and diagnosis to 2°) prioritization and alignment, and finally to 3°) implementation, learning and adapting.

	approach towards system transformation, due to either 1) the ability and commitment of partners to understand and embrace the operating model or 2) the risk that the operation model does not pivot policy dialogue and actions towards system transformation in partner countries.			Measures will also ensure that the local education groups (local coordination mechanisms) have the tools and support they need from the GPE secretariat, including complete and clear technical guidance and staffed and equipped country teams.
Operational risk	Having the tools and processes in place to enable effective and efficient grant portfolio management and monitoring.	M	M	Mitigating measures include <ul style="list-style-type: none"> • a strengthening of the grant operations team and investment in grant management systems; • a close monitoring and use of metrics on grant approval timelines, effectiveness, disbursement, utilization rates, and status of implementation; • a regular engagement with Grant Agents on status of portfolio, and escalation of problem grants; • a consideration of policy changes to support restructurings, including change of Grant Agent, limitations on extensions, and cancellation of grants in extreme cases.
Planning, processes and systems	Risks that GPE Secretariat is not equipped to effectively support roll out of the OM.	L	L	Mitigating measures include <ul style="list-style-type: none"> • the roll out of robust training plan; • the recruiting and onboarding additional staff; • the operating model roll-in work becoming mainstreamed into business processes with investment in IT; • a continued focus on efficient virtual work with expectation that increased office presence and ability to travel in 2022 will reduce risk.

Step 1 (assess and diagnose): partners in the local education group review policy frameworks, sector performance, needs, gaps and existing evidence to identify critical bottlenecks and priority reforms that have the potential to leverage system transformation. This process leads to a nuanced, context-sensitive analysis of the education system. The analysis also includes an assessment of a country's performance.

Step 2 (prioritize and align): the ministry of education, with its partners, prepares a partnership compact to align partners and resources behind a prioritized reform area. The compact is a new key strategic tool to drive system transformation. It drives the country's focus on sector bottlenecks and transformative solutions to address them. The compact allows to adapt the GPE model to each country context, defines GPE's engagement and ensures that partners' financing is complementary and harmonized.

Step 3 (act on evidence, learn and adapt): the country and its partners implement the agreed programs and reforms, with gender hardwired throughout the process, improved access to data and tracking agreed results. This in turns increases accountability and allows evidence-based course correction during implementation.

Planning, processes and systems	Education sector plans (ESPs) are not fully implemented	M	M	Mitigating measures are included in the GPE 2025 operating model to strengthen mutual accountability to support country ESPs implementation. Mutual accountability is ensured by strengthening partner countries' education sector coordination mechanisms (local education groups) and by making sure that they are led by the government and include all key stakeholders.
Planning, processes and systems	Lack of domestic financing for education	L-H*	M	GPE's operating model includes incentives and requirements to improve domestic financing for education. Most GPE implementation grants use results-based financing to drive the delivery of transformative programs. GPE also recognizes the need to engage in strategic dialogue with ministries of Finance and support strong communication between Finance and Education ministries.

**Depending on countries*

Lessons Learnt:

A review of GPE-funded programs completed between 2016-2018 ¹²has been drawing on lessons learnt at country level to highlight what needed to be improved, such as

- Assessing the effects of supply-side interventions: Programs generally focused on supply-side interventions (teacher training, classroom construction, etc.). For such interventions, in addition to reporting on outputs produced, the programmes must be designed to provide information on the uptake and effects of the intervention on the intended beneficiaries (e.g., improvements in teaching quality);
- Clarifying the level of ambition in outcomes;
- Emphasizing the need for good data;
- Building broader ties between GPE programs and education sector processes;

These findings and observations are being factored into GPE's new strategy, particularly focusing on improving monitoring and evaluation and learning from evidence.

Subsequently, [GPE's strategic plan 2025](#) highlights the embedding of evidence-based learning at the country level to drive timely decision-making and adaptive management for improved performance across GPE (see strategic Plan P. 27).

This approach includes:

- A monitoring and annual reporting system, with a set of key indicators at the grant, sector and partnership levels for accountability and to inform ongoing implementation;
- A system of reviews and evaluations to provide a foundation for evidence-based learning, testing innovations and guiding a range of decisions and actions by partners;
- A GPE-wide results framework as well as reporting to integrate key information from both the monitoring and evaluation streams of work, complemented by nuanced annual reporting that can lead to clear decisions and actions;
- A knowledge-management and learning program that draws on the monitoring and evaluation work streams to mainstream evidence-based decisions across the partnership.

¹² See [review of GPE-funded programs completed between 2016-2018](#)

3.5 The Intervention Logic

The assumption is that activities aiming at developing education systems transformation, such as 1) strengthening mutual accountability at the country level and increase alignment, 2) strengthening capacity to support education systems transformation, 3) sharpening investments to support education systems transformation, 4) mobilizing strategic capabilities to reinforce country capacity for system transformation, 5) aggregating more and sustained financing for education from countries and donors; 6) raising the importance of investing in inclusive, quality education globally and nationally, 7) embedding monitoring, evaluation and learning to drive systematic learning on the delivery of impact at scale, foundations will be set for providing advice, expertise and finance in support of planning.

The aim would be that policies and plans identify and address gender barriers and actions to improve gender equality; that they identify and address exclusion and that transformative solutions are identified and implemented based on enhanced inclusive policy dialogue and joint sector monitoring.

This will enable factors for system transformation through capacity strengthening, requirements and incentives for countries to deliver system transformation by making focused, evidence-based investments in programs that unlock system bottlenecks to achieve results. Governments will be supported to secure joint action and financing aligned to country systems and national priorities. Policy dialogue and coordination will be facilitated with relevant actors.

This will allow for an expansion of financial support for capacity building to strengthen and support resilient systems and for the promotion of adaptive management through jointly monitoring sector performance, gathering implementation data and making course corrections as needed. Evidence-informed policy and program implementation will be supported.

The result will be strengthened gender-responsive planning and policy development for system-wide impact, mobilization of coordinated action and financing to enable transformative change. Capacity, adaption, and learning will be strengthened to implement and drive results at scale.

This will result in the acceleration of access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

3.6 Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention. On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action. The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

Below is the GPE framework (adapted to INTPA action document logical framework template). It can be found in its original version here:

<https://www.globalpartnership.org/content/gpe-2025-results-framework>

Results	Results chain (@): Main expected results (maximum 10)	Indicators (@): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
General objective	Accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 30,3% Overall (76 PCs) in 2020 14,7% (for 34 PCFCs) in 2020 		UNESCO Institute for Statistics	Not applicable
		<ul style="list-style-type: none"> Participation rate in organized learning one year before the official primary entry age (SDG indicator 4.2.2) 	<ul style="list-style-type: none"> 66,5% Overall (76 PCs) in 2020 62,9% (for 34 PCFCs) in 2020 64,6% for females in 2020 		UNESCO Institute for Statistics	
		<ul style="list-style-type: none"> Gross intake ratio to the last grade of (a) primary education, (b) lower secondary education (SDG indicator 4.1.3) 	<ul style="list-style-type: none"> (a) 75,7% Overall (61 PCs) in 2020 (b) 53% Overall (61 PCs) in 2020 (a) 69,4% (for 28 PCFCs) in 2020 (b) 45,6% (for 28 PCFCs) in 2020 (a) 74,4% for females in 2020 (b) 51,1% for females in 2020 			

		<ul style="list-style-type: none"> • Out-of-school rate at (a) primary school age, (b) lower secondary school age, (c) upper secondary school age (SDG indicator 4.1.4) 	<ul style="list-style-type: none"> • 18.1% overall (61 PCs) in 2020 • 30.8% overall (61 PCs) in 2020 • (c) n.a. • (a) 22.1% (for 34 PCFCs) in 2020 • (b) 34.0% (for 34 PCFCs) in 2020 • (c) n.a. • (a) 20.5% for females in 2020 • (b) 31.8% for females in 2020 • (c) n.a. for females in 2020 • (a-b-c) n.a. rural 2020 • (a-b-c) n.a. for bottom wealth quintile in 2020 			
		<ul style="list-style-type: none"> • Proportion of countries with government expenditure on education increasing or 20% or above as a percentage of total government expenditure (Volume of domestic finance) 	<ul style="list-style-type: none"> • 68% (for 47 PCs) in 2020 • 57% (for 21 PCFCs) in 2020 		National budget documents compiled by GPE	
		<ul style="list-style-type: none"> • Proportion of countries where equity, efficiency, and volume of domestic finance for education is assessed; (b) Proportion of countries making progress against identified challenges in equity, efficiency, and volume of domestic finance for education 	<ul style="list-style-type: none"> • n/a 		Assessment of equity, efficiency, and volume of domestic finance (a) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact	
		<ul style="list-style-type: none"> • Proportion of women aged 20-24 years who were married or in a union before age 18 (SDG indicator 5.3.1) 	<ul style="list-style-type: none"> • 29% (for 30 PCs) in 2020 • 36% (for 13 PCFCs) in 2020 		UNICEF and GPE Secretariat	

		<ul style="list-style-type: none"> • (a) Proportion of countries where gender-responsive planning and monitoring is assessed; (b) Proportion of countries making progress against identified challenges in gender-responsive planning and monitoring; (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 	<ul style="list-style-type: none"> • n/a 		Assessment of gender-responsive sector planning and monitoring (a) and (c) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact	
		<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • n/a 		UNESCO Institute for Statistics	
		<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • (a) 68% (for 36 PCs) in 2020 • (b) 83% (for 47 PCs) in 2020 • (c) 75% (for 27 PCs) in 2020 • (d) 72% (for 24 PCs) in 2020 • (a) 58% (for 15 PCFCs) • (b) 83% (for 16 PCFCs) • (c) 73% (for 11 PCFCs) • (d) 64% (for 9 PCFCs) • (a) 68% females • (b) 84% females • (c) 75% females • (d) 72% females 		UNESCO Institute for Statistics	
		<ul style="list-style-type: none"> • Proportion of countries where teaching quality is assessed 	<ul style="list-style-type: none"> • n/a 		GPE Secretariat	

		<ul style="list-style-type: none"> Proportion of countries reporting at least 10 of 12 key international education indicators to UNESCO Institute for Statistics 	<ul style="list-style-type: none"> 33% (for 61 PCs) 32% (for 28 PCFCs) 		UNESCO Institute for Statistics and GPE Secretariat	
		<ul style="list-style-type: none"> (a) Proportion of countries where the availability and use of data and evidence is assessed; (b) Proportion of countries making progress against identified challenges in the availability and use of data and evidence; (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 	<ul style="list-style-type: none"> n/a 		Assessment of availability and use of data and evidence (a) and (c) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact	
		<ul style="list-style-type: none"> (a) Proportion of countries where sector coordination is assessed; (b) Proportion of countries making progress against identified challenges in sector coordination; (c) Proportion of local education groups that include civil society organizations and teacher associations 	<ul style="list-style-type: none"> n/a for 71 local groups (35 in PCFCs) 		Assessment of sector coordination (a) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact (c) GPE Secretariat monitoring	

Outcome 1	1. Country-level objective 1: gender-responsive planning, policy development for system-wide impact is strengthened	1.1. Proportion of countries that implement [GPE allocation-linked] policy reforms in the sector coordination enabling factor as identified in their Partnership Compact	1.1. 75% satisfactory (benchmark per year)	1.1	1.1. GPE Secretariat from Compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on whether corresponding allocation "top-up" is accessed.	
		1.2. Proportion of System Capacity Grants where activities under the gender responsive planning and monitoring window are on track	1.2. 80% satisfactory (benchmark per year)	1.2	1.2. System Capacity grant implementation and completion monitoring	
Outcome 2	2. Coordinated action and financing to enable transformative change is mobilizes	2.1. Proportion of countries that implement [GPE allocation-linked] policy reforms in the sector coordination enabling factor as identified in their Partnership Compact	2.1. 75% satisfactory (benchmark per year)	2.1	2.1. GPE Secretariat from Compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on whether corresponding allocation "top-up" is accessed	
		2.2. Proportion of System Capacity Grants where activities under the mobilize coordinated action and finance window are on track	2.2. 80% satisfactory (benchmark per year)	2.2	2.2. System Capacity grant implementation and completion monitoring	

		2.3. 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	2.3. 75% satisfactory (benchmark per year)		GPE Secretariat from Compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on whether corresponding allocation "top-up" is accessed	
		2.4. Proportion of GPE grant funding aligned to national systems	2.4. 54% (for 49 ESPIGs) and 52% (for 25 PCFCs) in 2020		GPE Secretariat (grant data)	
		2.5. Proportion of GPE grant funding using harmonized funding modalities	2.5. 43% (for 49 ESPIGs) and 24% (for 25 PCFCs) in 2020			
		2.6. Proportion of countries that implement [GPE allocation-linked] policy reforms in the data and evidence enabling factor as identified in their Partnership Compact	2.6. 75% satisfactory (benchmark per year)		GPE Secretariat from Compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on whether corresponding allocation "top-up" is accessed	
		2.7. Proportion of System Capacity Grants where activities under the adapt and learn for results at scale window are on track	2.7. 80% satisfactory (benchmark per year)		System Capacity grant implementation and completion monitoring	

Outcome 2	3. Capacity, adaptation and learning to implement and drive results at scale is strengthened	3.1. Proportion of System Transformation Grants (a) meeting specific objectives during implementation (methodology to account for utilization volume and progress towards objectives); (b) met objectives at completion (by priority area): - Priority Area 1: Access; - Priority Area 2: Early learning; - Priority Area 3: Equity, efficiency, and volume of domestic finance; - Priority Area 4: Gender Equality; - Priority Area 5: Inclusion; - Priority Area 6: Learning; - Priority Area 7: Quality teaching; - Priority Area 8: Strong organizational capacity	3.1. n/a		GPE Secretariat: grant monitoring and completion Notes: (i) (b) requires tracking progress at completion at the objective level (objectives will be mapped to priority areas at the beginning of the project). Data from monitoring and completion reports	
		3.2. Proportion of grants with a Girls' Education Accelerator component where the Girls' Education Accelerator-funded component met its objective at completion	3.2. 80% satisfactory (benchmark per year)		GPE Secretariat: grant monitoring and completion	
Enabling objective (EO)	Global and national partners and resources for sustainable results are mobilized	EO.1. Number of cases of uptake of KIX-supported research, knowledge, and innovation in country-level policy development or delivery	E.O.1. n/a		Knowledge and Innovation Exchange (KIX) Results Framework (IDRC)	
		EO.2. Number of GPE countries benefiting from newly mobilized strategic Partnerships	E.O.2. n/a		GPE Secretariat	
		EO.3. Proportion of GPE-mobilized strategic capabilities that meet their objectives	E.O.3. n/a		GPE Secretariat	
		EO.4. Additional co-financing leveraged through GPE innovative financing mechanisms	E.O.4. n/a		GPE Secretariat	
		EO.5. Number of countries where civil society in Education Out Loud (EOL) funded projects has influenced education planning, policy dialogue and monitoring	E.O.5. n/a		Education Out Loud (EOL) Results Framework (Oxfam IBIS)	
		EO.6. Percentage and (ii) cumulative amounts of donor commitments fulfilled	E.O.6. n/a		GPE Secretariat	

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the partner countries

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures¹³.

4.3.1 Indirect Management with a pillar assessed entity

This action may be implemented in indirect management with the International Bank for Reconstruction and Development (IBRD/World bank Group).

The envisaged entity has been selected using the following criteria:

- As host and trustee of GPE, it is a particular case of a Financial Intermediary Fund (FIF), for which a specific arrangement was found in 2016 for the EU to contribute, in order to meet the minimum financial requirements.
- The World Bank's distinctive role in the FIF is the provision of financial intermediary services, as Trustee of the funds. The World Bank provides a set of agreed financial services that involve receiving, holding and investing contributed funds, and transferring them when instructed by the FIF governing body.
- In addition to its trustee role, the World Bank is also involved as an implementing agency responsible for appraisal and/or supervision of projects or programs financed by the Fund. Currently, it implements around 55% of GPE grants.

The implementation by this entity entails that the action will contribute to accelerate progress towards SDG4 through convening stakeholders and providing grants (in line with the GPE's strategy and operating model) with a solid monitoring, evaluation, and learning framework that will benefit and complement EU bilateral education support.

The GPE's overall objective is to a "accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century".

4.4 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)	Third-party contribution, in currency identified
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¹³ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

Indirect management with the International Bank for Reconstruction and Development (IBRD/World Bank Group) cf. section 4.3.1	423 000 000	
Evaluation – cf. section 5.2 Audit – cf. section 5.3	Will be covered by another decision ¹⁴	
Totals	423 000 000	USD 3 249 000 000

4.5 Organisational Set-up and Responsibilities

In the context of the GPE, grants or any other activity approved by the GPE Board, the entrusted entity (i.e. the IBRD/World Bank) carries out the following budget-implementation tasks: manage and enforce the contracts concluded (including but not limited to making payments, accepting or rejecting deliverables, carrying out checks and controls, recovering funds unduly paid) and run the procurement and grant award procedures preceding the conclusion of such contracts, including the award and rejection decisions.

In terms of governance structure, the GPE includes the **Board of Directors** as the prime decision-making body. The Board sets the partnership's policies and strategies. It includes members from lower-income country governments and all development partners: donors, civil society organizations, private sector and foundations, and multilateral agencies and regional banks. The responsibilities of the Board include 1°) reviewing performance of key strategic initiatives that are core to GPE's goals; 2°) considering the key risks that can derail those goals, and 3°) adapting and adjusting its business model and platforms as warranted.

Three **committees** support the Board's work: 1°) an Executive Committee, carrying out specific administrative functions and decisions as delegated by the Board, performing an advisory role to the Chief Executive Officer, both on general matters and specifically about recommendations to the Board on forthcoming grant application approvals, and monitoring adequacy and implementation of GPE's governance and ethics policies; 2°) a Finance and Risk Committee, providing advice to the Board to ensure that resources are being managed efficiently, effectively and consistently with GPE's mission, goals, objectives and policies, overseeing risk management practices and financial management and auditing arrangements of GPE, and 3°) a Performance, Impact and Learning Committee: monitoring and overseeing GPE's performance, impact and learning, with a dedicated focus on results and based on data and evidence. This committee also oversees the implementation of GPE's Monitoring, Evaluation and Learning framework and champions GPE's engagement in wider global education initiatives.

The Board of Directors has 20 constituencies representing the different GPE partners. A Board member and an alternate member represent each constituency and serve for 3 years. It includes 1°) twelve representatives from the developing country constituency category, divided on a geographical basis, including at least three from Africa, 2°) twelve representatives from the donor constituency, 3°) six representatives from multilateral agencies or regional banks constituency category, 4°) six representatives from civil society organizations partners (CSOs) constituency category, including teachers, 5°) four representatives from the private sector/foundations constituency category.

Currently, the European Commission is the Board member representing donor constituency 5 (European Commission, Germany, Italy and Spain). The Commission also represents donor constituency 5 in the Executive Committee (EXCO).

At the country level, the EU, through the EU Delegations, is generally represented within the Local Education groups (LEGs), in countries where education is a focal sector.

¹⁴ Where the action is not covered by a financing agreement (see section 4.1), but 'will be covered by another Decision' as it is unlikely that evaluation and audit contracts on this action would be concluded within N+1. These contracts have to be authorised by another Financing Decision.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

GPE's monitoring system include:

- A monitoring and annual reporting system, with a set of key indicators at the grant, sector and partnership levels for accountability and to inform ongoing implementation;
- A system of reviews and evaluations to provide a foundation for evidence-based learning, testing innovations and guiding a range of decisions and actions by partners;
- A GPE-wide results framework as well as reporting to integrate key information from both the monitoring and evaluation streams of work, complemented by nuanced annual reporting that can lead to clear decisions and actions;
- A knowledge-management and learning program that draws on the monitoring and evaluation work streams to mainstream evidence-based decisions across the partnership.
- The data collected will be shared through these various streams across the partnership, enabling adaptive management and program course correction where needed.

5.2 Evaluation

Having regard to the nature of the action, evaluations will not be carried out for this action or its components. However, the Commission may, during implementation, decide to undertake such an evaluation for duly justified reasons either on its own decision or on the initiative of the partner.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation may be covered by another measure constituting a financing decision.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

The financing of the audit may be covered by another measure constituting a financing decision.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle has adopted a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

Action documents for specific sector programmes are no longer required to include a provision for communication and visibility actions promoting the programmes concerned.

However, in line with Article 46 and subject to Article 47 of the NDICI Regulation, all entities implementing EU-funded external actions shall take all reasonable measures to publicize the European Union support. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

In that regard, the GPE website provides an array of transparent information on what the Partnership does, how it works and what are its results. Specific pages are dedicated to information about donors, including information on their contributions to GPE. The pages dedicated to the [EU](#)¹⁵ give an insight of EU's actions in the education sector. One specific page highlights the fact that the EU is the [biggest donor ever](#) with its recent pledge amounting EUR 700 000 000.

A specific portal has been designed for [country-level partners](#), with the aim to guide them through GPE's procedures.

The GPE secretariat also produces regular newsletters and carries out advocacy to highlight SDG4 challenges and funding needs.

¹⁵ See pages dedicated to the [EU](#) on GPE website.

Appendix - REPORTING IN OPSYS

An Intervention (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: ‘a given contract can only contribute to one primary intervention and not more than one’. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a ‘support entities’. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

The present Action identifies as

Action level		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action