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ANNEX III

to the Commission Implementing Decision on the financing of the multiannual action plan for the Global Challenges (People) thematic programme for 2025-2027

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

This document constitutes the multiannual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 (1) and (2) 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 OPSYS number: ACT-62977 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 in OECD-DAC countries
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: 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 110 100% 11110 Education policy and administrative management 17% 11120 Education facilities and training 3% 11130 Teacher training 2% 11182 Educational research 1% 11220 Primary education 44% 11240 Early childhood education 14% 11250 School feeding 1% 11260 Lower secondary education 13% 11320 Upper secondary education 5%

7. Sustainable Development Goals (SDGs)	SDG 4				
8 a) DAC code(s)	n/a				
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 ¹				
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"/>	
	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	Principal objective
		Digitalisation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
digital connectivity		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	/	
digital governance		<input type="checkbox"/>	<input checked="" type="checkbox"/>		
digital entrepreneurship	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
digital skills/literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

	digital services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Migration @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @	<input type="checkbox"/>	<input checked="" 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 3,202,243,000 (USD 3,355,950,000)</p> <p>Total amount of EU budget contribution EUR 273 million</p> <p>The contribution is for an amount of EUR 120,733,558 from the general budget of the European Union for 2025, and for an amount of EUR 82,359,172 from the general budget of the European Union for 2026, and EUR 69,907,270 from the general budget of the European Union 2027, 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> <p>Australia (2021-2025): USD 137 000 000</p> <p>Belgium (2021-2024): USD 33 600 000</p> <p>Canada (2021-2025): USD 244 000 000</p> <p>Denmark (2021-2025): USD 159 000 000</p> <p>Estonia (2021-2025): USD 1 000 000</p> <p>Finland (2021-2025): USD 30 000 000</p> <p>France (2021-2025): USD 399 700 000</p> <p>Germany (2021-2026): USD 395 300 000</p> <p>Ireland (2021-2025): USD 72 000 000</p> <p>Italy (2021-2025): USD 30 000 000</p> <p>Japan (2021-2025) : USD 24 700 000</p> <p>Kuwait (2021-2025) : USD 30 000 000</p> <p>Luxembourg (2021-2025): USD 3 000 000</p> <p>Netherlands (2021-2023) : USD 59 000 000Norway (2021-2025): USD 217 700 000</p> <p>Republic of Korea (2021-2025): USD 15 800 000</p> <p>Saudi Arabia (2021-2025): USD 38 000 000</p> <p>Spain (2021-2025): USD 29 400 000</p> <p>Sweden (2021-2024): USD 141 800 000</p> <p>Switzerland (2021-2025): USD 51 500 000</p> <p>United Arab Emirates (2021-2025): USD 100 000 000</p> <p>United Kingdom (2021-2025): USD 600 300 000</p> <p>USA (2021-2024): USD 480 000 000</p> <p>Dubai Cares (2021-2025): USD 2 500 000</p> <p>LEGO Foundation (2021-2025): USD 38 000 000</p> <p>Open Society Foundations (2021-2025): USD 1 000 000</p> <p>Qatar Fund for Development (2021-2025): USD 20 000 000</p> <p>Harry Hole Foundation (2024): USD 1 500 000</p>			
MANAGEMENT AND IMPLEMENTATION				
13. Implementaton modality	Indirect management with the International Bank for Reconstruction and development (World Bank Group).			

1.2 Summary of the Action

Inclusive, equitable, quality education is instrumental to reach all the SDGs, and essential to embrace the social, green and digital transition. As the largest education fund and a convening platform, the Global Partnership for Education (GPE) has asserted itself as a key player in shaping international and national education agendas.

Driving the global discussions at the political level, including in G7 and G20 fora, amalgamated with concrete actions in upto 90 eligible partner countries, GPE is widely recognized as a successful initiative and important contributor to the progress of SDG4. It is largely bolstered by the significant contributions from the EU and EU Member States (around 53% of total resources), which give legitimacy to the EU and Member States in a Team Europe approach in multilateral and bilateral contexts and underscores GPE's alignment with European values and priorities. Our unique partnership allows creating synergies and strong added value to the global education architecture, and to generate knowledge which supports the effectiveness of EU education action at national and regional levels.

GPE invests in building strong and resilient education systems in partner countries to equip children and youth with quality learning and teaching to foster effective transition into work life. It plays a crucial role in supporting education in fragile states where conflict, climate impact, instability or governance challenges make it difficult to ensure access to quality education. GPE convenes a comprehensive set of stakeholders both at global and country levels (partner countries, donors, international organisations, development banks, civil society, foundations and the private sector). Stakeholders gather around a common set of principles and priorities that resonates well and help progress EU policy priorities, such as preparing education for green and digital transitions, quality learning and teaching, inequality and gender.

As a major fund, it has stakes in identifying and incentivising solutions to the increasing education financing gap, such as the GPE's "Multiplier" mechanism. As GPE enters its next strategic plan in 2026, innovative financing will gain in prominence and opportunity to pilot more innovative approaches not yet explored through EU instruments. This will serve Global Gateway objectives, drawing on more actors and leveraging financing to advance education as an investment priority and a fundamental pillar for sustainable development and growth. Likewise, the action will contribute to Global Gateway area of education and research with a particular focus on investing in high-quality education, focusing in particular on girls, women and vulnerable groups². Almost USD 4 billion in additional financing has been leveraged through GPE's innovative financing mechanisms since 2022, more than double the target for 2024.

Under the current strategic plan 2021-2025, GPE's implementation grants have reached 252.7 million children, accounting for 39 percent of all school-age children in the recipient countries. GPE has demonstrated a capacity to drive systemic transformation through rigorous diagnostics, strategic planning, and effective mobilization of both domestic and external funding, all while fostering country ownership and donor alignment.

The action also contributes to two key thematic areas of the EU Gender Action Plan (GAP) III³, *Addressing the challenges and harnessing the opportunities offered by the green transition and the digital transformation* and *Promoting economic and social rights and empowering girls and women*

These achievements provide a solid foundation upon which EU bilateral action and action supported by Team Europe actors can efficiently and visibly enhance value, aligning with and reinforcing broader strategic objectives.

1.3 Zone benefitting from the Action

The Action shall be carried out in low- and middle income countries included in the list of ODA recipients.

² https://international-partnerships.ec.europa.eu/policies/global-gateway/education-and-research_en

³ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020JC0017>

2 RATIONALE

2.1 Context

Inclusive, equitable quality education is instrumental to reach all the SDGs, and an essential ingredient of the enabling environment conducive for Global Gateway investments.

However, the slow progress we are witnessing on SDG4 has significant global implications, impacting not only educational outcomes but broader sustainable development goals. Education is a critical driver for economic growth and lack of access to quality education can perpetuate poverty, enhance inequalities with the risk of fuelling unrest. Without education, many lack the skills required for obtaining a job, depriving countries from a skilled workforce hampering overall productivity and economic outputs.

Supporting partner countries in building human capital is therefore of interest. 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.

Investing in education brings a full range of cross-sectoral benefits; each year of additional schooling increases a country’s GDP by 0,37 percent and an individual’s earning by up to 10%. It helps addressing inequalities, contributes to the elimination and prevention of child labour, child marriage, or involvement of children in armed conflict. There is also a strong positive link between education, peace and security, the protection of children, as well as between nutrition and education, mutually reinforcing and critical to healthy children and healthy communities.

GPE is a significant partner in advancing the EU’s strategic objectives in global education. As leading donors, the EU and the EU Member States in a Team Europe approach are positioned as champions in driving inclusive and equitable quality education and promoting lifelong learning opportunities worldwide. While the European Commission’s portfolio increasingly focuses on higher education and TVET as part of Global Gateway investment priorities, the partnership with GPE ensures sustained and visible EU engagement in basic education, and in low-income countries and fragile contexts where education needs are the greatest and where other channels of EU support may be limited.

GPE also has a strong focus on Gender Equality and Women's Empowerment (GEWE), helping partner countries use data and evidence to identify gender barriers in education systems and ensure that plans, policies and processes are in place to address them. It also mobilizes funding and partnerships to help partner countries improve equity, gender equality and inclusion in education. The Girls' Education Accelerator provides additional funding to accelerate progress and remove barriers to girls' education. Investments in gender equality include funding gender-responsive strategies, including awareness-raising campaigns, community gender training, female teacher recruitment and separate toilets, among others⁵

Through its substantial contributions to GPE, the EU strategically shapes the global education agenda and drives action at the country level, aligning initiatives with core EU priorities and following a human rights-based approach through a system-strengthening approach. GPE has a particular focus on Sub-Saharan Africa where education challenges are the greatest, and where the prevalence of child labour and child marriage is highest. Participation in the global aid education architecture contributes to the collection of data and evidence required for strengthened accountability and effective actions, including for EU regional and bilateral programmes that target SDG4.

Interventions at the global level strengthen and work in complementarity to:

- 39 country Team Europe Initiatives with transformational impact on education and training systems being deployed.

⁵ [Gender equality | Global Partnership for Education](#)

- The Regional Teachers' Initiative for Africa, which will target quality of teaching, with a focus on boosting teachers' skills and competences for the digital and green transition.
- Youth mobility, as announced in the 2021 Joint Communication on the Global Gateway⁶ 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.

2.2 Lessons learnt

The review of GPE 2022-2026 country and thematic evaluations, first phase report⁷, draw the following conclusions on the implementation of GPE's strategy 2021-2025:

- The operating model is improving inclusive dialogue on identifying and prioritizing the conditions that impeded better education outcomes in partner countries;
- The priority reforms chosen by countries vary in their transformative potential and there are gaps in reform design;
- There is limited evidence of adequate readiness for reform implementation beyond the emerging implementation arrangements for GPE grants and limited evidence of greater resource alignment in support of the priority reforms;
- GPE's added focus on the equity and efficiency of domestic finance, along with its volume, has led to context-relevant policy commitments on domestic finance, but its leverage on domestic finance decisions is limited;
- Gender equality is considered in all countries' reforms and across GPE grants, but different country capacities to address gender equality (for example through planning and monitoring) require reinforcement.

Some measures have already been taken in response to the above, notably on simplification of processes, upscaling of country strategic capabilities and further attention to the leverage of financing. The findings and observations of the review are furthermore being factored into GPE's new strategy for 2026-2030, for which preparations and consultations are ongoing.

2.3 Problem Analysis

Short 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 and the education financing gap is widening.

Access to education

Despite substantive improvements over the past decades, progress towards achieving affordable, inclusive education has slowed down, e.g. due to demographic trends and the impact of COVID19. 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, many do not complete it. In GPE partner countries, only 8 out of 10 children are completing primary school and 6 out of 10 children complete lower-secondary school. Children from the poorest households, children in child labour, 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.

Climate change is already disrupting education systems around the world. Extreme weather events and epidemic outbreaks can lead to school closures, loss of livelihoods and mass migration. This results in significant loss of learning and raises the risk of children permanently leaving school, particularly girls and children from vulnerable families. Environmental degradation decreases agricultural productivity, pushing children into work, keeping them away from school, and increasing malnutrition; and early exposure to pollution can severely affect children's health

⁶ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52021JC0030>

⁷ <https://www.globalpartnership.org/content/country-level-and-thematic-evaluation-synthesis-report-phase-1>

and ability to learn. Substantial progress has been achieved to boost girls' enrolment 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 labour 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.

‘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. UNICEF estimates that children with disabilities are 25 per cent less likely to attend early childhood education, 49 per cent more likely to have never attended school, 47 per cent more likely to be out of primary school, 33 per cent more likely to be out of lower secondary school and 27 per cent more likely to be out of upper secondary school⁸. 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.

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.

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 schoolteachers are required to provide every child with primary and secondary education by 2030. In addition, many teachers do not have the required knowledge or pedagogical skills to teach effectively, which affects children's learning.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, 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 up to 90 lower-income countries to help them build stronger, more effective education systems, and improve the volume, equity, and efficiency of domestic resources. To receive GPE's large-scale grants, governments must i.a. commit significant domestic funding to education.

⁸ [Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities - UNICEF DATA](#)

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 and in the elaboration and monitoring of education strategies and programs. Donors contribute funding to education through the GPE Fund and may act as GPE grant agents. EU and Member States is significantly represented in GPE and currently represent around 53% of overall resource.

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 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.

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 has expanded its work with foundations, which include the Lego Foundation, the Jacob's Foundation, Dubai Cares, and the Aga Khan 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. Catalyzing 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 Loud, 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 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. This includes cross-sectoral responses such as health, nutrition and WASH. 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 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, countries need (among other things) reliable learning data, which requires robust learning assessment systems. 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 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 disasters⁹.

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 G1.

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.

In 2024, the GPE can already show the following results related to gender equality:

- 91 million girls reached through GPE grants since 2021, with 65 million living in partner countries affected by fragility and conflict.
- 84% of girls finished primary school and 55% completed lower secondary in 2021 across partner countries compared with 70% and 46% respectively in 2013
- 10 partner countries have accessed the Girls’ Education Accelerator—GPE’S dedicated financing window for girls’ opportunities to attend school and learn.

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

⁹ See [example in Vanuatu](#).

Disability

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.

The inclusive dimension in this action reflects the leave no one behind principle, meaning that the focus will be given particularly to marginalized groups such as girls, children with disabilities, migrant children, etc. Furthermore, accessibility to events, workshops and information of persons with disabilities will be promoted throughout the activities of the programme. In particular, their active participation in consultation processes with local communities and minorities will be promoted. Finally, where possible, indicators will be disaggregated by disability.

Reduction of inequalities

This action is labelled (I-1) Inequality reduction is a significant objective.

Making schools safe, healthy, and inclusive is a priority area within GPE's 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 and objectives.

GPE can already show the following results related to inclusion:

- 97% of sector plans include strategies on support to the most marginalized, including girls and children with disabilities

Democracy

n/a

Conflict sensitivity, peace and resilience

GPE supports countries with the greatest education needs and targets the hardest-to-reach children. More than 60% of our funding goes to countries affected by fragility and conflict, which have some of the highest rates of out-of-school children and the lowest levels of learning but lack the resources to sustainably build their education systems.

In situations of crisis, GPE aims to have education services restored quickly while laying the foundation to meet longer-term education goals. 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.

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.

Other considerations if relevant

n/a

3.4 Risks

GPE is hosted by the World Bank under a Financial Intermediary Fund. 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	Risk that the operation model does not pivot policy dialogue and actions towards system transformation in partner countries.	H	H	Mitigating measures include the effective engagement of partners through HQ and regional bodies to drive and demonstrate GPE's broader Measures and incentives to be put in place to improve data collection and reporting practices.
Strategic risk	Right to education is hampered	M	H	Check of compliance with various human rights declarations, identification of marginalized groups and targetting priorities, capacity building, including through Education Out Loud, monitoring
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 grant management system; • a regular engagement with Grant Agents on status of portfolio, and escalation of problem grants; • a consideration of policy changes to support restructurings, including nominations and change of Grant Agent, performance assessment of grant agents.
Planning, processes, and systems	Education sector plans (ESPs) are not fully implemented	M	M	Mitigating measures are included in the 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.
<i>*Depending on countries</i>				

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 logical framework constitutes the basis to design more detailed logical framework matrix(-ces) at contracting which will be use for monitoring, reporting and evaluation.

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"> 35,1% Overall (77 PCs) in 2020 24% (for 25 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"> 53,3% Overall (62 PCs) in 2020 36,7% (for 23 PCFCs) in 2020 54,0% for females in 2020 		UNESCO Institute for Statistics	
		<ul style="list-style-type: none"> Completion rate of (a) primary education, (b) lower secondary education, (c) upper secondary education (SDG indicator 4.1.2) 	<ul style="list-style-type: none"> (a) 72,0% Overall (73 PCs) in 2020 (b) 55,4% Overall (71 PCs) in 2020 (c) 35,9% Overall (69 PCs) in 2020 			

			<ul style="list-style-type: none"> • (a) 68,3% (for 25 PCFCs) in 2020 • (b) 52,1% (for 24 PCFCs) in 2020 • (c) 35,1% (for 24 PCFCs) in 2020 • (a) 73,4% for females in 2020 • (b) 55,9% for females in 2020 • (c) 35,7% for females in 2020 • (a) 63,4% for rural population in 2020 • (b) 44,4% for rural population in 2020 • (c) 25,5% for rural population in 2020 • (a) 47,3% for bottom wealth quintile population in 2020 • (b) 26,5% for bottom wealth quintile population in 2020 • (c) 12,9% for bottom wealth 			
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			quintile population 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"> (a) 17,2% overall (64 PCs) in 2020 (b) 20,7% overall (64 PCs) in 2020 (c) 38,1% overall (63 PCs) in 2020 (a) 22,9% (for 23 PCFCs) in 2020 (b) 24,1% (for 23 PCFCs) in 2020 (c) 41,5% (for 23 PCFCs) in 2020 (a) 17,6% for females in 2020 (b) 21,6% for females in 2020 (c) 41,3 for females in 2020 (a) 20,3% for rural population in 2020 (b) 24,2% for rural population in 2020 (c) 43,5 for rural population in 2020 			

			<ul style="list-style-type: none"> • (a) 31% for bottom wealth quintile population in 2020 • (a) 37% for bottom wealth quintile population in 2020 • (a) 56,2% for bottom wealth quintile population 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"> • 57,3% (for 75 PCs) in 2020 • 53,3% (for 30 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 enabling factors assessment by ITAP/ Secretariat Review (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"> 29,6% (for 53 PCs) in 2020 29,7% (for 19 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 in 2020 		Assessment of gender-responsive sector planning and monitoring (a) as part of the enabling factors assessment by ITAP/ Secretariat Review (b) at the periodic reviews of the Partnership Compact (c) as part of completeness check of enabling factors assessment documentation.
	<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"> (a) (i) n.e.d. overall (for 17 PCs) in 2020 (a) (ii) n.e.d. overall (for 17 PCs) in 2020 (b) (i) n.e.d. overall (for 22 PCs) in 2020 		UNESCO Institute for Statistics

			<ul style="list-style-type: none"> • (b) (ii) 20% overall (for 26 PCs) in 2020 • (c) (i) n.e.d. overall (for 12 PCs) in 2020 • (c) (ii) n.e.d. overall (for 13 PCs) in 2020 • (a) (i) n.e.d. (for 7 PCFCs) • (a) (ii) n.e.d. (for 7 PCFCs) • (b) (i) n.e.d. (for 9 PCFCs) • (b) (ii) 9,4% (for 10 PCFCs) • (c) (i) n.e.d. (for 2 PCFCs) • (c) (ii) n.e.d. (for 3 PCFCs) • (a) (i) n.e.d. • (a) (ii) n.e.d. • (b) (i) n.e.d. • (b) (ii) 19,9% • (c) (i) n.e.d. • (c) (ii) n.e.d. • 			
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		<ul style="list-style-type: none"> Proportion of teachers in (a) preprimary 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) 67,6% (for 51 PCs) in 2020 (b) 79,2% (for 62 PCs) in 2020 (c) 73,8% (for 38 PCs) in 2020 (d) 70,3% (for 35 PCs) in 2020 (a) 58,9% (for 16 PCFCs) (b) 79,5% (for 19 PCFCs) (c) 72,9% (for 13 PCFCs) (d) 70,8% (for 12 PCFCs) (a) 68,8% females (b) 78,6% females (c) 74,4% females (d) 69,0% 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"> 46,6% (for 88 PCs) in 2020 30,3% (for 33 PCFCs) in 2020 		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 overall and PCFCs in 2021 n/a for overall and PCFCs in 2021 66,2% local groups (for 71 LEGs) in 2021 68,6% local groups (for 35 LEGs) in 2021 		Assessment of sector coordination (a) as part of the enabling factors assessment by ITAP/ Secretariat Review (b) at the periodic reviews of the Partnership Compact (c) GPE Secretariat monitoring from Local education group documentation

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	2.2. 80% satisfactory (benchmark per year)	2.2	2.2. System Capacity grant implementation	

		coordinated action and finance window are on track			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. 48,9% (for 52 ESPIGs) and 40,7% (for 27 in PCFCs) in 2021		GPE Secretariat (grant data)	
		2.5 Proportion of GPE grant funding using harmonized funding modalities	2.5. 56,6% (for 52 ESPIGs) and 46,4% (for 27 in PCFCs) in 2021			
		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 3	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): <ul style="list-style-type: none"> • 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 report	
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 through:	E.O.1. (i) n/a overall E.O.1. (ii) 18 overall (for 68 PCs)		Knowledge and Innovation Exchange (KIX) Results	

		(i) capacity strengthening; (ii) knowledge mobilization	E.O.1. GESI related (i) n/a overall E.O.1. GESI related (ii) 10 overall (for 68 PCs)		Framework (IDRC)	
		EO.2. Number of GPE countries benefiting from newly mobilized technical assistance initiatives	E.O.2. n/a		GPE Secretariat	
		EO.3. Proportion of GPE-technical assistance initiatives 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 Denmark)	
		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.

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 rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures¹⁰.

4.3.1 Indirect Management with an entrusted 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, 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, including the EU contributions.

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.

4.4 Indicative Budget

	2025		2026		2027	
Indicative Budget components	EU contribution	Third-party contribution	EU contribution	Third-party contribution	EU contribution	Third-party contribution

¹⁰ See www.sanctionsmap.eu. 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.

	(amount in EUR)	n(amount in USD)	(amount in EUR)	n(amount in USD)	(amount in EUR)	n(amount in USD)
Indirect management	120,733,558	293,500,000	82,359,172	236,400,000	69,907,270	69,500,000
Evaluation – cf. section 5.2 Audit – cf. section 5.3	May be covered by another decision		May be covered by another decision		May be covered by another decision	
Totals	120,733,558	293,500,000	82,359,172	236,400,000	69,907,270	69,500,000

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 represented within the Local Education groups (LEGs), in countries where education is a focal sector.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action and may sign or enter into joint declarations or statements, for the purpose of enhancing the visibility of the EU and its contribution to this action and ensuring effective coordination.

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 log frame matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

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 2025 monitoring, evaluation, and learning (MEL) framework drives evidence-based learning and decision-making to improve performance across the partnership, where:

- The monitoring workstream includes a monitoring and annual reporting system of GPE grants, with a set of key indicators, at the grant, sector, and partnership levels for accountability and to inform ongoing implementation;
- A GPE-wide results framework serves as a telegraph of GPE results. It includes sector-level indicators that are disaggregated by country and individual characteristics, including fragility status for countries, and sex and disability status for children;
- GPE monitors the thematic allocation, progress and performance of various grant instruments.
- Reporting to integrate key information from both the monitoring and evaluation streams of work, are available in GPE annual reporting that can lead to clear decisions and actions
- The GPE evaluation portfolio also assesses the effectiveness of GPE grants, processes, and non-grant support. 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 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 defined various streams across the partnership, enabling adaptive management and program course correction where needed.

Monitoring and evaluation will assess gender equality results (where applicable), an impact on vulnerable/disadvantaged groups (where applicable). GPE's evaluation policy upholds equality, inclusion, and equity in its evaluation approaches

(<https://www.globalpartnership.org/node/document/download?file=document/file/2021-05-evaluation-policy-support-evidence-based-learning-actions-v2.pdf>). Monitoring and evaluation will be based on indicators that are disaggregated by sex, level of education, disability when applicable.

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.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

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

In line with the 2022 “[Communicating and Raising EU Visibility: Guidance for External Actions](#)”, it will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union’s support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. 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.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.