

ANNUAL REPORT

2024



VISION

A QUALITY EDUCATION FOR EVERY CHILD.

MISSION

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

GOAL

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

PRIORITY AREAS

Access; Early learning; Equity, efficiency and volume of domestic financing; Gender equality; Inclusion; Learning; Quality teaching; Strong organizational capacity.



OBJECTIVES

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



Mobilize coordinated action and financing to enable transformative change.



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



Mobilize global and national partners and resources for sustainable results.



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FOREWORD

LAURA FRIGENTI

Chief Executive Officer



Now more than ever, we must prioritize greater investment in education as it has the largest potential to help the world overcome global challenges and contribute to prosperity, security and stability. Any resources devoted to education are among the most far-reaching, effective and impactful investments in a peaceful and better economic future.

In 2024, the Global Partnership for Education's (GPE's) dynamic approach in adapting both to country needs and a volatile funding environment continued to deliver growing value for education through innovative financing and effective partnerships. By bringing together all those committed to improving education—from the private sector to teachers' groups—GPE focuses attention and resources on the key areas within education systems that partner countries decide need them the most.

Education systems across low- and lower-middle-income countries are being severely strained by instability and conflict, rising debt burdens and unpredictable foreign aid flows. As a result, a generation of children in these countries risks missing out on the skills and capabilities vital to a fulfilling and productive life.

As the largest global fund dedicated to education in low- and lower-middle income countries, GPE approved more than US\$1 billion in grants in 2024—a 25 percent improvement over the previous year. At the same time, GPE Multiplier grants mobilized another \$1.5 billion in cofinancing from more than three dozen cofinanciers for 21 partner countries.

The steep increase in GPE financing reflects its determination to make it easier for partner countries to apply GPE resources to their priority reforms for education while also attracting additional investment from a growing community of investors. In the four years since adopting the GPE 2025 Strategy, GPE grants have generated close to \$4 billion in cofinancing from 64 partners, supercharging education programs.

After its financial replenishment in 2021, GPE's active grant portfolio has grown to \$2.7 billion across 75 partner countries, ultimately

benefiting 253 million children. GPE grants contributed to training 1.9 million teachers and the construction or improvement of more than 36,000 classrooms.

GPE support contributed to the creation of safe learning spaces for children in Sudan, the payment of teacher salaries in Eritrea and Cameroon, and the training of thousands of teachers and school officials in Sierra Leone and Ukraine.

GPE technical assistance advanced work on how technology can be used more widely to improve education in Ghana and Tajikistan through the Tech4Ed initiative while GPE Knowledge and Innovation Exchange (KIX) events in 2024 provided opportunities for peer learning and knowledge sharing for more than 26,000 participants.

This annual report is filled with examples of how GPE's approach works, with partner countries drawing on GPE's capacity to bring education stakeholders together to focus on what each country identifies as the single most effective, priority reform to transform their education systems.

The past year showed once again that GPE is uniquely placed to contribute to sweeping change in education by concentrating and strengthening support locally, regionally and globally.

GPE advocated for investment in education on the biggest global stages—from the UN General Assembly to the meetings of the Group of Seven (G7)—while promoting the importance of civil society and teacher contributions to education policymaking at the national level.

GPE took every opportunity to ensure its influence, voice and resources were clearly targeted to ignite and accelerate education system transformation in partner countries at a fraught moment for learning worldwide.

Today, more than 250 million children are out of school while around 7 in 10 children in low-

and middle-income countries cannot read and understand a simple story. Education access is no longer enough. But delivering a quality education that builds valuable skills for all girls and boys to succeed in school, later in work and in life is an essential yet distant goal.

The global community must not be daunted. Instead, it must recognize the tremendous value of impactful investment in education and the benefits it offers in forging more equitable, resilient, prosperous and peaceful societies.

GPE's focus on systemwide change in education that is driven by strong partnerships with governments, civil society, education stakeholders as well as investment from the public and private sectors has underpinned the kind of results needed to make real progress on getting every girl and boy in school and learning.

Grants through Education Out Loud have strengthened the effective participation of both civil society and teachers' and parents' groups in making education policy better targeted and more inclusive.

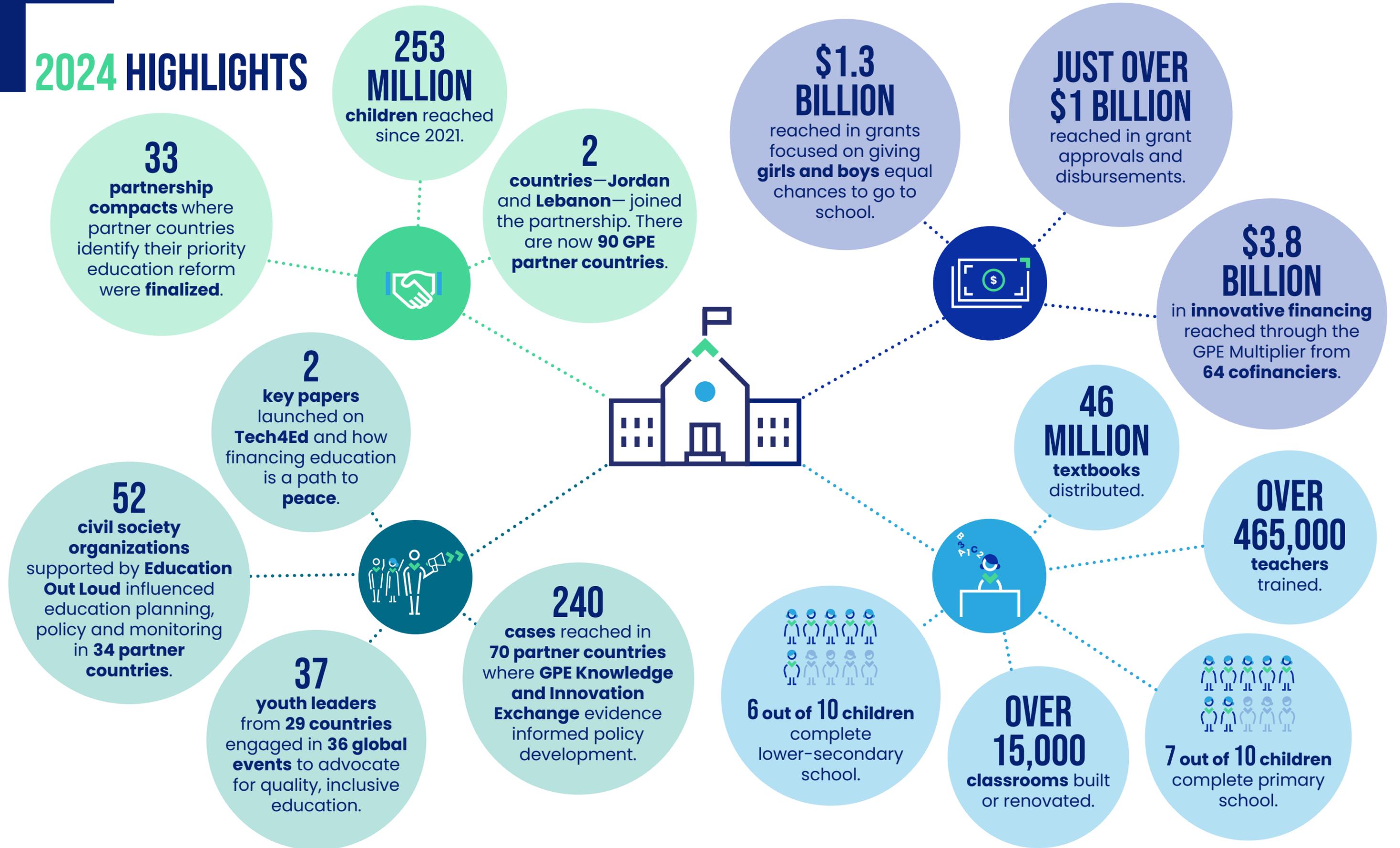
During 2025, GPE will begin seeking investment to replenish the GPE Fund so it can continue to provide innovative, flexible and impactful financing for partner countries. GPE has made strides in efficiency and responsiveness, with record grant approvals and disbursements reflecting the gains of constant improvement.

By investing in GPE's latest replenishment, donors can be confident they will be creating better, more equitable learning opportunities and fostering stronger learning outcomes by ensuring partner countries have the resources to match their ambitions.



Laura Frigenti
Chief Executive Officer
Global Partnership for Education

2024 HIGHLIGHTS



GPE IN ACTION

GPE partner countries with a grant approved in 2024

Millions US\$

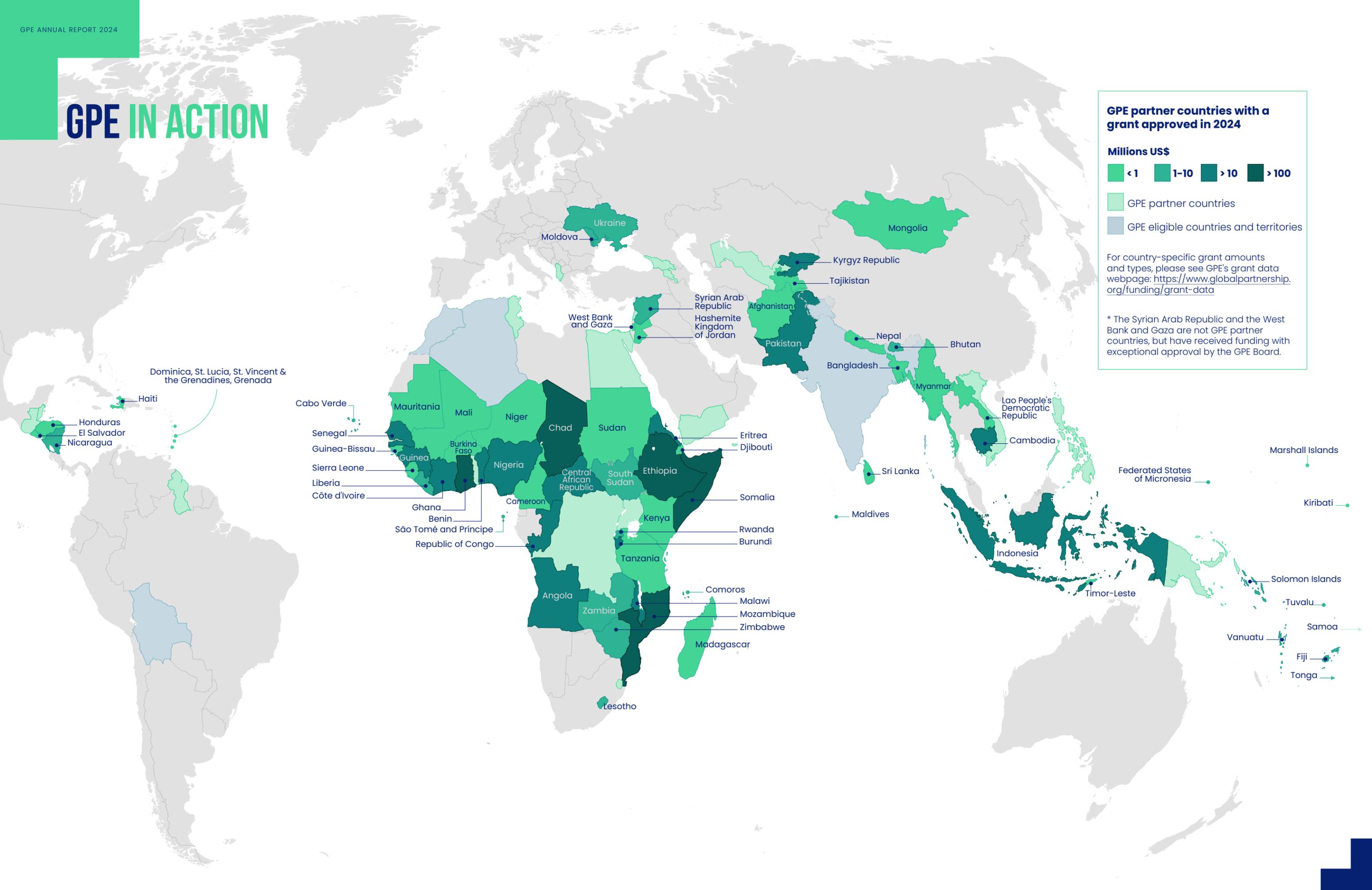


Light green box: GPE partner countries

Grey box: GPE eligible countries and territories

For country-specific grant amounts and types, please see GPE's grant data webpage: <https://www.globalpartnership.org/funding/grant-data>

* The Syrian Arab Republic and the West Bank and Gaza are not GPE partner countries, but have received funding with exceptional approval by the GPE Board.



Dominica, St. Lucia, St. Vincent & the Grenadines, Grenada

Haiti

Honduras
El Salvador
Nicaragua

Cabo Verde

Senegal

Guinea-Bissau

Sierra Leone

Liberia

Côte d'Ivoire

Ghana

Benin

São Tomé and Príncipe

Republic of Congo

Cameroon

Angola

Zambia

Lesotho

Madagascar

Comoros

Malawi

Mozambique

Zimbabwe

Timor-Leste

Tonga

Fiji

Samoa

Tuvalu

Solomon Islands

Kiribati

Marshall Islands

Federated States of Micronesia

Vanuatu

Maldives

Sri Lanka

Myanmar

Bhutan

Nepal

Bangladesh

Pakistan

Afghanistan

Syrian Arab Republic

Hashemite Kingdom of Jordan

West Bank and Gaza

Tajikistan

Kyrgyz Republic

Ukraine

Moldova

Mongolia

Indonesia

Timor-Leste

Vanuatu

Fiji

Samoa

Tuvalu

Solomon Islands

Kiribati

Marshall Islands

Federated States of Micronesia

Maldives

Sri Lanka

Myanmar

Bhutan

Nepal

Bangladesh

Pakistan

Afghanistan

Syrian Arab Republic

Hashemite Kingdom of Jordan

West Bank and Gaza

Tajikistan

Kyrgyz Republic

Ukraine

Moldova

Mongolia

Indonesia

Timor-Leste

Vanuatu

Fiji

Samoa

Tuvalu

Solomon Islands

Kiribati

Marshall Islands

Federated States of Micronesia

Maldives

Sri Lanka

Myanmar

Bhutan

Nepal

Bangladesh

Pakistan

Afghanistan

Syrian Arab Republic

Hashemite Kingdom of Jordan

West Bank and Gaza

Tajikistan

Kyrgyz Republic

Ukraine

Moldova

Mongolia

Indonesia

Timor-Leste

Vanuatu

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Sri Lanka

Myanmar

Bhutan

Nepal

Bangladesh

Pakistan

Afghanistan

Syrian Arab Republic

Hashemite Kingdom of Jordan

West Bank and Gaza

Tajikistan

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Pakistan

Afghanistan

Syrian Arab Republic

Hashemite Kingdom of Jordan

West Bank and Gaza

Tajikistan

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Kyrgyz Republic

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Afghanistan

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West Bank and Gaza

Tajikistan

Kyrgyz Republic

Ukraine

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Timor-Leste

Vanuatu

Fiji

Samoa

Tuvalu

Solomon Islands



Maria, a 13-year-old student at Kulmiye College in the Ali Adde village for refugees, Djibouti.
GPE/Frederico Scoppa

TRANSFORMING EDUCATION

Leveraging partner strengths
and financing to turn country
ambitions into reality

1. Country-led reforms to deliver education for all children

As countries grapple with global challenges—from economic shocks to climate change and conflict—GPE remains dedicated to ensuring a quality education for every child.

Education equips learners with the skills and knowledge they need to thrive in the economies of the 21st century, be resilient in a rapidly changing world and contribute to fairer and more peaceful societies. Yet more than 250 million children are out of school and 70 percent of 10-year-olds in low- and lower-middle income countries are unable to read and understand a simple story. Domestic education budgets are under strain and the share of international aid to education is shrinking.

GPE works alongside 90 low- and lower-middle income countries to transform their education systems and get every child in school and learning by aligning funding, expertise and partnerships behind a priority education reform designed to deliver impact at scale. Driven by national leadership, GPE's unique approach supports partner countries to accelerate and sustain reforms and deliver results—ensuring that millions more children, especially the most vulnerable, have the opportunity to learn and thrive.

From improving foundational learning in **Ghana** to expanding education access to the Rohingya communities living as refugees in **Bangladesh** and reaching children with disabilities in **Vanuatu**, GPE in 2024 continued to leverage partnerships behind countries' ambitions to drive sustainable, systemwide change for education and ensure that reforms deliver long-term results.



A pre-primary student shows a word card during a group lesson in a class at Maandalizi Michikichini TuTu center in Michikichini, Zanzibar in Tanzania. The TUTU Program, supported by GPE, Sida and USAID, stands for *Tucheze Tujifunze* ("Let's Play and Learn") and expands access to pre-primary education for children in remote and underserved areas by setting up community centers and pre-primary classrooms in primary schools.

GPE/Nainkwa (Trans.Lieu)

This included mobilizing record levels of investment to support partner countries to implement reforms. During 2024, GPE approved grants totaling more than \$1.2 billion and disbursed almost the same amount, both being records for standard GPE financing for any year. Crucially, GPE grants leveraged an additional \$1.5 billion in cofinancing from other partners, effectively delivering combined funding of \$3.8 billion to drive partner country reforms to improve education. Since 2021, GPE's grants have reached 253 million children, trained 1.9 million teachers, distributed 169 million textbooks and built or improved 36,000 classrooms in partner countries.

GPE is uniquely positioned to mobilize the partnerships and financing partner countries need to address critical challenges in gender-responsive planning, domestic financing, data gathering and stakeholder coordination in education (see box 1).

Partnership compacts prioritizing sustainability

Country-led reform is the heart of GPE's approach. Each partner country targets the most significant barrier to achieving their national visions for education. Developed through consultation and dialogue with actors from across the education system, each government's partnership compact outlines how all stakeholders will provide the necessary support to accelerate progress toward this priority reform and unlock change across the entire education system, ensuring that the range of financial and technical support from GPE and others is directed precisely to where it is needed.

By the end of 2024, 71 partner countries had finalized partnership compacts as the foundation for their ongoing engagement with GPE and other stakeholders, adopting system-wide approaches to make education more inclusive, equitable and effective.

Priority reforms are closely tailored to each context and focused on tackling persistent challenges to unlock

Box 1. GPE's toolbox for education system transformation

Once a country has selected its priority reform, GPE's **dual-track support** as a **partnership and fund** offers partner countries the best range of resources and tools to deliver results at scale while broadening the engagement and country ownership of education reform to enhance the prospects of successful, positive changes in their education systems.

The **partnership compact** maps out how the country and its partners will combine their efforts to accelerate progress in an area with the greatest potential to transform a country's education system. GPE resources such as the **system transformation grant**, **GPE Multiplier** grant and **Girls' Education Accelerator** are applied in combination with other funding sources for the greatest impact. These grants are designed to encourage efficient, results-based programs including through **'top-up' triggers** that accelerate a portion of funding when reaching specific country-defined milestones and typically include government commitments to increasing the volume, equity or efficiency of their domestic financing for education.

To better address the barriers to system transformation and their solutions, countries can turn to peer learning and research through the **GPE Knowledge and Innovation Exchange (KIX)**, specialized support through GPE **technical assistance initiatives** and the enhanced participation of civil society organizations strengthened by funding from **Education Out Loud**.

improvements in learning and teaching, especially in the early years, and to strengthen education systems with better data, finance and evidence-based decision making. Ensuring all children—girls and boys, rural and urban, wealthy and poor, and those living with disabilities—have equal opportunities to learn through gender-responsive planning is another key focus across all GPE partner countries.

While taking individual paths to confront their own unique challenges, partner countries in 2024 embraced the need to pursue fundamental change within their education systems:

- **Ghana** reviewed education sector data and chose foundational learning as its priority reform, recognizing that early-grade literacy, numeracy and socio-emotional skills provide the fundamental building blocks for all other learning and skill building throughout children’s lives. Partners in Ghana will focus on gender equality, learning and teaching quality to deliver the priority education reform.
- **Malawi** drew on improved learning assessments developed as part of an earlier GPE-funded program in several of the most challenging districts to inform its National Education Investment Plan and Partnership Compact. The Compact’s priority reform is to deliver “quality foundational learning for all girls and boys” through stronger teacher support, smaller class sizes and revamped curricula.
- In **São Tomé and Príncipe**, preparation of its Partnership Compact showed that learning assessment results were not shared effectively to inform education decision making. Consequently, the government introduced a consolidated calendar to schedule periodic learning assessments that provide comparable data on students’ learning outcomes to guide education stakeholders when making decisions.
- **Vanuatu** chose to focus its priority reform on improving literacy rates in primary school. Key pillars of implementing the ambitions set out in its Partnership Compact include strengthening teacher effectiveness and parental support, reducing inequities based on gender or abilities, equipping classrooms with reading materials that are culturally relevant and ensuring education continues during disasters.
- **Guyana’s** Partnership Compact is aligned with the country’s education sector plan that emphasizes efficiency, equality and lifelong learning to promote employability. In 2024, the country began drawing on a \$5-million system transformation grant managed by the **Inter-American Development Bank** to bolster education leadership at district and school levels for more inclusive, culturally responsive learning.
- **Guinea-Bissau** distributed new teachers’ guides and student textbooks across 560 primary schools in select districts as the first step in modernizing its primary school curriculum. More than 3,000 teachers received training to apply the new curriculum which includes the introduction of tablets pre-loaded with learning content. Based on evidence from initial experiences and drawing on a GPE implementation grant and **World Bank** funding, the government plans to expand the new curriculum to all other primary schools.

Financing and data skills to improve foundational learning in The Gambia

To improve basic literacy and numeracy, **The Gambia** identified accessible, equitable and inclusive foundational learning as a priority reform, embracing the broadest range of support from GPE and other partners to aid its efforts. While the Ministry of Education had seen improved enrollment at all levels of education, only 11 percent of children aged 7 to 14 had developed foundational reading skills and just 9 percent for numeracy. Without a thorough analysis of how gender impacted education access, it was challenging to understand the different learning paths for boys and girls as well as the unique factors influencing their learning experiences across districts.

The Gambia drew on nearly \$13 million through a GPE system capacity grant, system transformation grant and the GPE Multiplier to improve school management and community engagement. The goal is to decentralize data gathering and analysis so that district education officials can have easier access to a wider range of quality data that will allow them to better understand how and why families choose different paths for boys and girls when it comes to education.

As part of this effort, The Gambia concluded the Education Data Leadership Program pilot project in 2024—a joint initiative among GPE, **Cisco** and the Ministry of Basic and Secondary Education to train ministry officials—demonstrating the power of public-private partnerships to build expertise and capacity in education data analytics. The Data Leadership Program drew on findings from a GPE [KIX research project](#) on how to adapt a proven innovation in the health sector (an open-source information system) to education needs in The Gambia, **Togo** and **Uganda**. The project is a collaboration with the **University of Oslo** and is expected to expand to include **Sierra Leone, Mozambique** and **Eswatini**.

Community outreach, their involvement in children's education and promoting equal learning access for boys and girls in The Gambia also deepened through Education Out Loud's backing of a civil society coalition—the Education for All Campaign Network—and its work in encouraging gender-responsive policy development.

A young student writes at the chalkboard as part of school visit in The Gambia tied to the Education Solutions Data Roundtable, established to leverage local, private and development partner expertise to improve the availability and use of accurate and timely education data.

GPE/Jim Cham

2. Financing that matches country needs

Throughout the year, GPE stepped up its support to partner countries to drive transformation in their education systems and deliver quality education for every child. GPE grants are designed to readily and significantly boost investment in education in low- and lower-middle-income countries, fueling system transformation as partner countries confront economic pressures, climate change and the costs of ensuring that all children can learn effectively.

Supporting learning

GPE's core focus is to support partner countries to address low levels of learning by mobilizing partners and resources behind evidence-based approaches. Across GPE partner countries, government-backed reforms aimed at boosting learning outcomes include the rollout of structured pedagogy approaches, teacher training and revising learning materials.

A critical element of GPE's approach is strengthening learning assessment systems that provide countries with vital tools for diagnosing learning gaps and guiding targeted education reforms. All partnership compacts under GPE's strategic plan GPE 2025 include measures to conduct, improve or expand national learning assessments and 65 percent of active GPE grants support country learning assessments. GPE also funds peer learning and technical support through initiatives like the **GPE Knowledge and Innovation Exchange (KIX)** so that countries can share and adopt best practices to measure and improve learning outcomes that are most relevant to their context.

While most grant-supported programs under GPE2025 are still ongoing, results from closed grants that measured learning proficiency are positive. For example, grants with available data on reading proficiency showed significant improvements in literacy—equivalent to children receiving 3 additional years of schooling. Overall, 70 percent of completed GPE grants measuring learning outcomes demonstrated improved student learning.



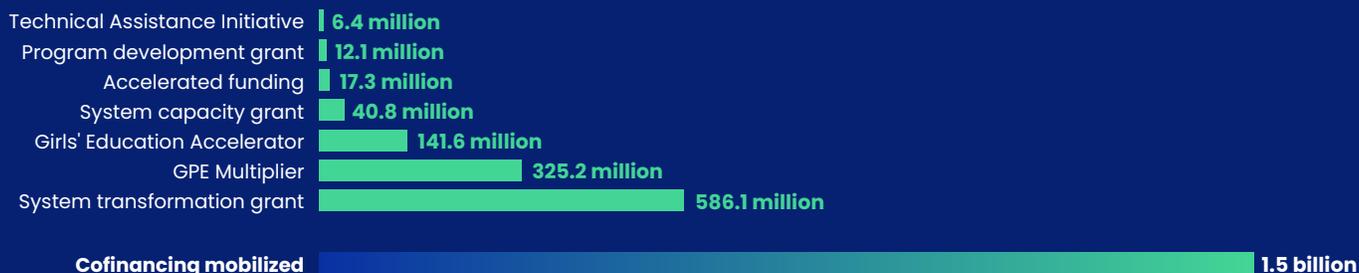
Mobilizing funds for results at scale

In 2024, GPE approved a record \$1.2 billion in new grant finance. This was triple the previous year’s total, reflecting GPE’s sharp focus on continuous improvement and greater efficiency. In addition, GPE’s innovative financing tools used a portion of this grant financing to mobilize an additional \$1.5 billion in cofinancing from 38 partners in 21 countries, catalyzing resources from philanthropy, the private sector and development banks that

would not have been invested in education otherwise.

GPE’s active grant portfolio reached \$2.7 billion in 2024—its highest level when excluding the extraordinary surge in funding tied to the COVID-19 pandemic in 2022. These grants—aligned with priority education reforms—strengthened partner country efforts to, for example, provide quality teaching, improve data gathering and deliver inclusive, foundational learning.

Grant types approved in 2024 (US\$)



In 2024, GPE financing enabled governments to train more than 465,000 teachers, distribute 46 million textbooks and build or renovate over 15,000 classrooms. GPE financing also helps governments to target interventions toward the most vulnerable children and design reforms to address multiple barriers that may keep children from learning, including those tied to gender inequalities, climate change impacts, disability status or poverty. Of the record grant approvals for 2024, nearly all the \$1.2 billion was in the form of system transformation grants, Multiplier grants, Girls’ Education Accelerator funding (or a combination of these) and

accelerated funding to support systemwide change in education.

- > **Cambodia**, for example, has access to \$38.1 million in GPE funding to drive progress toward its priority reform of improving the quality of teaching and learning through improved classroom materials, structured lesson plans and better student assessments to guide teachers, particularly in helping the most disadvantaged children. This includes \$30 million in Multiplier grants (\$20 million approved in 2024) that leveraged \$60 million in credit from the

World Bank's International Development

Association. Cambodia aims to ensure that all children participate in at least one year of pre-primary education and is establishing a system to evaluate the quality of learning.

- In **Benin**, a \$25.7-million system transformation grant will combine with \$12.8 million from the Girls' Education

Accelerator behind the country's priority reform to improve the acquisition of basic knowledge and skills among all girls and boys aged 3 to 18 with a focus on the quality and level of inclusiveness of teaching and learning practices, especially in the most disadvantaged municipalities.

Increasing efficiency by getting closer to partner countries

During 2024, GPE undertook a series of reforms to strengthen operational efficiencies and better meet partner countries' needs. This included shifting GPE support closer to partner countries, increasing efficiencies and responsiveness. In June 2024, GPE announced the opening of a new office in Nairobi, **Kenya**. The Nairobi office will open in July 2025 and will host a small team serving partner countries located in Eastern and Southern Africa.

GPE will also strengthen its presence in Paris, serving partner countries located in Central and West Africa from this expanded hub, while the team supporting partner countries in Latin America and the Caribbean and the Asia-Pacific will continue to be based between Washington DC and Paris.



Strengthening domestic financing

Maximizing education investment and curbing associated costs are crucial goals given that education spending only rose by 1.8 percent a year in real terms between 2010 and 2022 in low- and lower-middle-income countries, well below growth and inflation rates and dramatically short of what is required to match country goals and ambitions.

Insufficient resources are a major barrier to system transformation, which is why GPE offers

incentives to partner countries to boost the efficiency of education spending and ensure that it succeeds in getting to where it's most needed.

In conjunction with policy dialogue in each country, GPE's grant financing can be leveraged to encourage better education spending overall, which generates greater efficiencies in education budgets and helps ensure funding is reaching the children who need it most. One way GPE incentivizes these reforms is through results-based financing

Improving education in Lesotho with private sector partners

The embrace of a system transformation approach in education reflects a recognition that improving the quality of education ranks equally in importance with ensuring schooling is available to all, especially for those countries striving to unleash the potential of a growing, youthful population.

During 2010 to 2022, **Lesotho's** population grew by 14 percent, characterized by a notably young demographic—53 percent of the population is under 25 years old. The most recent data show that nearly 33 percent of the population is of school-going age, between 3 and 17 years old. Since 2010, primary education has been free, compulsory and accessible to all citizens aged 6 to 12 years. However, students typically complete only about 10 years of schooling and the quality, as reflected by test scores, has only been moderate.

A considerable portion of Lesotho's budget for free primary education is allocated toward teacher remuneration and encompasses the costs of textbooks, stationery and a school feeding program which, while beneficial to attract children to go to school as well as enhance their concentration and learning, constitutes a significant expense.

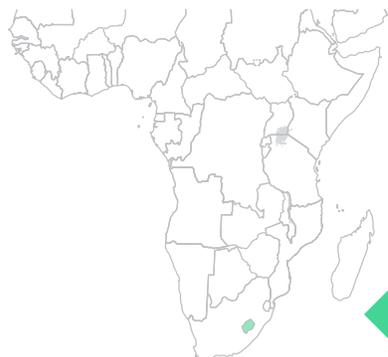
Lesotho's Partnership Compact prioritizes enhancing the quality of teaching and learning, focusing particularly on marginalized learners, and is designed to improve foundational literacy and numeracy across early childhood

and basic education. The Compact sets out extensive teacher professional development programs that emphasize 21st century skills, foundational literacy and numeracy along with specialized training in mathematics and science for secondary educators.

The local education group in Lesotho has also played a key role in harmonizing and aligning private sector efforts with national education priorities. The Lesotho Chamber of Commerce and Industry and **Vodacom Lesotho** were part of the local education group and their participation helped stimulate wider interest from across the business community.

Private sector investors quickly aligned with the new compact, beginning with a \$2.5 million contribution from the **Roger Federer Foundation**. GPE subsequently approved a Multiplier grant of \$2.5 million in 2024, facilitated by cofinancing from Vodacom Lesotho, **ECONET Telecom Lesotho's Higherlife Foundation** and **Standard Lesotho Bank**.

These partners are bringing their own expertise to targeted reform areas, including digital learning platforms at hundreds of schools, meeting the cost of school fees, teacher training and mentorship programs.



options or ‘top-ups’ through which countries access a portion of their total funding (usually between 10 and 20 percent) if certain conditions are met. Nearly 80 percent of countries that have chosen to leverage GPE results-based financing have tied this to policy shifts on domestic financing (see box 2).

While international aid delivery is often fragmented and in parallel to government systems, GPE leverages its partnership approach to strengthen partner countries’ systems and institutions in ways adapted to each context. This includes channeling external resources from GPE and other partners through national budget and financing systems whenever possible, which in turn can catalyze wider reforms that boost efficiency and promote sustainability across the entire education system. Around 50 percent of GPE financing is delivered through national systems with appropriate monitoring and safeguards contributing to stronger fiduciary controls and reporting frameworks.

In other contexts, GPE promotes coordinated mechanisms like pooled funding to minimize fragmentation. In 2024, \$1.9 billion in GPE funds were harmonized with other external financing, promoting aid alignment and reducing fragmentation.

- In **Mozambique**, GPE and eight other development partners contribute to the government’s Education Sector Support Fund that typically handles more than \$60 million a year in external financing. Managing this investment through a single channel has improved transparency, cut duplication of efforts and made it easier for the Ministry of Education and Development to get funding to where it is needed most throughout the country.

Innovative financing to drive novel partnerships

GPE has pioneered financing options and tools to generate additional, efficient and equitable education financing. Grants like the **GPE Multiplier** and the **Debt4Ed** option catalyze more funds, bring in new partners and transform debt or debt

Box 2. How GPE grants strengthen domestic financing for education

To incentivize reform, portions of a GPE implementation grant allocation called ‘top-ups’ can be triggered by achieving country-selected milestones approved by the GPE Board.

As of early 2025, 25 countries had at least one approved top-up trigger related to domestic finance, with the majority prioritizing a combination of efficiency and equity over volume. Specifically, governments are using GPE top-up triggers to incentivize actions to support actions that increase education spending levels, improve how funding is distributed and make better use of expenditures and the education workforce.

Triggers are driving diverse policy shifts, reflecting distinct priorities and risks. In East Africa, triggers have focused on narrowing funding gaps, improving teacher management and promoting more equitable school financing. In West Africa, the triggers have taken aim at teachers’ career management and deployment in areas with greatest needs to strengthen financial management systems and service delivery at the local level. Outside Africa, the focus has been on sustainable financial strategies and improving efficiency and equity through school-level financing.

Tanzania allocated \$17 million from the results-based component of its GPE funding to revise its education sector plan, anchoring it in robust



repayment into investments in education. By leveraging its resources to crowd in capital and by advocating for its alignment behind national priorities, GPE achieves impact that goes far beyond the direct funds it invests.

The private sector is becoming an increasingly active supporter of education in partner countries. Philanthropic foundations, such as the **LEGO Foundation**, and global corporate leaders like **Google** and **Microsoft** are contributing alongside local firms, as seen in **Lesotho**.

Partner countries used the GPE Multiplier to secure an additional \$1.5 billion in cofinancing from 38 partners in 21 countries in 2024, bringing the total amount mobilized to \$3.8 billion from 64 partners across 49 countries since 2021. This is more than double the original target set for the Multiplier for 2024.

In June 2024, the Board approved an increase in the funds available for the Multiplier by a further \$42 million, having already raised availability by nearly \$195 million to

data, realistic financial projections, and inclusive consultations. The process was nationally owned and strengthened through high-level dialogue, culminating in a financially credible and actionable plan that better aligned needs, policies, and resources. In parallel, the country institutionalized and implemented a nationwide teacher deployment policy, assigning nearly 98 percent of new primary teachers to schools with the greatest need. This marked tangible progress toward more equitable and efficient education planning and delivery by directing resources where they are most needed and reaching more children.

In **Cameroon**, GPE has worked with the government on a domestic financing framework that will cover the salaries of more than 3,000 teachers that were previously paid for by parents. Similarly, a portion of **Chad's** system transformation grant is being allocated to contracting 500 community teachers in 2025.

Financing girls' access to education

The **Girls' Education Accelerator** is designed to accelerate progress for girls in countries where they face the greatest disadvantages, complementing and boosting funding from other GPE grants. In June 2024, the Board approved an additional \$45.4 million for the Accelerator in response to strong partner country demand to invest in girls' education. This reallocation enabled five additional partner countries to access the Accelerator including: **Central African Republic, Eritrea, Guinea, Mozambique** and **South Sudan**.

So far, 15 partner countries have secured a total of \$225 million through the Accelerator, marking a significant step toward addressing the multiple barriers girls face in accessing and completing their education. A total of 3.6 million girls are expected to benefit from the grants across GPE partner countries. The Central African Republic has since completed the design and approval of its program, with Eritrea, Guinea, Mozambique and South Sudan finalizing theirs at the time of writing. In the Central African Republic, the grant will support girls' transition from primary to lower-secondary school through school grants, providing hygiene kits and scaling up a community-based approach to keep girls in school.

\$950 million just six months before. GPE plans to significantly expand Multiplier funds in the next financing cycle to 2030 to satisfy the ongoing, strong demand among partner countries and its attractiveness to cofinanciers.

The Girls' Education Accelerator shows the value of combining private sector investment with GPE and public funding to target education priorities. The Girls' Education Accelerator mobilized \$179.5 million in contributions from **Germany**, the **LEGO Foundation**, **Ireland**, **Denmark**, **Belgium**, the **Harry Hole Foundation**, **Dubai Cares**, **Open Society Foundations** and **GPE Match**.

In **Zimbabwe**, Accelerator funds are advancing national education priorities to encourage girls to stay in school and provide safe learning environments. A \$12.4-million grant managed by the Campaign for Female Education (CAMFED) is benefiting 8,300 girls across primary and secondary schools in completing 12 years of education. It also affords access to financial support for school fees, supplies and uniforms as well as mentoring on post-school opportunities. So far, the program has trained over 1,000 young women as peer mentors and is set to reach 194,000 girls across the country.

The ability to crowd in additional funding is particularly critical for countries facing the toughest conditions such as instability, disaster or armed conflict.

- In **Haiti**, a \$19-million GPE Multiplier grant approved in 2024 leveraged a further \$57 million in cofinancing from the **World Food Programme**, the **Inter-American Development Bank** and **Education Above All**. These funds are going toward revising the

curriculum and providing meals to encourage 30,000 children to enroll and remain in school at a time of significant food insecurity. Haiti has also been able to access a GPE system capacity development grant of \$1.6 million to lay the groundwork for the more significant investment crowded in through the Multiplier.

- **Indonesia's** experience with the Multiplier in 2024 showcased its ability to attract and augment significant investment. Australia's Department of Foreign Affairs and Trade provided \$72 million to unlock a \$25-million Multiplier grant for a total of \$97 million in support of a priority reform to improve learning quality and teaching of foundational skills.
- Approval of a new GPE Multiplier grant to **Viet Nam** highlighted the way countries are using both innovative GPE funding and partnerships to confront multiple, overlapping challenges to accessing quality education. Viet Nam aims to improve early education for children from ethnic minorities and children with disabilities who have often struggled to learn effectively in a country with 90 spoken languages and dialects. The country secured a \$2.6-million Multiplier grant in 2024, leveraging \$2.6 million in cofinancing from the **Nippon Foundation**, in support of its "Ramping up Education for All" program.

Nippon Foundation representatives said

"A project of this size would take more than 6 months to design if we do it only by ourselves, but this collaboration with GPE and in partnership with Save the Children and the Ministry of Education and Training ensured that it was designed more quickly."

ENSURING CHILDREN KEEP LEARNING

More than one-third of 90 GPE partner countries are affected by fragility and conflict, ranging from natural or manmade disasters including those due to climate change to the displacement of millions fleeing violence or unrest. GPE works with partner countries and humanitarian groups to support both the initial recovery and longer-term transformation of education systems, making them more resilient to future conflict and fragility. This collaboration ensures students can participate in catch-up classes to recover from learning gaps caused by disrupted schooling.

With extreme weather events continuing to pose severe threats to learning continuity, 41 percent of grants under GPE's strategic plan GPE 2025 supported measures to adapt education systems to manage and be resilient to climate change events and extreme weather, mitigating their impact on children's ability to learn.

› After an earthquake hit **Syria** in 2023, GPE—in consultation with education partners—accelerated grant funding through **UNICEF** and **Save the Children** to support temporary learning spaces, the repair of some damaged schools, and to provide psychosocial support to children and teachers. During 2024, an estimated 16,300 children were able to continue their education at 61 temporary centers. GPE also mobilized an additional \$15 million so that learning could resume more widely across the area impacted by the earthquake.

“The greatest barrier to equality in education in my country is the lack of sufficient funding for education due to the ongoing conflict and political instability. These issues have disrupted the education system and prevented many children and youth from accessing schools and learning opportunities.”

– Su Myat Noe, GPE youth leader, Myanmar



A broad-based response to climate change in South Sudan

To keep schools open during flood season, **South Sudan's** Ministry of General Education and Instruction used \$10 million in GPE accelerated financing to build 22 flood-resilient schools and boost resilience among communities through early warning systems, increased preparedness and response planning. Managed by **Save the Children** as grant agent, GPE provided its funds as cofinancing to **Education Cannot Wait's** Multi-year Resilience Program which led to an increase in the number of children attending school despite the challenges of seasonal flooding.

during 2025 from the BRACE (Building the Climate Resilience of Children and Communities through the Education Sector) initiative—a financing mechanism jointly launched by GPE (\$4 million), the **Green Climate Fund** (\$12 million) and Save the Children.

As in South Sudan, GPE works to assist countries in forging resilient systems that can withstand crisis, including the impacts of a changing climate. The share of GPE implementation grants backing adaption for climate-resilient education systems rose to 41 percent from 23 percent over the four years to June 2024.

Further enhancing its capacity to mainstream climate change adaptation and environmental sustainability into education, South Sudan is receiving technical support from the Climate Smart Education Systems Initiative launched by GPE, Save the Children, **UNESCO** and **UNESCO International Institute for Education Planning (IIEP)**. This will be complemented by a further \$16 million in support anticipated



Students walk home from school after lessons in Mongbondo Primary School in Yambio Province, South Sudan.

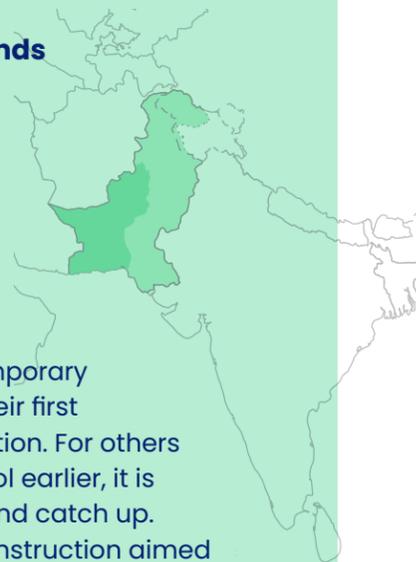
GPE/Jak Solomon

Quick response to flooding in Balochistan offers schooling to thousands

In **Pakistan** in 2021, the School Education Department of **Balochistan** began implementing the “Balochistan Student Learning Improvement Program” funded by GPE and with technical support from **UNICEF**. The objective of this five-year program is to improve students’ learning outcomes and the quality of teaching and learning in the province as envisaged in the Balochistan Education Sector Plan 2020–2025.

However, implementation of the program was severely impacted by the flood emergency of 2022. The contribution from GPE allowed the government to redirect part of the program funds for immediate response activities in the flood-affected districts of Balochistan, resulting in the restoration of clean and safe education facilities for thousands of children.

Soon after the floods, a total of 77 temporary learning centers were established under this program in the affected areas of the province, benefiting nearly 5,000 children. For them, the temporary schools have provided their first chance to gain an education. For others who dropped out of school earlier, it is an opportunity to rejoin and catch up. This temporary school construction aimed to reduce key barriers to girls’ education by building gender-sensitive water, sanitation and hygiene (WASH) facilities that create safe learning environments, especially for girls.



Ensuring learning continues in Ukraine

For many of the 5 million school-age children in **Ukraine**, three years of conflict have brought anxiety, stress, sadness and fatigue. In response, the government is striving to ensure the education system can play a prominent role in alleviating their distress and restoring hope.

During 2024, 244 schools across the stricken regions of Odesa and Zhytomyr participated in a training program to improve school safety, mental health, psychosocial support and socio-emotional learning. Teams of teachers, principals, school psychologists, school security personnel and parents or caregivers from all schools in these two regions completed five days of online training followed by one day of in-person practical training, including simulation exercises. The training included all 7,400 teachers from across the two regions, ultimately benefiting 38,000 students.

This was only a single element of a range of activities **UNESCO** undertook with the government, made possible by a GPE Multiplier grant of \$25.5 million and another \$25.5 million of matching investment and in-kind contributions from **Google, Microsoft Corporation** and UNESCO itself.

This support is enabling Ukraine's Ministry of Education to promptly expand successful initiatives across the entire country. The school safety and psychosocial training program is already being made available to all of Ukraine's schools, with more than 61,000 of all teachers (20 percent) registering for online training soon after the trial was completed in Odesa and Zhytomyr.

At the same time, GPE, Google and Microsoft worked with **UNICEF** and the government to ensure children could continue their education at 39 digital learning centers, filling the gaps created by the destruction or damage to 1,882 schools—15 percent of all primary and secondary schools nationwide.

Learning amid conflict remains a harrowing experience for many, but these programs aim to sustain children's access to education and safeguard their mental well-being for the day they can return to their classrooms and teachers. Ukraine's Ministry of Education also worked with UNICEF to develop guidelines for remedial education interventions, ensuring coordinated learning recovery across the country.

Keeping schools open despite crisis in Sudan

Conflict that broke upon **Sudan** 2023 spurred one of the most severe displacements of children in any country, with an estimated 4.6 million children forced to flee to other parts of Sudan or across its borders. Schools across the country have been destroyed or turned into shelters for displaced people, jeopardizing children's right to education.

A GPE grant of \$10 million, managed by **UNICEF**, has helped establish 365 safe learning spaces and supported the reopening of 181 schools for children affected by crisis in

Sudan. The program provides dignity kits for adolescent girls to enable them to stay in school and continue learning safely, to engage meaningfully with communities through adolescent-led child clubs and have access to psychosocial support. Teachers have been trained on risks of sexual exploitation, abuse and harassment and how to respond to cases of gender-based violence. Additionally, the funding is supporting the establishment of over 100 e-learning centers.

Back-to-school campaigns have also mobilized communities by raising awareness of the importance of education and encouraging families to enroll their children in school.



7th grade student Ivan Radchenko in front of the corridors of the destroyed Snihurivka Lyceum, where he once studied in Snihurivka, Mykolaiv Region, Ukraine.

GPE/Oleksandr Techynsky/AP



Rumana, a 26-year-old mother, works with a classmate in her Grade 7 class in Sudan. Rumana has gone back to school so that she can learn to read and write to support her children's learning.

GPE/Kelley Lynch

“Many children with disabilities do not have access to the resources they need to succeed in school, such as assistive technologies, assessments, therapy and specialized instruction. By investing in resources for children with special needs, we can ensure that all children have the opportunity to reach their full potential and lead fulfilling lives.”

– Memory Tapela Banda, GPE youth leader, Zambia



Leaving no child behind

To deliver on the basic right of a quality education for every child, countries need education systems capable of accepting children as they are, lifting them over any one of a number of barriers—many of them intersecting—that lock them out of learning.

Through its wide scope of activities, funding and technical assistance, GPE works to ensure partner countries can create truly inclusive education systems able to cope with the way inequalities and inequities overlap and keep so many children from learning.

Of 119 active grants in fiscal year 2024, 87 percent included at least one activity with gender equality as an objective. Through the Girls’ Education Accelerator—GPE’s financing window to accelerate progress for girls’ education where it is needed the most—15 partner countries so far have secured a total of \$225 million, marking a significant step toward addressing the multiple barriers girls face in accessing and completing their education.

Since 2021, 109 grants totaling \$138 million focused on improving learning for children with disabilities.

- To improve the learning experience for children with disabilities, **Moldova** leveraged a \$4.7-million GPE Multiplier grant to gain an additional \$18 million in cofinancing from other donors to buy nearly hundreds of devices for children with visual and hearing impairments, including Braille typewriters, video magnifiers, screen-reading software and adapted keyboards. That figure is expected to double by mid-2025.
- In **Guyana**, a \$5-million system transformation grant managed by the **Inter-American Development Bank** was used to bolster education leadership at district and school levels for more inclusive learning.

Education that meets the needs of every child in Chad



Making sure every child can access quality education requires attention to the different types of inequality that exist and the ways in which they can overlap, whether for one individual or a whole group, reinforcing exclusion. In **Chad**, children with physical and learning disabilities or mental health conditions often experience multiple barriers to accessing and participating in education.

The government faced budget constraints and a lack of specialized knowledge as to how to best accommodate children's different learning needs until it implemented the "Project for the Urgent Reinforcement of Education and Literacy in Chad," using \$10 million in GPE funding and support from the nongovernmental organization **Association for International Cooperation and Humanitarian Aid (ALISEI)** (*Association pour la Coopération Internationale et l'Aide Humanitaire*). Targeting an initial four regions, the project collected data across 28 schools that identified 445 students (including 189 girls) who had visual and auditory impairments, developmental disorders or were experiencing psychological trauma.

Managed by **UNESCO**, GPE funds were used by the Ministry of National Education and Civic Promotion and ALISEI to train more than 150 teachers in inclusive educational strategies and to deliver training in psychosocial support to an additional 60 participants of various local associations for children with disabilities.

"The inclusive education project supported both training for teachers on the techniques and best practices for including students with disabilities and training inspectors in the techniques for monitoring inclusive teaching through classroom observation."

- Ngamtebaye Ndingan-Yadji, Departmental Inspector of National Education for Grande Sido, Moyen Chari region

Including children with disabilities in Vanuatu



A primary school student raises his hand in class at Freswota School, Vanuatu.
GPE/Arlene Box

During 2024, **Vanuatu** pursued an inclusive education initiative that trained teachers and school leaders to screen students for disabilities, create individual education plans for children needing more support in the classroom and refer students living with disabilities for specialist services and assistive devices. Around 4,600 children with disabilities are benefiting from inclusive education services. GPE has approved a system transformation grant of \$2.5 million in support of Vanuatu's education reform, managed by **Save the Children Australia**. These gains reflect the country's overarching priority reform within its Partnership Compact of improving knowledge and skills among teachers and school leaders, countrywide, recognizing their vital roles in boosting child literacy.

Reforming early childhood education El Salvador



Teaching assistants, caregivers and young learners participate in an early childhood education lesson in El Salvador.
GPE/Julio Roberto

El Salvador is expanding the locally developed "Growing and Learning Together" (*Crecer Juntos*) early childhood education model countrywide, relying on an evidence-based approach to identify the springboards or barriers to success. The country drafted a Partnership Compact detailing its reform plans and how specific stakeholders would play their part, including various ministries, the **Office of the First Lady**, the **World Bank**, the **Inter-American Development Bank** and the **Bank of Central America**. This paved the way for implementation under a \$10-million GPE Multiplier grant and an additional \$5 million from the Girls' Education Accelerator with cofinancing from the World Bank.

As a member of the GPE KIX Latin America and Caribbean Hub, El Salvador has been able to shape its program based on vital insights gleaned during a delegation's visit to Chile—a country that boasts well-established frameworks for early childhood education. Chilean officials shared their experiences in quality assurance, gender-focused approaches and effective collaboration across multiple sectors that helped inform El Salvador's planning for early learning under its "Mi Nueva Escuela" reform.

Partnering amid fragility and conflict in the Democratic Republic of Congo

Education systems providing full, inclusive and quality education promote understanding, social stability and peaceful coexistence as noted in [research published by GPE](#) in early 2024. Rebuilding education systems after crises can also help to restore hope and foster accountability for government, lessening the chances of new conflict by teaching critical thinking, encouraging open dialogue and creating economic growth opportunities.

Between 2002 and 2024, GPE partner countries were able to enroll an additional 106 million children in school despite fragile conditions or conflict, drawing on \$857 million in support during that time to mitigate the impact of numerous crises on education.

GPE coordinates with several humanitarian agencies as countries strive to stabilize and strengthen their education systems. In 2024, GPE welcomed **Education Cannot Wait (ECW)** to the multilateral agency constituency within the partnership, emphasizing the [close and complementary relationship](#) between the two organizations.

GPE's work with partner country governments to strengthen education systems before and after times of crisis complements ECW's work on financing rapid and multiyear education emergency responses through humanitarian coordination mechanisms. Both ultimately aim to improve the participation and holistic learning outcomes of their respective

beneficiaries, with ECW focusing exclusively on children and adolescents impacted by crises and GPE addressing their needs within its wider objectives of supporting education systems through and after crisis.

For example, crises in neighboring countries have brought more than half a million refugees and asylum-seekers to refuge in the **Democratic Republic of Congo**. ECW and GPE collaborate to ensure children can continue to learn safely, combining a dual-track humanitarian and education focus. ECW's First Emergency Response and a component of GPE's system transformation grant are aligned to support the most severely affected provinces with temporary learning spaces, teacher training and gender-based violence prevention and response.

GPE is also supporting the development of a national education in emergencies strategy aligned with the country's education sector plan and an accelerated learning program for children who have dropped out of school so that they can reintegrate into the formal education system. ECW and GPE's close collaboration in the Democratic Republic of Congo is expected to continue through the ECW Multi-Year Resilience Programme in 2025.



Teacher Amunazo Belinda giving a language lesson in Manua School near Kindu, Maniema province, Democratic Republic of Congo.

GPE/Elvix Kwanu

GPE and ECW converge in fragile and protracted crisis contexts, supporting the continuum between humanitarian and development programming and accelerating progress to realize SDG 4 on education for all.

ECW

Supports education in emergencies and protracted crises

Directly executes financing

Humanitarian emphasis with rapid crisis-sensitive and flexible funding

Shorter-term engagement and outlook

Bridges the humanitarian-development nexus, starting from the emergency end of the spectrum



GPE

Transforms education systems in lower-income countries

Works through governments

Development perspective, accelerated funding for crisis response

Long-term engagement and outlook

Bridges the humanitarian-development nexus, starting from the development end of the spectrum

Accelerating education reform through GPE 2030

Building on its progress in delivering greater support where it's needed most under the GPE 2025 strategic plan, GPE will launch its fifth replenishment campaign in 2025 to accelerate momentum under GPE 2030. The financing campaign will have four goals: mobilizing financing for the GPE Fund; diversifying the donor base; mobilizing cofinancing; and securing commitments to domestic financing in partner countries.



3. Partnerships at the center of system transformation

Education transformation requires a comprehensive vision of challenges and possible reforms, sustained action and significant investment. At every level across the education sector, GPE's approach is to identify and mobilize those who can play a part in advancing partner country reforms.

New partners and pledges

In a rapidly-changing world, one of GPE's key strengths is the breadth of its partnership. Each member brings unique knowledge and expertise that can be leveraged to accelerate global progress toward Sustainable Development Goal 4. In 2024, **Jordan, Lebanon** and **Saudi Arabia** joined the partnership, further broadening the membership base from the Middle East and Persian Gulf.

The past year also saw new donor pledges to GPE, with increases from **Spain** (€5 million) and **Japan** (almost \$5.5 million). Part of Japan's contribution, \$3 million, will help children in **Mozambique** return to school in its ongoing recovery from severe cyclones in 2019 as well as supporting climate resilience in education in sub-Saharan Africa.

On the sidelines of the United Nations General Assembly (UNGA) in September, Spanish officials announced they will contribute €20 million to GPE over 2024-25, bringing its overall contribution between 2021-2025 to €25 million. Of this, €3 million will be allocated to GPE's Girls' Education Accelerator and €5

million dedicated to GPE's support for the West Bank and Gaza.

Ireland, Norway, Germany, and the **United Kingdom** also pledged funds in 2024 to the **West Bank and Gaza** sub-account within the GPE Fund while cofinancing from a private foundation advanced progress on a US\$5-million Multiplier grant to benefit urgent education needs for the West Bank and Gaza. Efforts are continuing to secure further cofinancing to unlock another \$10 million.

Creating the conditions for sustainable education reform

At country level

Partner country governments lead GPE and other partners in identifying a priority reform with the potential to ignite system transformation, focusing intently on what needs to happen to deliver that priority reform sustainably and at scale. Strong partnerships that provide efficient, effective support are the engines that sustain this change.

Each country specifies the actions they will take, such as higher domestic financing commitments to education, strengthened data capacity or hiring and training more teachers. GPE mobilizes partnerships and financing behind the priority reform, delivering this support through national systems that ensure efficiency and targeting. Across every aspect of its work, GPE is rigorous in ensuring no one is left behind in this system transformation.

“Transforming education means investing in ongoing training and development for teachers to improve their skills and adapt to new educational practices. It also involves incorporating sustainability and environmental stewardship into the curriculum to foster a sense of responsibility towards the planet.”

– Seme Luete Cons Lomoro, GPE youth leader, South Sudan



The partnership compact is the foundation of this approach, tailoring and aligning GPE support with education sector plans while also focusing on removing the barriers to change in one specific area, effectively releasing the brakes on system transformation.

GPE works with partner countries to gather inputs from a broad array of key stakeholders, from teacher organizations to civil society to the business community, channeling national, regional and global expertise while also fostering local awareness and support.

Teachers are critical for driving education reforms, but they also need to be active participants in shaping those reforms at the outset. During the Education International World Congress in July 2024, representatives urged investment in teachers to ensure their voices are heard in key policy discussions and decision making forums. Each teacher representative from across the partnership that GPE CEO Laura Frigenti met reiterated the importance of investing in the training, well-being, welfare and development of teachers to collectively address children’s learning disparities and to better prepare them for thriving in modern society.

- **Nepal** has applied a \$20-million system transformation grant to advance its priority reform of enhancing teacher quality. The GPE grant has supported the rollout of a teacher mentoring program across 50 local government areas and ensured that the minimum conditions for early childhood education and development centers are established. These conditions set the foundations for successful learning outcomes and environments by providing qualified teachers, comfortable classroom arrangements, better learning materials and suitable water, sanitation and hygiene facilities for children.

In 2024, GPE also expanded targeted technical assistance initiatives to better support partner countries in strengthening their capacities to tackle non-education-centric barriers that can keep children out of school and impede learning, such as the impacts of climate change, school health and nutrition, and school violence. The Board also confirmed \$13 million for GPE technical assistance initiatives that tap into the vast expertise of the partnership and help reinforce country capacity for system transformation.

The Tech4Ed technical assistance initiative

In October 2024, GPE and UNICEF launched the **Tech4Ed initiative** in **Ghana** and **Tajikistan** to explore how technology can be more widely used to improve education, as identified in country partnership compacts and beyond. The initiative will promote a more thorough assessment of technology uses and possible integration in strategic and operational plans across the education sector. Technical assistance, in partnership with the **EdTech Hub** will also aim to strengthen the governance of education system digital transformation to improve learning outcomes.

Evidence-based learning and peer exchange are central pillars of the Tech4Ed (technology for education) approach that hinges on close coordination with a wide range of actors within and outside education. These include ministries or departments overseeing information communications technology, development agencies, teachers, the private sector and non-profit Tech4Ed organizations.

The Tech4Ed initiative was highlighted in the publication *Six Pillars for the Digital Transformation of Education*, a common framework for embracing technology as a way to accelerate improvements in education. The framework was drafted by **UNESCO, UNICEF, the International Telecommunication Union (ITU)**, GPE and other private and public sector partners within the **Digital Transformation Collective**.



Training 12,500 teachers in Sierra Leone

Most primary school teachers in **Sierra Leone** have not had any opportunity to train and develop the skills required to deliver their lessons proficiently, making it challenging to teach numeracy to children in lower-primary school. The country already had a set of strong alliances in the education sector and the discussions that led to its Partnership Compact enabled this group to sit down with the government to focus on a single reform to boost foundational learning.

As a result, GPE and **UNICEF Sierra Leone** have supported the Ministry of Basic and Senior Secondary Education, the Ministry of Technical and Higher Education, and the Teaching Service Commission to facilitate a one-week training for over 12,500 teachers of Grade 1 children, school quality assurance officers and district officers in every district of the country to effectively deliver and facilitate numeracy lessons for young children. Teacher training will also include practices to support inclusion, increase child safety and reduce sexual and gender-based violence.

GPE's "Delivering the Foundations of Learning for All" program is also providing national teacher training and supporting the development of Grade 1 numeracy learning materials. The program, spanning 2023 to 2027, is funded by a GPE system capacity grant of \$2.6 million, a system transformation grant of \$22.5 million and a Multiplier grant of \$15 million that was triggered by a contribution of \$10 million from the **LEGO Foundation** and of \$5 million from **Education Above All**. The goal of the program, underpinned by a radical inclusion policy, is to ensure foundational learning outcomes from pre-primary to Grade 4 are achieved by all girls and boys, including from disadvantaged and marginalized groups.



A teacher and her student at the KDEC Primary School, Masuri, Sierra Leone.
GPE/Ludovica Pelllicoli

Engaging civil society through Education Out Loud

Managed by **Oxfam Denmark** and financed by GPE, **Education Out Loud** is the world's largest education advocacy fund, with total financing of \$133 million. Combining financial strength, a focus on learning and its ability to convene a wide range of partners, Education Out Loud continued to foster civil society participation in policy dialogue and planning throughout 2024.

The past year showed that grantees have increasingly turned to technology to encourage community participation by strengthening their engagement and policy input. Organizations supported by Education Out Loud employed tools such as basic mobile applications, sophisticated data analytics platforms, online crowdsourcing and georeferencing to bridge the gap between governments and citizens, especially the most marginalized, in GPE partner countries.

In **Benin**, Education Out Loud supported **DEDRAS-ONG** and **Social Watch Benin** to create an online platform to provide real-time information on the general level of satisfaction of beneficiaries from public services, specifically education, and to enable policy players to adjust accordingly. Training financed by Education Out Loud and conducted by the **UNESCO International Institute for Education Planning (IIEP)** also provided civil society organizations with better knowledge and tools to advocate for better education funding, ensure educational policies are inclusive and effective, and to hold governments accountable.

Since 2021 to date, civil society organizations using Education Out Loud funding have successfully influenced education planning, policy dialogue or monitoring in 48 countries, far exceeding the projected target for 2024 of 37. Eleven new countries joined Education Out Loud in 2024, bringing the total to 60 including: **Bolivia, Cabo Verde, Cameroon, the Arab Republic of Egypt, Ethiopia, Haiti, Indonesia, Niger, Senegal, Uganda** and **Vanuatu**.

In 2024, Oxfam Denmark began to measure the level of gender responsiveness of policy changes influenced by Education Out Loud funding. Of the 52 policy changes logged in those 48 countries, 27 were listed as "high" for gender responsiveness, 16 as "medium" and just seven were "low."

An independent comprehensive review conducted by the **International NGO Training and Research Centre (INTRAC)** in 2024 affirmed the relevance and value of Education Out Loud to advance civil society advocacy and strengthen both education policy and accountability. The initial review findings published in October 2024 stated that Education Out Loud is a sound strategic and programmatic asset for GPE's efforts to drive engagement and support quality, inclusive education by assisting civil society networks and actors.



YOUTH LEADERSHIP

GPE provides a platform and support for young people to share their personal views, experiences and ambitions for education transformation at the global, regional and national levels. GPE youth leaders have personal experience of education systems across partner countries, and this drives them to advocate for inclusive, safe learning free from all forms of violence.

In 2024, GPE youth leaders from countries as diverse as Sweden, Zimbabwe, and St. Vincent and the Grenadines participated in 36 in-person and virtual events, showcasing their advocacy skills

and passion for education. These included the UNGA, COP29, the Special Olympics Virtual Teachers Summit, the Economic and Social Council (ECOSOC) Youth Forum and GPE’s June 2024 Board meeting.

One of the year’s highlights was GPE’s fourth annual youth-led Futures Festival focused on education for skills development and empowerment that includes children with disabilities. The event drew prominent education officials and advocates including Belio Kipsang, Principal Secretary of the State Department for Basic Education within the Ministry of Education of Kenya, and GPE CEO Laura Frigenti.



GPE youth leaders Qais Khan from the United Kingdom (left) and Tendai Kunyelesa from Zimbabwe (right) at the Economic and Social Council (ECOSOC) Youth Forum with United Nations Assistant Secretary-General for Youth Affairs Felipe Paullier (middle).
GPE/Timo Diers

At the start of the year, GPE youth leader Ayesha Sidikka shared her experiences during the Wilton Park dialogue on ending violence in and through education:

“Education holds the potential to address discriminatory social and gender norms, behaviors and stereotypes that result in violence, and together we can build a future where every child can be safe and violence has no place.”



“Funding education should always be a priority for world leaders because it is the cornerstone of sustainable development, economic growth, and social stability. Education equips individuals with critical skills, fosters innovation, and promotes social stability. It addresses global challenges like climate change and ensures gender equality. Education is an investment in a more equitable, peaceful, and prosperous future for all.”

- Ngimou Victorine Nchokuno, GPE youth leader, Cameroon



GPE youth leader Ngimou Victorine Nchokuno from Cameroon speaks at COP29 in Baku, Azerbaijan.
GPE/Timo Diers

Answer the youth call to fund education:



“The future is calling.” GPE youth leader María José Carranza Padilla from Guatemala promotes the ‘Answer the Call’ campaign to fund education at the 79th session of the UN General Assembly at the United Nations Headquarters in New York, NY, USA.
GPE/Timo Diers

Across regions

GPE strongly supported the African Union's activities around its "Year of Education" in 2024.

Read the paper *Educate Africans fit for the 21st Century* co-produced with GPE, the African Development Bank, UNESCO, UNICEF, the African Union ahead of the 37th AU Summit here:



The African Union Year of Education

With Africa widely expected to host the largest population of young people over coming decades, the **African Union (AU)** declared 2024 to be the Year of Education to highlight education's crucial role in the continent's economic, cultural and social development.

Drawing on a longstanding collaboration to advance education across Africa, GPE's engagement with the AU throughout the year included co-organizing high-level forums, policy dialogues and targeted initiatives on issues such as innovative financing approaches and policies for education, the role of school feeding in supporting learning outcomes and expanding equitable access to foundational skills in line with Sustainable Development Goals.

From the UN General Assembly in New York to the first Pan-African Conference on Girls' and Women's Education in Addis Ababa, GPE and the AU leveraged a range of events to stress the importance of stronger financing of education that embraces all children across Africa to ensure they have the skills to thrive in a fast-changing world. Ministers, donors, diplomats, practitioners and youth leaders came to these events alongside

representatives from civil society and the private sector to consider how to attract greater and more innovative financing to education and how to make learning more inclusive and effective throughout Africa.

In October, for example, GPE participated in the first Africa Skills Week 2024 under the theme "Skills and Jobs for the 21st Century: Quality Skills Development for Sustainable Employability in Africa." Hosted by the AU and the government of Ghana, it represented a significant milestone within the AU's Year of Education and provided a key platform for GPE to showcase its contributions to skills development and education as vital drivers of African jobs growth.

Also during October, G7 Development Ministers committed to supporting the AU emphasis on efforts to achieve the education targets of the 2030 Agenda for Sustainable Development by investing in the region's human capital, including through GPE.

GPE Board Chair H.E. Jakaya Mrisho Kikwete with youth leaders Anna Bella Sabilah from Indonesia and Farida Ally from Kenya at the mid-year commemoration of the AU Year of Education held during the 79th UNGA in New York, USA.

GPE/Timo Diers



The **GPE Knowledge and Innovation Exchange (KIX)**—implemented in partnership with the **International Development Research Centre (IDRC)**—plays an integral role in reinforcing GPE’s operations, generating and strengthening evidence use in policy making to address education challenges, and facilitating knowledge-sharing between countries through four regional hubs: KIX Africa 19 for East, South and West Africa; KIX Africa 21 for West and Central Africa, and the Indian Ocean; KIX Europe, Middle East and North Africa, Asia and Pacific; and KIX Latin America and the Caribbean. National KIX delegations in 71 partner countries are made up of representatives from ministries of education, development and multilateral organizations, civil society and academia.

In 2024, GPE KIX supported 537 research outputs that led to 126 instances of evidence and innovation uptake in education policy and decision making. Findings and lessons learned from GPE KIX applied research projects (summarized in synthesis reports) are informing policy dialogue on [early learning](#), [education data systems and data use](#), [gender equality](#), [how to support learning for children who are out of school](#) and [teacher professional development](#).

Regional hubs reached facilitating 77 peer learning events and nearly 26,000 people participated in both hub and research grantee events—more than 20,000 being from partner countries.

- The **Maldives** hosted the first-ever GPE KIX National Uptake Forum in May 2024, bringing together more than 100 participants to share experiences in promoting equitable early childhood education. The country is currently participating in a GPE KIX [research project](#) focusing on play-based early learning to strengthen its own reform work, drawing on

\$8 million from a system transformation grant and a GPE Multiplier grant.

- The GPE KIX Latin America and Caribbean Hub supported **El Salvador**’s midterm review of its Partnership Compact, while the GPE KIX Africa 19 Hub held a three-day national capacity building workshop on teacher policy development and implementation in **Ethiopia** with participants from the Ministry of Education, teacher training institutions, teacher unions and the civil service commission.
- **Ghana**’s drive to reform foundational learning is leveraging GPE financing through a \$31-million system transformation grant and a \$40-million GPE Multiplier matched by another \$40 million from a syndicate of philanthropic foundations. Ghana’s drive for education reform was amplified through its participation in early learning research through the GPE KIX Africa 19 hub and its support of research into a range of approaches to improve early childhood learning. Meanwhile, Education Out Loud has supported Ghanaian civil society organizations working to promote gender-responsive, inclusive education policies for children in some of the most remote and poverty-afflicted areas.

Early findings of an external evaluation noted a stronger alignment between GPE KIX and the GPE operating model as well as increased engagement of senior government officials, affirming that

GPE KIX had generated a “substantial evidence base on education innovations” and was “supporting change in policy and practice with evidence.”

The evaluation concluded that the scale and interconnected design of GPE KIX makes it “unique” in its field.

LEGO Foundation’s support to research on early childhood learning

While many African governments have increased their commitments to early childhood education, many have also been confronted by knowledge gaps around how to adapt and scale approaches that work best for young children while addressing equity and gender equality in education. Harnessing the power of collaboration, eight GPE KIX projects—five supported by \$3 million from the **LEGO Foundation**—developed and mobilized evidence on early learning from 11 African countries.

These initiatives engaged communities in a range of ways. Research projects in **Uganda** directly involved parents in setting up new centers in rural areas previously lacking such facilities. Residents volunteered for leadership roles and project activities.

The ‘LEARN Plus’ project, implemented by **Plan International Canada**, held workshops followed by reflection meetings with government partners and education stakeholders from **Cambodia, Lao People’s Democratic Republic** and **Tanzania**. Countries also learned ways to enhance early childhood education from each other thanks to opportunities created by GPE KIX regional hubs. **Sierra Leone**, for example, benefited from learning about **Ghana**’s successful technical working group toolkit through one such exchange.



In global policy

Support to education in low- and lower-middle-income countries is under tremendous pressure—pressure that is rising at a time when many countries are struggling to even maintain public spending on education essentials like teacher salaries and safe schools. At the same time, the share of overseas development assistance channeled to education is falling.

An urgent paradigm shift is needed to prioritize and increase investments in education,

teaching and learning as well as ensure resources for education are distributed more equally.

Against this background and as a member of the High-Level Steering Committee on Sustainable Development Goal 4, GPE pushed to keep education atop policy agendas. This included advocating for education financing to remain a priority at the Group of Seven (G7) forum, the UN General Assembly, the Summit

“Education is a fundamental right and a cornerstone of sustainable development. Funding education is essential for building a knowledgeable, skilled, and innovative society. It helps reduce poverty, inequality, and violence, while promoting economic growth, social mobility, and global understanding.”

- Asimawu Tahiru, GPE youth leader alum, Ghana

of the Future and the UN Climate Change Conference (COP29). GPE also contributed to key multilateral initiatives such as the 2024 Global Education Meeting following the Group

of 20 Education Ministers’ summit and the inaugural Global Ministerial Conference on Ending Violence Against Children.

Ending violence against children in schools

In 2024, GPE advocated for approaches to end school-related gender-based violence at the World Education Forum in May and participated in the inaugural Global Ministerial Conference on Ending Violence Against Children in November.

Some partner countries, like **Papua New Guinea**, have stressed the importance of stopping school-related gender-based violence when developing their partnership compacts or when planning the use of GPE funding in the cases of **Guinea** and **Mozambique**. The GPE KIX “Strategies to Prevent Sexual and Gender-Based Violence and Foster Equity in Rural Schools” project (implemented by the ***Campaña Latinoamericana por el Derecho a la Educación***) is creating safer and more equitable learning environments for girls and boys through research that promotes gender equity and safety in schools. In **Haiti**, students now recognize situations such as bullying and sexual harassment as forms of gender-based violence. This new awareness is coupled with a strong commitment from community leaders who are actively working to prevent gender-based violence within schools, ensuring the project’s long-term impact. **Honduras** has also experienced a significant improvement in school safety in targeted areas through a range of basic improvements in school bathrooms and water and sewage systems.



KEY MOMENTS

GPE CEO Laura Frigenti participates in a reading circle in **El Salvador** in January 2024 during a visit to a school implementing the national reform for early childhood education. While in El Salvador, CEO Frigenti celebrated the International Day of Education and met with governmental officials, civil society, youth and the local education group to learn about how the Girls' Education Accelerator—GPE's targeted financing window for progress on girls' education—was being used to develop gender-sensitive teaching materials for young learners.



GPE

"Instead of being in crisis, education should be a tool to address global challenges. As we confront rapid changes in climate, technology, and demographics, education is our best investment in a safer future that leaves no one behind."

- GPE High-Level Envoy Thiam



GPE

Chief Technical Officer Jo Bourne speaks as a panel member for cross-sectoral perspectives on gender equality at the 2024 Global Education Meeting (GEM) in Fortaleza, Brazil on the importance of considering the different experiences of girls and boys in all aspects of education systems and the potential of youth to become agents of

change. Aligned with the focus of the Brazilian G20 presidency on equity and inclusion, the 2024 GEM brought together governmental and non-State actors to agree on acceleration strategies to achieve the 2030 Agenda, recognizing education as both a social equalizer and driving force of sustainable development.

UNESCO/Aurélio Alves



In September, GPE announced two High-Level Envoys and Advisors to support advocacy for all children to receive 12 years of quality education: Serigne Mbaye Thiam, former Minister of Education of Senegal who also previously served as GPE Board Vice Chair; and Ruth Kagia, former Deputy Chief of Staff and Senior Advisor to the President of Kenya who led on Kenya's co-hosting role for the previous GPE financing campaign.

Here, GPE High-Level Envoy Kagia speaks on the importance of school meals, health and nutrition to enhance foundational learning outcomes at scale across the African continent as part of a panel discussion at the 2024 Africa Foundational Learning Exchange (FLEX) held in Kigali, **Rwanda** in November.

GPE

In September, GPE welcomed a new Vice Chair for the GPE Board: Christine Hogan, former Deputy Minister of Environment and Climate Change of Canada. Here, Vice Chair Hogan speaks with H.E. Reem Al Hashimy, Minister of State for International Cooperation in the United Arab Emirates, at the December Board Meeting in Dubai, **United Arab Emirates**.



GPE/Rianka Chance

GPE youth leader Rianka Chance from St. Vincent and the Grenadines at the Caribbean Transforming Education Symposium and Policy Dialogue, held in the Cayman Islands in September, where she advocated to regional leaders, alongside GPE youth leader Anjalie from Guyana, for equitable and inclusive education policies across the Caribbean.

GPE CEO Laura Frigenti speaks on the link between education and peace building as part of a panel discussion on the importance of investing in quality education for economic growth, peace and stability held at the Center for Strategic & International Studies (CSIS) in April in Washington, D.C. in the lead up to the annual Spring meetings of the World Bank Group and International Monetary Fund.



GPE/Timo Diers

GPE CEO Laura Frigenti meets with civil society organization representatives as part of a side event for the 79th session of the UN General Assembly (UNGA). GPE continued to advocate for education at UNGA 2024 through co-hosting an event with the African Union to mark the mid-year commemoration of the AU Year of Education, co-organizing six sessions on

the importance of assistive technology to transform education and employment for student disabilities, the digital transformation for education including the launch of a common framework, meaningful youth engagement held at the Ban Ki-moon Foundation and on solutions to support the education of children who are out of school. GPE also held bilateral meetings with

foundations and sovereign donors and saw the strong participation of GPE youth leaders, including at the Summit of the Future.



GPE/Timo Diers



GPE/Britto Kuniyil



GPE/Timo Diers

4. Learn and adapt: The path to change

The steep rise in grant approvals, disbursements and other support to partner countries during 2024 are due in part to GPE's ongoing commitment to improvement through learning and adapting. By drawing on a growing evidence base, including midterm reviews of partnership compacts, GPE is making bold adaptations that make it more effective, efficient and flexible.

The system transformation journey is not always easy and learning together as a partnership through midterm reviews enables GPE to adjust with relative agility. They present a crucial opportunity for governments and partners to: take stock of progress in implementing the priority reform identified in each partnership agree on next steps or course changes to adjust alignment and strengthen monitoring; and mobilize additional financing and partners.

Midterm reviews of individual partnership compacts gained momentum in 2024, with as many as 25 partner countries set to complete theirs in the months ahead. As the basis for subsequent funding, reviews are triggering performance-based grant 'top-ups'—many of them boosting efforts to improve efficiency and increase spending on education. Midterm reviews also ensure GPE is investing in the continuity of country reforms, supporting adaptation and learning to affirm reforms are effectively delivering the desired change in education.

Independent reviews of GPE's work and impact issued during 2024 strongly reaffirmed the relevance of GPE's emphasis on system transformation and the benefits of its partnership-centered model for delivery, helping to identify areas for refinement for the next financing period. GPE's steps to diversify the pool of eligible grant agents and streamline the selection process during 2024, for example, typified how GPE responds to country feedback and independent assessments.

Initial findings from ongoing reviews of GPE KIX and Education Out Loud also indicated that the two programs have been successful. Both funds were regarded as unique in the education sector when considering their geographic footprint, approaches and scale. GPE KIX in particular was seen as fulfilling its objectives to generate and mobilize knowledge as well as catalyze partner country capacity.

Rallying partners and promoting stakeholder voices

A 2024 survey of more than 360 education stakeholders commissioned by GPE showed an appreciation for GPE's emphasis on bringing together and focusing diverse groups on each partner country's priority reform: 79 percent agreed or strongly agreed that GPE makes a significant contribution by promoting civil society voices and those of the most marginalized groups in education processes. Three-quarters of respondents pointed to GPE's ability to convene international organizations at the country level as a valuable attribute.

Using a midterm review to deepen reform impact in Tajikistan

One of the many challenges for countries pursuing education reform is that tracking progress and making critical adjustments takes significant time, funds and expertise. By working with GPE on midterm reviews of their partnership compacts, partner countries are bringing together key stakeholders to consider emerging evidence and target any new or persistent obstacles to education system transformation.

In 2024, **Tajikistan** was one of the first partner countries to perform a midterm review of its Partnership Compact that sets out a priority reform focused on building children’s skills and competencies to help them thrive in the 21st century. Together with national institutions, development partners, teacher representatives and civil society organizations, the government looked at key achievements under the reform and at ways to accelerate progress.

They saw that Tajikistan’s “Competency-Based Education” reform was becoming apparent in

teacher preparation, on-the-job training and mentorship as well as in classroom instruction. The reform has also updated several school subjects including through new teaching and learning materials, some of them approved for nationwide rollout.

Additionally, the midterm review identified areas requiring further attention to enhance the reform process and ensure implementation moves beyond pilot projects to become systemwide. The midterm review was designed to improve joint monitoring practices and Tajikistan introduced a new, structured approach to monitoring and evaluation as a result. It will assess progress based on indicators and targets that reflect review findings and the country’s Partnership Compact ambitions.

By clearly defining necessary adjustments and mapping roles of both institutional actors and supporting development partners, this new monitoring framework will be instrumental in driving implementation, including strengthening the country’s system foundations to anchor competency-based education.

Tajikistan’s midterm review reaffirmed its commitment to transforming its education system under its overarching National Strategy for Education Development 2030. The updated priority reform provides a clear and agreed direction for national and international partners and sets indicators to track how its priority reform is taking shape systemwide.



Grade 4 students do group work during class at school 51 in the town of Kulob, Khatlon Region, Tajikistan. School 51 is a school that has been largely successful in implementing the competency-based education reform and is now being embraced by all development partners and rolled out as part of a system-wide transformation.

GPE/Kelley Lynch

A [review](#) by the Multilateral Organisation Performance Assessment Network (MOPAN) also affirmed GPE was fulfilling its role in supporting partner countries' increasingly ambitious goals in evidence-based education reform by emphasizing local ownership, coordinated aid delivery and transparency. Many national education coalitions supported by GPE include youth and teacher representatives while stakeholders part of local education groups in partner countries play a key role in shaping national partnership compacts. MOPAN also highlighted GPE's success in promoting gender equality as well as in attracting new funds and financing partners to the education sector to [address education challenges at scale](#).

“GPE has improved inclusive dialogue, helped partner countries identify and address bottlenecks in the education sector, and strengthened the relevance of its financial and non-financial support to the needs and contexts of partner countries.”

The Independent Evaluation Group also validated a systems approach to boost learning outcomes in its evaluation of the World Bank's support to basic education. Its report showcased GPE as a large-scale, positive partnership that adds value to advancing basic education and highlighted GPE's positive impact in promoting interaction between development partners and civil society, leveraging funding and fostering sector coordination. Country-level evaluations showed strong, government-led inclusive dialogues and that partner countries used evidence to identify challenges more systematically.

How GPE is meeting and refining its strategic goals

In adopting the GPE 2025 Strategy four years ago, GPE defined its role in working with low- and lower-middle-income countries for systemwide impact by strengthening gender-responsive policy and planning, mobilizing funding and coordinated action while learning and adapting to drive results. The embrace of the partnership compact, the success of the GPE Multiplier in attracting close to \$4 billion in cofinancing and the refinement of approaches both within GPE and across partner countries point to significant strides under GPE 2025.

During 2025, GPE will be drafting its next strategic plan GPE 2030 to build on this momentum, applying the lessons from independent reviews, such as that of MOPAN, as well as from wide-ranging consultations with GPE partners and Board constituencies.

The new strategy will build upon GPE's progress under GPE 2025, particularly in the areas of including the most marginalized children and getting more girls an education. GPE 2030 will boost efforts to gather and use foundational learning outcomes data as well as sharpen GPE's approach to tracking and demonstrating results and maintaining a strong emphasis on alignment and coordination with partner efforts.

Learning from the success of the Multiplier, there will be wider opportunities to use innovative financing to crowd in additional financing for education. Operationally, GPE will further refine its grant agent selection process to better meet the needs of partner countries while adapting its legal structures to make it easier to attract and manage financing from a broader range of partners.

GPE BOARD OF DIRECTORS

GPE has a 40-member constituency-based, multi-stakeholder Board of Directors.¹

**H.E. JAKAYA
MRISHO
KIKWETE**



CHAIR

His Excellency Jakaya Mrisho Kikwete has served as Chair of the GPE Board since September 2021, bringing a wealth of experience as former President of Tanzania and a passion for advancing education, promoting women’s and children’s health, and advocating for refugees.

**CHRISTINE
HOGAN**



VICE CHAIR

In September 2024, Christine Hogan joined as GPE Board Vice Chair, having previously served as Canada’s Deputy Minister of Environment and Climate Change and Deputy Minister for International Trade. Drawing on her more than 30-year career in public service, Ms. Hogan is an advocate for investing in education for a more equal, sustainable and prosperous world.

Africa 1	Farah Sheikh Abdulkadir, Minister of Education, Culture and Higher Education, Somalia Alternate: Carmelita Rita Namashulua, Minister of Education and Human Development, Mozambique
Africa 2	Youssef Tahir Ahmat, Director General, Administration, Planning and Resources, Ministry of National Education and Civic Promotion, Chad Alternate: Moustapha Mohamed Mahamoud, Minister of National Education and Vocational Training, Djibouti
Africa 3	Dr. Maruf Tunji Alausa, Honorable Minister of Education, Nigeria Alternate: Louis Moses Mendy, Permanent Secretary, Ministry of Basic and Secondary Education, The Gambia
Asia and Pacific	Ismail Shafeeu, Minister of Education, Maldives Alternate: Wayne Mendiola, Acting Secretary, National Department of Education, Federated States of Micronesia
Eastern Europe, Middle East, Central Asia	Dr. Saidzoda Rahim, Minister of Education and Science, Tajikistan Alternate: Dan Perciun, Minister of Education and Research, Republic of Moldova
Latin America and the Caribbean	Daniel Esponda Velasquez, Minister of Education, Honduras Alternate: Priya Manickchand, Minister of Education, Guyana
Donor 1	Jean-Sébastien Conty, Deputy Director, Global Affairs, Ministry for Europe and Foreign Affairs, France Alternate: Anna-Lena Flurry Angelotti, Senior Policy Adviser, Swiss Agency for Development and Cooperation, Federal Department of Foreign Affairs, Switzerland
Donor 2	Line Friberg Nielsen, Chief Technical Advisor, Ministry of Foreign Affairs, Denmark Alternate: Helena Reuterswärd, Senior Programme Officer, Swedish International Development Cooperation Agency, Sweden

Donor 3	Barbara Curran, Director General, Social and Economic Development Bureau, Global Affairs Canada Alternate: Judith Herbertson, Head of Girls' Education Department, Foreign, Commonwealth and Development Office, United Kingdom
Donor 4	Merete Lundemo, Special Envoy, Education in Crisis and Conflict, Ministry of Foreign Affairs, Norway Alternate: Ilham Al Ghadiri, Diplomat, Ministry of Foreign Affairs and International Cooperation, United Arab Emirates
Donor 5	Martin Seychell, Deputy Director-General, Directorate-General for International Partnerships, European Commission Alternate: Heike Kuhn, Head of Division, Education, Federal Ministry for Economic Cooperation and Development, Germany
Donor 6	Natasha de Marcken, Deputy Assistant Administrator, U.S. Agency for International Development Alternate: Rhona McPhee, Assistant Secretary, Global Programs and Partnerships, Department of Foreign Affairs and Trade, Australia
Civil Society Organizations 1	Yona Nestel, Lead, Global Education Hub Lead, Plan International Alternate: Susan Nicolai, Global Director, Education, Save the Children
Civil Society Organizations 2	Solange Akpo-Gnandi, Regional Coordinator, Africa Network Campaign on Education for All Alternate: Rasheda Khatoun Choudhury, Executive Director, Campaign for Popular Education
Civil Society Organizations 3	Haldis Holst, Deputy General Secretary, Education International Alternate: Dennis Sinyolo, Regional Director, Africa, Education International
Private Sector	David Boutcher, Partner, Reed Smith LLP Alternate: Emily Friedman, Head of Business Investment for Education Impact, Global Business Coalition for Education
Private Foundations	Andrew Cunningham, Global Lead, Education, Aga Khan Foundation Alternate: Christopher Thomas, Director of Partnerships, Yidan Prize Foundation
Multilateral Agency 1	Stefania Giannini, Assistant Director-General for Education, UNESCO Alternate: Valerie Guarnieri, Assistant Executive Director, Programme and Policy Development, World Food Programme
Multilateral Agency 2	Pia Rebello Britto, Global Director, Education and Adolescent Development, UNICEF Alternate: Sajjad Massod Malik, Director, Division of Resilience and Solutions, UNHCR
Multilateral Agency 3	Luis Benveniste, Global Director, Education, World Bank Alternate: Idrissa Dia, Director, Economic and Social Infrastructure Department, Islamic Development Bank



GPE Board members gather during their December 2024 meeting in Dubai, United Arab Emirates. GPE/Muhammed Muttill

1. This list is as of December 31, 2024. More information is available at: <https://www.globalpartnership.org/who-we-are/board>.



Cover photo:

Marie Goreth Mukayisenga, a teacher at GS Rosa Mystica school in Kamonyi, Rwanda, overseeing the study work of Gafurama Isheja Ornella, a Grade 4 student.

GPE/Nkurunziza (Trans.Lieu)

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