



**MINISTRY OF FOREIGN AFFAIRS  
OF DENMARK**

# **ORGANISATION STRATEGY**

**GLOBAL PARTNERSHIP FOR EDUCATION (GPE)  
2023-2026**

---

## Contents

1. Objective.....	3
2. The organisation.....	4
3. Results, lessons learned and key challenges .....	8
4. Priority areas .....	10
4.1 <i>Gender equality</i> .....	12
4.2 <i>Humanitarian-Peace-Development (HDP)-nexus</i> .....	13
4.3 <i>Climate change</i> .....	14
5. Danish approach to engagement with the organization.....	15
6. Budget 17	
7. Risk and assumptions .....	17
Annex 1: Results framework.....	18
Annex 2: GPE 2023 budget and 2024 forecast .....	22

# Danish Organisation Strategy 2023-2026 for Global Partnership for Education (GPE)

## Introduction:

This 2023-2026 Organisation Strategy for Denmark's engagement with Global Partnership for Education (GPE) describes the strategic objectives and choice of priority areas that Denmark's partnership with GPE will be guided by in that period. It builds on the previous Danish Organisation Strategy for GPE and on GPE's own 2025 Strategic Plan. Denmark has supported GPE since 2007.

GPE is a multi-stakeholder partnership and fund that finances and supports solutions to build strong and resilient education systems in lower-income countries so that more children, especially girls, get the education they need to thrive and contribute to building a more prosperous and sustainable world. GPE's 2025 Strategic Plan focusses on improving learning, equity and inclusion for the most marginalised children, including girls, children affected by crises and displacement and children with disabilities.

## GPE's key results:

- Global and national partners and resources mobilised for sustainable results
- Strengthened gender-responsive planning and policy development for system-wide impact
- Coordinated action and financing to enable transformative change
- Strengthened capacity, adaptation, and learning, to implement and drive results at scale

## Justification for support:

- GPE's mandate and work is highly relevant for key Danish priorities and interests – quality education, gender equality and ensuring the right to education as an enabler for development, reducing inequalities, strengthening resilience and ending poverty. Education is a fundamental building block for developing democratic societies and crucial for ensuring children equal opportunities.

## How we will ensure results and monitor progress:

- Engaging strategically and actively with GPE and its constituents through our seat on the Board of Directors and via bilateral dialogues, also at country level where relevant.
- Engaging actively in GPE's informal working groups within prioritised areas, such as 'gender'.
- Monitoring of progress within prioritised areas.

## Risk and challenges:

- Fragility, conflicts and crises, creating challenges to education systems building and funding for education.
- Aid architecture being 1) unstable with donors more often than previously changing commitments, and 2) fragmented.
- Gaps in coordination and collaboration across the sector.

<b>File No.</b>					
<b>Responsible Unit</b>	MNS				
<i>Mill. DKK</i>	2023	2024	2025	2026	total
<b>Commitment</b>	250	250	250	250	1000
<b>Projected ann. Disb.</b>	250	250	250	250	1000
<b>Duration of strategy</b>	2023-2026				
<b>Finance Act code.</b>	§ 06.36.04.10				
<b>Desk officer</b>	Line Friberg Nielsen/Rikke Møller Mikkelsen				
<b>Financial officer</b>	Antonio Ugaz-Simonsen				

## SDGs relevant for Programme

 1 No Poverty	 2 No Hunger	 3 Good Health, Wellbeing	 4 Quality Education	 5 Gender Equality	 6 Clean Water, Sanitation
 7 Affordable Clean Energy	 8 Decent Jobs, Econ. Growth	 9 Industry, Innovation, Infrastructure	 10 Reduced Inequalities	 11 Sustainable Cities, Communities	 12 Responsible Consumption & Production
 13 Climate Action	 14 Life below Water	 15 Life on Land	 16 Peace & Justice, strong Inst.	 17 Partnerships for Goals	

## Budget

**Annual budget 2021:**

Total: 2.9 mia. USD

## Danish involvement in governance structure

- Denmark is a member of the Board of Directors and shares donor constituency with Sweden, with Sweden as alternate board member. Estonia is also a part of the constituency as observer.

Strat. objectives	Priority results	Core information
Accelerating access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21 <sup>st</sup> century.	<ol style="list-style-type: none"> <li>1. Gender equality</li> <li>2. HDP-nexus</li> <li>3. Climate change</li> </ol>	<p><b>Established:</b> 2002  <b>Headquarters:</b> Washington DC  <b>Human resources:</b> +160 staff members in 2022  <b>Chief Executive Officer:</b> Laura Frigenti (December 1<sup>st</sup> 2022)  <b>Board member:</b> DK shares seat with Sweden as alternate board member.</p>

## 1. Objective

Sustainable Development Goal (SDG) 4: *Quality Education* is the overarching, strategic aim of Danish development assistance to education. This goal is critical because of its transformative effects on so many of the other SDGs. Sustainable development hinges on every child receiving a quality education. A quality education offers children the tools to develop to their full potential, enabling upward socioeconomic mobility. Without quality education, children are more likely to suffer adverse health outcomes and less likely to participate in decisions that affect them, threatening their ability and opportunity to shape a better future for themselves and their societies.

During the past three decades, the world has seen a massive expansion of access to education across the world, contributing to upholding people's rights and advancing social, political and economic development. The COVID-19 pandemic has had an enormous negative impact on education in low and middle income countries, exacerbated by conflicts and climate change and now also inflation and food insecurity. Today, 244 million children and young people are not in school. In crisis affected contexts alone, 78 million children are out of school. Millions of the children that *are* in school are not learning. This leaves the education related goals and targets of the 2030 Agenda severely off track and risk leaving children and young people very poorly equipped to navigate uncertain futures.

With its global reach and focus on strengthening national education systems in low-income and crisis affected countries, Global Partnership for Education (GPE) is a key partner in Denmark's efforts to contribute to better access to quality education for marginalised children. GPE is committed to accelerating progress and achievement by 2030 on equity, inclusion and learning. GPE is uniquely positioned to lead on this as the largest fund dedicated to education and with its track-record of achieving tangible results on the ground. GPE played a key role in the UN Transforming Education Summit in 2022. GPE is also expected to play a key role leading up to and at the UN Summit for the Future in 2024 which identifies education as a critical public good around which a fundamental shift is required, in terms of how the role and value of education is seen and understood.

This Organisation Strategy (OS) for Denmark's Engagement with GPE 2023-2026 is based on previous years' partnership dating back to 2007. The OS identifies key strategic priorities for the partnership and dialogue between the Danish Ministry of Foreign Affairs (MFA) and GPE, supported by continued Danish financial contributions. It outlines specific goals and results that Denmark will pursue in cooperation with GPE and like-minded partners. The OS will cover four years (2023-2026) as opposed to three in order for the next OS to be aligned with GPE's next strategic plan which will be developed in 2025.

The OS is anchored in Denmark's overall commitment to the SDGs, in particular *SDG 4 Access to quality education for all*. It is furthermore anchored in the Danish Strategy for Development Cooperation 2021-2025, "The World We Share", which includes a focus on education as a driver for human rights, democratic societies and economic development: *Access to education and particularly the quality of education is important for enabling each individual to exercise their rights. The ability to read makes it easier for a citizen to claim their rights to health treatment, engage in meaningful political participation, and start their own company. Like health, education is a lever for ensuring social equality.* [One of five preconditions for a good life, p.17]

**Education is a fundamental building block for developing democratic societies** and is crucial for ensuring children equal opportunities in the future. For each year a girl attends school, her expected income increases by 10-20 percent. Nevertheless, far too many children do not have access to schooling and quality education. For example, half of the world's refugee children do not go to school. In addition, the lack of schooling puts young girls in particular at higher risk of sexual and gender-based violence, teenage pregnancies and child marriages. In some crisis contexts, more than 70 percent of women are subject to gender-based violence. [p.25]

**Denmark will work to ensure quality education for children and young people in humanitarian and development interventions.** Denmark will work to ensure equal access to education, with focus on vulnerable groups, higher quality education as well as gender equality in and through education, enabling boys and girls to grow up as equal citizens. [p.27]

Source: *The World We Share, August 2021*

Danish support to education is primarily channeled through multilateral partnerships. Denmark will use its seat in the governing bodies of these entities to influence decisions in line with overall Danish development objectives and those specific to education. This approach is also described in the 'How-to' note on social sectors and safety nets, developed in support of the implementation of the Danish strategy for development cooperation 2021-2025<sup>1</sup>.

## 2. The organisation

**Background.** The Global Partnership for Education was established in 2002 (then Education for All – Fast Track Initiative). GPE is a multi-stakeholder partnership and fund that finances and supports solutions to build strong and resilient education systems in lower-income countries so that more children, especially girls, get the education they need to thrive and contribute to building a more prosperous and sustainable world. Denmark's contribution to Global Partnership for Education (GPE) started in 2007 and is part of the multilateral cooperation.<sup>2</sup>

**Vision, mission and principles.** GPE operates with the overarching vision to achieve *quality education for every child* (SDG 4). The mission is to bring together developing countries, donors, international organisations, civil society, teacher organisations, the private sector and foundations *to mobilise partnerships and investments that transform education systems in lower-income countries, leaving no one behind.* The goal is *to accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21<sup>st</sup> century.*<sup>3</sup>

The organisation's work is guided by its 2025 Strategic Plan, which focusses on improving learning, equity, and inclusion for the most marginalised children, including girls, children affected by crises and displacement, and children with disabilities. It supports countries to make transformational change and

---

<sup>1</sup> <https://amg.um.dk/-/media/country-sites/amg-en/policies-and-strategies/how-to-notes-implementation-of-danish-strategy/10-how-to-social-sectors-and-social-safety-nets.ashx>

<sup>2</sup> In the 2015-2017 period, the Danish contribution to GPE was DKK 400 million annually, and in the 2018-2022 period it was DKK 300 million annually. The decline was due to Denmark's decision to eventually also contribute to the humanitarian-focused UN fund for education, Education Cannot Wait (ECW) established in 2016.

<sup>3</sup> <https://www.globalpartnership.org/who-we-are/about-gpe>

improvements to education systems, recognizing the long-term character of such ambitions and need for diversified financial partnerships.

## GPE's key principles

1. Education as a **public good, a human right** and an enabler of other rights
2. Focusing our resources on **securing learning, equity and inclusion** for the most marginalised children and youth, including those affected by fragility and conflict
3. Achieving **gender equality**
4. Enabling **inclusive, evidence-based policy dialogue** that engages national governments, donors, civil society, teachers, philanthropy and the private sector
5. Providing support that promotes **country ownership** and nationally identified priorities, and is linked to country performance in achieving improved equity and learning
6. Improving **development effectiveness** by harmonising and aligning aid to country systems
7. Promoting **mutual accountability** and transparency across the partnership
8. Acting on our belief that **inclusive partnership** is the most effective means of achieving development results

Source: <https://www.globalpartnership.org/content/charter-global-partnership-education>

**Governance arrangements.** The Board of Directors (BOD), chaired by former President of the United Republic of Tanzania, H.E. Jakaya Mrisho Kikwete, is the supreme governing body of GPE. The BOD mirrors the diverse nature of the GPE with 20 constituencies representing different GPE partners (developing countries, donors, multilateral agencies and regional banks, and non-governmental partners, i.e. civil society, teachers' unions, private sector/foundations). A BOD member and an alternate member represent each constituency. The BOD meets twice a year. Denmark shares a seat with Sweden and since 2021 also with Estonia as observer. Responsibilities of the Board include review of annual objectives, mobilisation of resources, monitoring of financial resources and funding, overseeing secretariat budget and work plan, and advocating for GPE.

**Organisational structure.** The Secretariat runs the day-to-day business of GPE. There are 160+ staff in GPE, divided into seven departments: Country Engagement and Policy, Governance, Secretariat Operations, Finance and Grant Operations, External Relations, Results and Performance, and Partnerships. There are three committees under the BOD: Executive Committee, Finance and Risk Committee, and Performance, Impact and Learning Committee. Denmark previously had a secondment in the secretariat from March 2019 to February 2021. GPE is a fund hosted by the World Bank as a Financial Intermediary Fund (FIF) with headquarter in Washington and satellite offices in Paris and Brussels.

**GPE's operational model.** At the level of partner countries, GPE works with education actors, in a collaborative forum led by the Ministry of Education. These forums include relevant ministries, education focused national/local CSOs and NGOs, donors invested in education, teaching institutions and the like. They ensure sector dialogue, beyond the education sector program and beyond programs financed by GPE. In GPE, and by partners in some countries, these forums are referred to as Local Education Groups (LEGs). GPE's role is to strengthen the LEG and make it more effective, supported via GPE grants. The LEG supports the development, implementation, monitoring and evaluation of the national education sector plans as well as programs financed by GPE, and it leads the preparatory process for the

Partnership Compact<sup>4</sup>. A Coordinating Agency (chair) is selected by the LEG members to facilitate the support from the partners and to coordinate with the GPE Secretariat. Once financial support to a partner country is being provided by GPE, the LEG selects and approves a Grant Agent, from the group of partners, to oversee the implementation of the GPE grants. Grant agents have to be accredited by GPE in order to be eligible. Therefore, not all LEG members are eligible to be grant agents.

The GPE Secretariat is not an implementing agency, but is staffed with education specialists organized in the Country Engagement and Policy Team, providing guidance and support to the partner countries' governments and the LEG. This is done throughout the programming and implementation of GPE grants. The process of developing programs for grant support is aligned to national processes and the modalities of the Grant Agent. However, GPE applies a rigid, independent quality assurance process before the approval of a grant by the GPE Board or by GPE CEO in delegated authority for amounts under a certain threshold. The design of Partnership Compacts is similarly aligned to national processes but is not contingent on the modalities of the specific grant agent.

GPE provides performance based financing, where part of a grant is subject to achievement of defined indicators. GPE support to country partners has a strong focus on sustainability, and GPE requires beneficiary governments to gradually increase and maintain their domestic spending on education with a target of 20 percent of their respective national budgets. The GPE model is heavily focused on capacity building in the partner countries. Further to this, there is strong fiduciary oversight through both GPE's in-country Grant Agents and the GPE Secretariat. GPE's partnerships are rooted in mutual accountability. Every partner must meet clear, specific goals and objectives, and GPE systematically measure the impact of actions through a results framework. Progress against national education sector plans is assessed periodically at country level in a joint sector review, a thorough and inclusive process involving all partners.

The GPE 2025 Strategy is accompanied by a sound Monitoring, Evaluation and Learning Framework that emphasises government-driven processes, puts country-specific learning at the centre, and ensures data and analysis specific to inclusion. At the same time, GPE country teams perform quality assurance and monitor implementation of GPE grants, while supporting governments to learn, adapt and course correct, and disseminate evidence. GPE presents annual results reports on progress toward achieving the goal and objectives of GPE's 2025 Strategy, using data collected by the GPE Secretariat, as well as data from the Global Education Monitoring Report and the UNESCO Institute for Statistics.

**Budget and financial resources.** GPE relies entirely on voluntary contributions for its funding. Its principal donors are governments, philanthropic foundations and development banks. The latest replenishment conference took place in London in July 2021, where donor commitments to GPE reached 4 billion USD of the expected USD 5 billion for the 2025 Strategic Plan. The five main donors representing 64 percent of the overall contributions among a total of 27 contributors are the European Union (21 percent), United Kingdom (15 percent), France (10 percent), Germany (10 percent) and USA (8 percent) with Denmark as number 8 on the list with 4 percent of the total contribution.<sup>5</sup> The overall

---

<sup>4</sup> The Partnership Compact is a new development and seeks to become the foundation for GPE support in developing country partners.

<sup>5</sup> Cumulative Donor Contributions, GPE, December 2021; and <https://www.globalpartnership.org/financing-2025/pledges>

financial contribution from Denmark to GPE for the 2018 to 2021 period was approximately DKK 1.3 billion.

**GPE grant structure.** GPE supports countries to plan and prioritise reforms that have the potential to achieve transformation in the education system. When a country lacks sufficient financing for programs that unlock system bottlenecks, GPE can provide financial support in the form of grants. Unlike most traditional grant mechanisms, GPE focuses on process – a feature reflected in the *System Transformation Grant* that supports preparatory analysis of enabling and hampering factors as part of the Partnership Compact development process. GPE also provides *System Capacity Grants* that aim to strengthen capacity for analysis, planning, budgeting, policy development as well as coordination and development of funding mechanisms, etc. In addition, there are *Programme Development Grants* for specific program development initiatives; *Accelerated Funding* for crisis response; *Multiplier grants* to match external financing; *Debt2Ed* supports countries to transform bilateral debts into new investments in education; and the *Girls' Education Accelerator (GEA)* specifically focuses on girls' education during the process of applying for a System Transformation Grant or a Multiplier Grant. Beyond support to governments, GPE also allocates grants to promote civil society's voice (*Education Out Loud - EOL*) and to generate new knowledge on key issues and solutions for the education sector (*Knowledge and Innovation Exchange - KIX*).

- **System Capacity Grants.** Countries can receive up to USD 5 million to support capacity strengthening for gender-responsive planning and policy development, analysis and planning for system resilience and inclusion of refugees, coordinated action and financing to enable transformative change, such as strengthening sector coordination, development of pooled funding mechanisms, strengthening budget processes, analysis of efficiency of expenditure; and strengthening of government capacity to adapt and learn, implement and drive results at scale, including data system strengthening. The grant can also be used to develop the partnership compact, a policy framework that articulates priority areas for reform with the potential to catalyse system transformation.
- **Programme Development Grants.** Countries can receive USD 200,000 (up to USD 400,000 in exceptional cases) for the design of an education program that will help the country implement its priority reform.
- **System Transformation Grants.** These have been piloted in five countries from January 2021. New allocations have since been formally announced to countries and they will apply. These countries can receive up to USD 162.5 million to finance priority programs that can help unlock bottlenecks and achieve system transformation. Application for the grant is preceded by the development of a partnership compact.
- **Accelerated Funding** provides partner countries flexible support when a crisis emerges or escalates. Typically up to US\$10 million or 20% of a country's System Transformation Grant allocation, whichever is lower. It aims to support governments and partners to sustain continuity of the education system, build back better and institutionalize response capacities. It prioritizes vulnerable populations, and promotes the inclusion of crisis-affected children into national systems. Given the time sensitive needs in a crisis, the accelerated funding application process is expected to be completed in just 8 weeks, starting from the notification of intention to apply to a decision on the funds.
- **Multiplier Grants** are available to countries that can mobilize at least USD 3 in new and additional external financing for every USD 1 from the GPE Multiplier (bi- and multilateral co-financing unlocks Multiplier funding at a 3:1 ratio, while private sector and private foundations do so at a 1:1 ratio). Maximum grant levels are determined based on school-age population and can reach up to USD 50 million. As a tool to unlock supplemental grant finance from the GPE Multiplier, an innovative finance approach - Debt2Ed - was launched in 2022, to support countries to transform bilateral debts into new investments in education.
- **Girls' Education Accelerator** is a modality specifically focused on girls' education during the process of applying for a system transformation grant or a Multiplier grant.

Source: GPE website: <https://www.globalpartnership.org/funding/how-apply-grants>



### 3. Results, lessons learned and key challenges

The Danish collaboration with GPE in the 2018 - 2022 period focussed on three areas: 1) access to quality education for all (SDG 4) with a focus on girls, 2) a results-based, effective organisation with a strong risk management, and 3) expansion and deepening of GPE's partnerships to better address education in the humanitarian-development-nexus with specific focus on marginalised groups (including girls). To monitor results in these specific areas, six of the 37 indicators from the GPE Results Framework were selected, related to impact rather than outcome-level and global rather than country-level objectives.

A **review** of Danish support to and partnership with GPE 2018-2022 was commissioned by the Danish MFA in 2022 to assess the continued relevance of the partnership and inform the next Danish GPE OS 2023 - 2026. The review focused on GPE's efforts to promote gender equality, work in fragile contexts and the humanitarian-development-peace (HDP) nexus, and on synergies with other education sector actors.

Overall, the review found that the Danish contribution to GPE yielded the expected results in particular in terms of an increased prioritisation of gender equality and girls' education and reinforcement of the new country-led model. At the same time, it found that the COVID-19 pandemic had impacted negatively on the goal to ensure efficient and effective delivery of GPE support at country level.

In the area of **gender**, the review found that the GPE secretariat gender expertise capacity has been strengthened, and that there is an increased focus on gender at country level, e.g. by applying gender analysis as an integral part of the Partnership Compact preparation processes. There is, however, still a need for further strengthening of gender equality efforts in implementation, e.g. in terms of focusing more on achieving normative changes. The Multilateral Organization Performance Assessment Network (MOPAN) review of GPE in 2017-2018<sup>6</sup> had also found that while advancing gender equality was a stated priority for GPE, the evidence was limited.

GPE's *new operating model* which focuses on **country ownership** has demonstrated its potential for improved accountability and sustainability, as well as more effective and efficient implementation. The roll-out of the model, however, is still incipient and there are challenges that need to be addressed, including when it comes to securing national funding for education and cross-sector collaboration (e.g. with Ministries of Finance).

While GPE has a focus on reaching the most vulnerable and marginalised children and leaving no one behind, also as part of its prioritisation of fragile and crisis affected contexts, the review found that GPE is yet to deliver a consistent **HDP nexus** approach in relevant contexts. This is found to be rooted mainly in the fact that GPE's operational model, at its core, is long term system transformation. Hence, the review recommends a focus on ways to improve coordination and complementarity with other actors, not least the humanitarian education initiative under the UN, Education Cannot Wait (ECW). That said, it cannot be concluded that the complementarity between the two funds should be the same across all contexts, as all contexts are different. For example, in South Sudan GPE's Accelerated Funding is using ECW's Multi Year Resilience Program (MYRP) as a platform, whereas in Ethiopia and Uganda, GPE

---

<sup>6</sup> <https://www.mopanonline.org/assessments/GPE2017-18/>

supports governments to include refugees in national systems in the long-term, while ECW support targets specific regions with large numbers of displaced children.

In terms of GPE's aim to be more *results-based and effective organisation, with a strong risk management*, the review found that there is a need for continued focus on fundraising and fund diversification to ensure financial resilience.

While recognising that support to education is through multilateral cooperation, the review found that there were limited *linkages and synergies with other Danish development initiatives* in the 2018-2022 period. That said, Denmark does liaise with those Danish organisations with Strategic Partnership Agreements that work with education and/or are also represented on the GPE Board. The formalised partnership with the LEGO Foundation launched in 2020, is pointed out as a move in the direction of cooperation beyond multilateral partners, and as something that could attract other similar actors into the education 'space'.

Finally, Denmark was found to have conducted effective *donor coordination and policy dialogue* with visible influence, in particular on agendas related to gender equality and 'leaving no one behind'. This has been achieved through active engagement in the GPE Board and the GPE Finance and Risk Committee, and through networking with other Board members, i.e. like-minded bilateral donors and other constituencies (civil society, private sector, teachers' associations, and developing countries). A requirement for such successful engagement is allocation of sufficient resources in terms of time and technical capacity.

The review highlighted a few **lessons learned**, one being related to the *secondment of an adviser* to GPE 2019-2021. The seconded advisor was a senior education specialist who was successful in strengthening GPE's technical capacity specifically linked to GPE's work in focus on fragile and conflict affected contexts. The MFA discontinued the secondment in 2021 as part of a general decision to reduce secondments.

The numerous persistent **challenges** listed in the GPE 2021-2025 Strategic Plan are not specific to GPE but describe what is experienced on the ground, and these include: immediate challenges for learners (access to education for girls, children with disabilities and children in displacement situations), challenges related to learning (basic skills capability, curriculum contextual adequacy), and systemic challenges (lack of evidence-based policy-making, harmful gender norms and practices, education financing).

At the organisational level, GPE faces *challenges related to financial resilience* in terms of donor diversification and long-term commitments. The global education agenda faces a chronic funding gap. The financing gap for low- and lower-middle income countries to achieve SDG4 is currently 148 US billion per year (UNESCO 2020). Nearly 90 percent of the resources needed to reach SDG4 by 2030 will need to come from domestic sources (Education Commission, 2016). This still leaves a funding gap that needs to be filled by traditional donor and other sources of funding. However, the share of earmarked aid to education has declined over the past 10 years: the share of education in total aid (not including aid devoted to overall budget support) fell from 11.7 percent in 2010 to 9.7 percent in 2020 (World Bank, 2022). Needless to say, this is a challenge for GPE and for the education sector at large, making the *competition for funding* particularly difficult, most prominently between GPE and ECW.

The review found that GPE’s focus on long-term structural change is a challenge in contexts where flexibility and agility is required due to sudden events related to e.g. political instability, conflict or natural disaster. The review further points out that this is compounded by the fact that GPE is hosted by the World Bank and therefor required to adhere to its rules and regulations. In acknowledgement of this challenge, GPE has in 2022 developed an operational framework for effective support in fragile and conflict-affected contexts. This framework outlines approaches that enable GPE to ensure support to education systems in countries that experience various forms of crises that also affect education.

GPE’s ‘hosting arrangement’ with the World Bank has been a challenge for GPE and its BOD for some time. The issue has been prompted by several members of the GPE BOD calling for greater autonomy of the Board and GPE as such, as well as greater flexibility in terms of funding arrangements (i.e. desire to not be restricted by World Bank rules and regulations). The hosting arrangement was under review in 2022, and based on the analysis and options presented, the BOD decided in January 2023 to maintain the World Bank as its trustee (and ‘host’), as well as Grant Agent at country-level where pertinent, throughout the remainder of GPE’s current strategy period. The donors on the BOD shared concerns regarding the negative implications of a major institutional change, not least considering the global learning crisis and scarcity of funding. That said, the GPE CEO has been given the mandate to explore opportunities with the World Bank to increase flexibility and autonomy. By 2025 the BOD will again discuss and agree on the future institutional set-up of GPE, as GPE initiates a new strategy starting 2026.

#### **4. Priority areas**

The GPE 2025 Strategic Plan identifies eight strategic priority areas<sup>7</sup>: 1) Access to education for the most marginalised children, including refugees and displaced people across all partner countries; 2) Learning - to achieve improvements along each stage of a child’s education, including e.g. distance learning; 3) Equity, efficiency, and volume of domestic finance - being the most significant and sustainable source of funding education; 4) Gender equality - to systematically identify and address the barriers to education that affect boys and girls differently through e.g. gender-responsive planning and disaggregated data systems, recognition of the intersectionality and “gender hardwiring”<sup>8</sup> into GPE support; 5) Inclusion - by transforming schools so that all children can learn in a safe and healthy environment free from discrimination, e.g. by including children with disabilities in education data systems and by advocating for the inclusion of refugees and IDPs in national education systems; 6) Early Learning - by ensuring that all children have access to at least one year of quality pre-primary education; 7) Quality teaching - by support to professional development of teachers and inclusion of teachers’ organisations in education policy dialogue; and 8) Strong organizational capacity - by applying GPE investments in building and strengthening government capacity in areas critical for efficiency, effectiveness and resilience, e.g. data and diagnostics, analysis, policy development, planning monitoring, public financial management, sector coordination and alignment, as well as cross-sectoral partnerships to leverage synergies.

---

<sup>7</sup> The order of the priority areas is different in the 2025 Strategic Plan and in the list under GPE Indicator # 14 in the Results Framework. The Results Framework order is used here.

<sup>8</sup> “Gender hardwiring” is by GPE defined as: Comprehensive country dialogues on gender equality, domestic financial commitment to gender equality, and putting gender equality at the centre of partnership discussions.

Denmark supports the emphasis on *quality* education in the formulation of SDG 4, i.e. that education is inclusive and equitable, promotes gender equality, strengthens children’s wellbeing, builds knowledge of rights and skills for democratic engagement, and focuses on learning outcomes. At the same time, it is imperative for the delivery of quality education that our partners deliver good governance, accountable decision-making and effective coordination. This position is also highlighted in the before-mentioned how-to note on social sectors and safety nets.

At the core of GPE’s operational model is partnerships and coordination, leveraging support from donors to strengthen governments’ ability to transform education systems, so that all children get 12 years of quality education. As such, there is strong alignment between Danish core priorities in the area of education and GPE’s mission.

In addition to GPE’s overall achievement of its mission to improve access to quality education, Denmark will focus on three thematic priorities. Two of these reflect a continuation from the previous GPE OS (2018-2021, extended until 2022) while the third - climate change – is new. As such, the three thematic priority areas for Denmark’s contribution to GPE in the period 2023-2026 are:

- 1) **Gender equality.** Gender equality and the rights of women and girls are crosscutting priorities in Danish development cooperation in accordance with *The World We Share*, and the role of education is herein identified as key to this end. Ensuring girls’ access to education, and promoting gender equality in and through education, is a longstanding strategic aim of Danish development cooperation. Part of GPE’s overall aim with its 2025 strategy is to accelerate gender equality through equitable, inclusive and resilient education systems fit for the 21st century. In the 2018-2021 period, Denmark has contributed significantly to advancing GPE’s prioritisation and operationalisation of this ambition. Yet continuous attention and support is required.
- 2) **Humanitarian-Peace-Development (HDP) -nexus.** As reflected in the how-to-note on social sectors and safety nets, the HDP-nexus approach is a prominent feature of Denmark’s development strategy, driven by the focus on fragile and crisis affected contexts and the growing number of protracted conflicts. While long term system transformation is the aim of GPE’s operational model, the fund’s added value in contexts affected by fragility and crises, is to sustain policy dialogue and support the continuation of education systems. More than 60 per cent of GPE funding goes to countries affected by fragility and conflict. GPE has made great strides in contributing to the bridging across development assistance and humanitarian emergency relief, yet challenges remain. Support to GPE’s efforts in this area will include a focus on GPE’s cooperation and complementarity with humanitarian actors in the education space.
- 3) **Climate change.** In *The World We Share*, Denmark sets out to strengthen action to support climate change adaptation and build local resilience in the poorest and most vulnerable countries. Climate change impacts many of the world’s poorest and most fragile countries and their education sectors, and at the same time the education sector holds significant potential in terms of strengthening climate change resilience and adaptation. Hence, it is pertinent to focus on GPE’s efforts to build climate-smart and resilient national education systems. While GPE’s existing strategic plan does not prioritize climate change explicitly, GPE’s goal for 2025 is to build resilient education systems fit for the 21st century, including the growing impact of climate

change. At the same time GPE has, over the past few years, initiated a number of new targeted initiatives in this area.

It should be noted that in the GPE OS 2018-2020 (extended to 2022) it was also a priority for Denmark that GPE would become a results-based, effective organisation with a strong risk management. This was linked to the seat that Denmark previously had in GPE Finance and Risk Committee (FRC). Sweden now has a seat on the FRC, and with Denmark and Sweden being in the same BOD donor group, it is assessed that rather than continuing to have finance and risk as a stand-alone priority, it will be addressed via the donor group.

Below is an elaboration of the priority areas for Denmark's contribution to GPE in the period 2023-2026.

#### **4.1 Gender equality**

A key goal in *The World We Share* is reaching those most in need with the aim of leaving no one behind and with a specific focus on marginalized groups, particularly girls. A core pillar in SDG 4 on Quality Education is the elimination of gender disparities in education and ensuring equal access, linking to SDG 5 on Gender Equality, a core Danish development policy priority along with ensuring sexual and reproductive health and rights (SRHR). The reality is that girls are 2.5 times more at risk of not going to school in crises than boys. Cultural norms, lack of safety and inadequate sanitation facilities at school as well as economic constraints are all contributing factors. Out-of-school girls are at risk of experiencing sexual violence, early forced child marriage, teenage pregnancies and maternal death, and this is particularly the case in crisis affected contexts. Conversely, educated girls are often married later and have fewer and healthier children.

This GPE OS prioritization of gender equality with a focus on girls' access to education is enabled by GPE's efforts to support countries to systematically identify and address the barriers to education that affects boys and girls differently. Further, GPE works with its country partners to put gender equality at the heart of planning and implementation of education systems and supports gender-responsive planning and disaggregated data systems, recognizing that gender barriers to education intersect with other forms of exclusion. To incentivize progress on girls' education and the hardwiring of gender equality, the thematic funding window Girls' Education Accelerator is available to those countries where girls are the furthest behind.

Denmark will leverage its influence as a significant donor to education and advocate with other donors and partners for a focus on quality education that takes a gender transformative approach to addressing harmful norms and stereotypes. Denmark will use its seat on the GPE BOD to ensure a focus on quality, not just quantity (reach), including related to improved gender equality in and through education, and that GPE delivers sound monitoring and evaluation of results in this area. Furthermore, Denmark will participate actively in informal thematic groups in order to push forward gender equality and the focus on girls' education. Finally, Denmark will work closely with its donor group partners, Sweden and Estonia, on a strong, common voice to this end.

## 4.2 *Humanitarian-Peace-Development (HDP)-nexus*

To ensure access to quality education in fragile, conflict and crisis affected states is particularly challenging. This is due to several factors including poor infrastructure, poor access, limited teaching capacity, sensitivities in working with authorities or host governments in some countries, and difficulties related to risk management and measuring impact. Nonetheless, these are the contexts in which the most marginalised and at-risk groups are found, and with a commitment to leave no one behind, they remain a priority. As such, the demand for more and better interventions here is critical. Critical to this objective is the ability to simultaneously deliver humanitarian relief, long-term development and peacebuilding interventions, which requires strong coordination, coherence and complementarity between relevant actors.

The GPE model is to support transformative, long-term change and development through policy dialogue, alignment and coordinated action and financing. In fragile and conflict affected contexts, which comprise more than 60 percent of GPE's portfolio at present, GPE's added value is the ongoing policy dialogue with governments and education partners, which is maintained and amplified as a crisis management tool.

Given that GPE does not have country presence, HDP linkages in contexts affected by conflict and crises are addressed between the LEG and the humanitarian-focused Education Cluster as well as refugee coordination mechanisms where present. To this end, GPE works with the Global Education Cluster and UNHCR to build their understanding of GPE's ways of working and to strengthen the GPE compact and grant processes in countries where there are emergencies and issues of protracted displacement.

The UN-education fund Education Cannot Wait (ECW) invests in education in emergencies and protracted crises, aiming to connect immediate relief with longer-term interventions. The overlap in terms of countries in which both GPE and ECW invest funding is considerable. Hence, the coherence across these funds is key. However, no context is the same in terms of how GPE and ECW do – and could – complement each other. That said, there continues to be a need for strengthened clarity regarding respective mandates and improved alignment when it comes to financing and coordination across the HDP nexus.

The operational working relationship between ECW and GEP has improved over the last few years. Aside from senior level dialogue, country teams connect frequently at the technical level, to share planning, knowledge and findings. Thematic connections have also been made recently, including related to gender and risk, for greater peer learning. There have been discussions in 2022 about exploring select cases where GPE and ECW have collaborated, to unpack what is working and can be scaled up. The expectation is to draw principles for collaboration that can be applied going forward. Further, there is an aim across GPE and ECW to present an action plan (or Memorandum of Understanding) during 2023 for how the funds can achieve greater coordination and complimentary. Moving forward, it will be important to broaden this conversation to also include donors and other key stakeholders. As a donor of both GPE and ECW, Denmark is in a good position to advocate for and contribute to a stronger working relationship between the two funds.

In line with Danish priorities in the education space, support to GPE's efforts to take an HDP-nexus approach should pay particular attention to the inclusion of marginalised groups, such as girls as well as

children from minorities, given that some of these may be excluded from government policies. While the strength of a state-level approach, in contexts affected by fragility, conflict and crisis, is the continuation of policy dialogue, it can present limitations in terms of reaching the most marginalised. Again, this is where GPE's coordination with ECW and other actors is critical.

It may be pertinent to place additional focus on select GPE partner countries in which Denmark has a particular interest in the application of an HDP-nexus approach, and where the issues of gender inequality and climate crisis are also prominent, for instance in the Sahel or the Horn of Africa.

Finally, Denmark's strategic partnership with UNICEF presents an opportunity to further investigate the opportunities where an HDP-nexus approach to education is required, including the role of GPE, ECW and other actors. UNICEF has a dual development-humanitarian mandate, co-leads the Global Education Cluster together with Save the Children, and implements GPE grants across more than 30 GPE partner countries.

### **4.3**      *Climate change*

As is argued by GPE and others, the impact of climate change on education is underestimated and at the same time education is undervalued as part of the climate change response. It is assessed that climate change related disasters disrupt the education of almost 40 million children a year, predominantly in low and lower middle-income countries (Save the Children). The effects are both direct and indirect: Flooding destroys schools, storms force people to flee their homes; droughts result in children having to go further to collect water or look after animals, leaving less time available for education; and financial impacts of climate shocks mean families cannot afford to keep children in school. Time spent out of school due to the impact of disasters has been shown to have severe consequences for learning, lasting much longer than the disruption itself. For millions of children in school, environmental changes such as rising temperatures affect their ability to learn, as children's physical wellbeing and ability to concentrate are compromised. Poverty and inequality is also exacerbated by climate change and environmental degradation. Marginalised groups, including girls, are disproportionately affected due to various forms of inequalities. In climate change emergencies resources are used to survive instead of learn, trapping marginalised children in conditions of poverty and vulnerability, facing school drop-out, child labour and early marriage. Climate change emergencies often create or increase displacement, and displacement increases children's risk of experiencing violence and exploitation, especially for girls. At the same time, while climate change poses risks to education, education can equally play a role in reducing climate change and its impacts and strengthen adaptation and preparedness for future changes. Recent research shows that education, and particularly secondary education for girls, plays a critical role in successful climate adaptation (Brookings).

Thus, in support of the ambition to reduce communities' vulnerabilities and improving their resilience and adaptive capacity, and to avoid education goals slipping further out of reach, in particular for girls, it is pertinent to pursue the linkages between climate change and education in the context of Denmark's partnership with GPE.

GPE already supports lower-income country governments to prepare for, and respond to, crisis including in the wake of climate-related disasters. In fact, more than 30 GPE-funded grants support improved planning, policies, or mechanisms for increased system preparedness and response to emergencies,

including related to climate change, at the national, subnational, and school levels. 27 grants specifically recognize barriers related to natural disasters or climate change and include activities to address and adapt to their impacts. Examples include building school flood defence mechanisms and training teachers and students in conservation and sustainability.

GPE is currently in dialogue with the Green Climate Fund (GCF), Adaptation Fund and other climate funders on the potential for co-financing to build resilience in the education sector, working through e.g. Save the Children Australia which is accredited to the GCF and also a partner to GPE. GPE has also launched a strategic partnership with UNESCO and Save the Children to provide technical assistance to ministries to build their capacity for climate adaptation and mitigation in the education sector. These initiatives have emerged due to strong demand from GPE's partner countries.

Finally, GPE is increasing its global leadership in the climate change and education nexus, sitting on the Advisory Council for UNESCO's Greening Education Partnership, co-chairing the pillar on Greening Capacity, and advising COP28 Rewired through its technical advisory committee. GPE has most recently launched a new Climate Smart Education Systems framework that clearly identifies the areas that are most critical to address the impact of climate change on education, including infrastructure and learning as well as partnerships and funding.

While climate change is not an explicit priority in GPE's current 2025 strategy, the strategy does have as its overall aim to make education systems fit for the 21<sup>st</sup> century, which is increasingly impacted by climate change. In the GPE OS period 2023-2026, Denmark will work to support and ensure that climate change becomes a strategic priority in the next GPE strategic plan. In the meantime, Denmark will support GPE's efforts to build the evidence base and the business case for investment of climate financing in the education sector. At the country level, it will be important to see GPE supporting partner countries in their efforts to make education systems "climate-smart", i.e. dedicated funding for contextually relevant climate change mitigation and adaptation into education sector plans, budgets and strategies.

The choice of climate change as a priority area in this OS links to the other two thematic priorities, i.e. gender quality and HDP-nexus, in that it underscores the focus on the most vulnerable and marginalised and responding to emerging crises through long-term solutions.

## **5. Danish approach to engagement with the organization**

**Doing Development Differently** (DDD) constitutes Denmark's ambition to improve synergies between Danish multilateral and bilateral cooperation, use all the tools in the toolkit, including humanitarian, development, peacebuilding and climate related instruments, break down siloes and strengthen collective outcomes, improve monitoring of results as well as learn from best practices. Denmark's engagement with GPE will be based on the principles of DDD. This entails firstly, aiming towards a more holistic approach to, and use of, Denmark's development instruments, including ensuring stronger cohesion between Danish missions and Copenhagen, multilateral and bilateral development assistance and various partnership instruments. Secondly, striving towards an adaptive approach with an increased emphasis on more effective use of lessons learned and available resources. These principles suggest opportunities for new programme synergies that are based on a more holistic and integrated



model of development that address emerging challenges when creating more conducive conditions for desired development outcomes.

In line with DDD principles, and as highlighted in the how-note on social sectors, Denmark will aim for policy influence through dialogue and lobbying among donors and other constituencies at the GPE BOD level and through EU coordination mechanisms. Denmark also backs the EU's Team Europe approach to education.

The above approach will be combined with participation or observation at country-level in those contexts where GPE's engagements are relevant to Danish interests, whether it be sector specific, partner specific or otherwise. In line with the DDD principles, an education contact group will be considered. That said, there are no bilateral interventions in education at present, hence the education portfolio will be driven from Copenhagen.

Further, Denmark's partnerships with education-focused private foundations and civil society organisations will contribute to the effective implementation of this GPE OS. Since 2020 Denmark has had a strategic agreement with the LEGO Foundation, which identifies a number of overall education-oriented shared interests. This is relevant at the country level, where the LEGO Foundation and Denmark are both present or have a particular interest, as well as the global level. For example, Denmark and the LEGO Foundation made a joint contribution in 2021 to the GPE's newly established financing mechanism for girls' education. As for civil society partners, Save the Children Denmark, PlanBørnefonden and Oxfam IBIS all receive funding through their Strategic Partnership Agreements with the Danish MFA, and a portion of this funding is dedicated to education. These organisations each have their own partnerships with GPE, and CSOs are represented on the GPE BOD. The partners also contribute important knowledge, which Denmark can feed into the dialogue with the GPE and other education actors. New modalities will be explored in keeping with the development-policy strategy of engaging in dynamic partnerships.

Finally, Denmark will engage actively on the governing bodies of GPE, ECW and UNICEF with a view to ensure good governance as well as the promotion of Danish priorities, including strengthened coordination, coherence and complementarity across the education aid architecture.

**Monitoring** of results will primarily be based on GPE's 2025 Strategic Plan Strategic Plan and corresponding Results Framework, in line with Danish multilateral guidelines (see Annex 1 - Results matrix). A Mid Term Review (MTR) of the GPE OS will be conducted, which will inform the need for potential adjustments to the strategy and be the basis for a dialogue with GPE on progress and the continued partnership. The MTR will also inform the formulation of the next GPE OS. In the meantime, a MOPAN review of GPE is also being conducted, in 2023, looking at GPE's direction of travel in terms of its comparative advantage; change management issues; fitness-for-purpose, and results. The MOPAN review will inform the current OS period, the MTR and the formulation of the next OS. It will be pertinent to follow the review process closely, and work together with the BOD and the GPE secretariat to ensure that key issues of concern are addressed effectively.

## 6. Budget

Denmark remains a committed partner of GPE and will continue to provide reliable and predictable funding for its programmes and grants. The contribution is provided as core funding. Additionally, Denmark will aim to second or place an advisor with experience from the education sector and with expertise in either one, more or all of the thematic priorities in this GPE OS.

### **Danish core contribution to GPE in the period of 2023-2026, subject to annual parliamentary approval**

2023	2024	2025	2026
250 million	250 million	250 million	250 million

## 7. Risk and assumptions

*Institutional:* While the Board has decided that GPE will stay hosted by the World Bank for the remainder of the strategy period (until 2025), the continued lack of long-term resolve as to GPE’s institutional arrangement is likely to cause staff attrition<sup>9</sup>. Further, there is a risk that the postponement of a decision regarding GPE’s hosting arrangement can cause some division across the Board, between those eager for GPE to become independent and those who find that such a development, at this time, would not be in the best interest of the fund and its core mission.

*Financial:* To achieve SDG 4 by 2030, additional funding from both donors and beneficiary countries is required. Denmark can support GPE in reaching its financial targets by advocating for the partnership, especially vis-à-vis untraditional donors. However, there are many actors in the education sector, with GPE, ECW, UNICEF and UNESCO each adding unique value. Further, there is significant lack of funding due to many new crises and competing priorities. Finally, GPE is experiencing that donor agencies more often than previously opt for changing (and reducing) commitments made.

In terms of risk of corruption and misuse of funds, GPE’s efforts to prevent and combat this will be addressed as part of the renewal of the contract with GPE following the approval of the GPE OS<sup>10</sup>.

*Programmatic:* With more than 60 per cent of GPE’s country partnerships being in fragile contexts, GPE’s ability to achieve planned results depends on local developments here. Further, climate change and natural disasters continue to disrupt planned interventions in a number of GPE’s partner countries, causing cause setbacks and delays.

Since GPE does not have permanent field presence, the effective and efficient delivery of GPE support at country level depends on external agents such as the LEGs and the coordinating agency, i.e. the partner appointed at the country level to support the government with the coordination of development partners. Hence, the establishment and maintenance of these relations are key to GPE success. Denmark will use its position on the Board to keep GPE Secretariat accountable to its Strategy, which underlines the importance of strong partnerships with key stakeholders at country level.

---

<sup>9</sup> KPMG, 2022: ‘Institutional Arrangement Options for the Global Partnership for Education’

<sup>10</sup> This is also the case for the risk of sexual exploitation and abuse.

## Annex 1: Results framework

In line with the MFA multilateral guidelines, the results framework below draws on GPE’s own 2025 Strategy Results Framework. However, as the GPE 2025 Results Framework does not include goals or indicators related to climate change, these (below) stems from the results framework of the GPE Strategic Capability<sup>11</sup> specific to targeted support to countries on climate change.

The goals and indicators are all at the overall level. For the ‘Gender Equality’ priority area, select country level indicators have also been added. These are not available for the other two priority areas.

GPE OS Priority Areas:	1: Gender Equality	2: HDP-nexus	3: Climate Change
GPE goals			
<p><u>GPE 2025 Strategy overall goal:</u> To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21<sup>st</sup> century</p>	<p><u>Strategy indicator # 3 (ii):</u> Out-of-school rate at (a) primary school age, (b) lower secondary school age, (c) upper secondary school age (SDG indicator 4.1.4)</p> <p>Baseline data 2020: Overall: (a) 20.3; (b) 26.0; (c) 45.8 Female: (a)21.0; (b) 27.6; (c) 50.1 PCFC: (a) 23.1; (b) 25.8; (c) 44.8</p> <p>Targets 2025: Overall: (a) 8.7; (b) 15.2; (c) 34.9 Female: n/a PCFC: (a) 12.8; (b) 15.8; (c) 29.2</p>	<p><u>Strategy indicator # 10 (i):</u> Proportion of active grants on track <i>in fragile and conflict affected partner countries</i> which implemented GPE allocation linked policy reforms in the sector coordination enabling factor as identified in their Partnership Compact.</p> <p>Baseline data 2020: Overall: n/a PCFC<sup>12</sup>: n/a</p> <p>2026 benchmark: Overall: 75% PCFC: n/a</p>	<p><u>Strategic Capability – Climate Change:</u></p> <p><u>Outcome indicator # 1:</u> # education sector policies/strategies/plans in participating countries that include relevant costed climate adaptation and environmental sustainability measures aligned with national adaptation plans / CC strategies</p> <p>Baseline 2022: TBD Targets 2025: TBD</p> <p><u>Outcome indicator # 2:</u> # participating MoEs that have successfully implemented climate resilient plans and strategies</p>

<sup>11</sup> ‘Strategic capabilities’ is a recently introduced partnership mechanism that aims to connect partner countries with organizations that can deliver targeted technical assistance and reinforce national capacity to address major system bottlenecks. Strategic capabilities can address complex education system challenges faced by multiple countries (such as education system monitoring, evaluation, and learning), as well as cross-sectoral challenges (such as mainstreaming climate change resilience into education systems). Strategic capabilities partners work directly with governments in response to national demands, and as a complement to other GPE support such as country grants.

<sup>12</sup> PCFC: GPE Partner Country affected by Fragility and Conflict

	<p><u>Strategy indicator # 5 (ii):</u>  (a) Proportion of countries where gender-responsive planning and monitoring is assessed; (b) Proportion of countries making progress against identified challenges in gender-responsive planning and monitoring; (c) Proportion of countries where gender-responsive planning and monitoring is assessed that have a legislative framework assuring the right to education for all children</p> <p>Baseline data 2021:  Overall: (a) 3.9; (b) n/a; (c) 100.0  PCFC: (a) 5.6; (b) n/a; (c) 100.0</p> <p>Targets 2025:  Overall: n/a  PCFC: n/a</p> <p><u>Strategy indicator #6:</u> Proportion of children and young people (a) in grade 2 or 3, (b) at the end of primary education, and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics (SDG indicator 4.1.1)</p> <p>Baseline 2020:  Overall: (a) 34.8 (i); 36.5 (ii); (b) 27.1 (i); 24.7 (ii); (c) n/a  Female: (a) 29.8 (i); 31.4 (ii); (b) 26.4 (i); 21.6 (ii); (c) n/a  PCFC: (a) 29.9 (i), 30.8 (ii); (b) 16.6 (i), 17.1 (ii); (c) n/a</p> <p>Targets 2025:</p>	<p><u>Strategy indicator # 10 (ii):</u> Proportion of system capacity grants <i>in fragile and conflict affected partner countries</i> where activities under the mobilize coordinated action and finance window active grants are on track.</p> <p>Baseline data 2020:  Overall: n/a  PCFC: n/a</p> <p>2026 benchmark:  Overall: 80%</p>	<p>Baseline 2022: TBD  Targets 2025: TBD</p> <p><u>Outcome indicator # 3:</u> # participating MoEs that have more resilient and climate-sensitive national data &amp; information systems and that use it for policy and planning purposes and in implementation</p> <p>Baseline 2022: TBD  Targets 2025: TBD</p> <p><u>Outcome indicator # 4:</u> # participating countries that have improved coordination and increased funding for climate change adaptation and environmental sustainability in the education sector</p> <p>Baseline 2022: TBD  Targets 2025: TBD</p> <p><u>Outcome indicator # 5:</u> # participating MoEs that have integrated and implemented climate change into curricula, pedagogy and teacher training.</p>
--	--	---	---

	<p>Overall: n/a Female: n/a PCFC: n/a</p> <p><u>Strategy indicator #7 (i):</u> Proportion of teachers in (a) pre-primary education, (b) primary education, (c) lower secondary education, and (d) upper secondary education with the minimum required qualifications (SDG indicator 4.c.1)</p> <p>Baseline 2020: Overall: (a) 59.3; (b) 77.1; (c) 72.2; (d) 72.4 Female: a) 60.8; (b) 76.1; (c) 72.9; (d) 72.0 PCFC: (a) n/a; (b) 78.7;(c) 70.8; (d) 70.7</p> <p>Targets 2025: Overall: (a) 80.2; (b) 83.9; (c) 86.6; (d) 84.8 Female: n/a PCFC: (a) n/a; (b) 87.6; (c) n/a; (d) n/a</p>		
<u>Country Level</u>	<p><u>Strategy indicator # 9 (i):</u> Proportion of countries that implement GPE allocation-linked policy reforms in the gender responsive sector planning and monitoring enabling factor as identified in their partnership compact</p> <p>Baseline: Overall: n/a PCFS: n/a</p> <p>2026 benchmark: Overall: 75% PCFS: n/a</p>		

	<p><u>Strategy indicator # 9 (ii):</u> Proportion of system capacity grants where activities under the gender responsive planning and monitoring windows are on track</p> <p>Baseline: Overall: n/a PCFS: n/a</p> <p>2026 benchmark: Overall: 80% PCFS: n/a</p> <p><u>Strategy indicator #14 (ii):</u> Proportion of grants with a girls' education accelerator component where the girls' education accelerator-funded component met its objective at completion.</p> <p>Baseline: Overall: n/a PCFS: n/a</p> <p>2026 benchmark: Overall: 80% PCFS: n/a</p>		
--	--	--	--

## Annex 2: GPE 2023-2028 financial forecast

In accordance with the GPE Transparency Policy, documents are public only after their appraisal by the relevant governance instance. The below cash balance, covering 2023 and forecast through to 2028, has been appraised by the GPE Finance and Risk Committee 25 April 2023.

<b>Table 2A - FORECAST OF CASH BALANCE</b>						
<i>All Figures in US\$ Millions</i>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
<b>A. Opening Cash Balance (as of March 1 2023)</b>	1,199.7	1,321.5	1,229.3	803.1	94.3	(552.3)
<b>B. Inflows</b>	810.2	858.6	772.1	330.2	53.0	0.0
<b>C. Outflows</b>	(688.4)	(950.8)	(1,198.3)	(1,039.0)	(699.7)	(472.1)
<b>D. Closing Cash Balance 31 December (A + B - C)</b>	1,321.5	1,229.3	803.1	94.3	(552.3)	(1,024.5)