

RESULTS AT A GLANCE

n.e.d. not enough data
n/a not applicable

*See detailed tables at the beginning of the chapters for more information on the status of the indicators. See the full results framework in appendix A.

GOAL

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

1.
34.8% of partner countries have at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks.

2.
62.4% of children participated in organized learning one year before the official primary entry age.

3.i.a.
74.7% of children completed primary education.

3.i.b.
55.1% of children completed secondary education.

3.ii.a.
20.3% of primary-age-school children were out of school.

3.ii.b.
26.0% of lower-secondary-age school children were out of school.

3.ii.c.
45.8% of upper-secondary-age school children were out of school.

4.i.
71.0% of partner countries increased their share of education expenditure or maintained it at 20% or above.

4.ii.a.
3.9% of partner countries assessed equity, efficiency, and volume of domestic finance for education.

4.ii.b.
n/a Partner countries made progress against identified challenges in equity, efficiency, and volume of domestic finance for education.

5.i.
33.3% of women aged 20-24 years were married or in a union before age 18.

5.ii.a.
3.9% of partner countries assessed gender-responsive planning and monitoring.

5.ii.b.
n/a Partner countries made progress against identified challenges in gender-responsive planning and monitoring.

5.ii.c.
100% of partner countries where gender responsive planning and monitoring is assessed had a legislative framework assuring the right to education for all children.

6.a.i.
34.8% of children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in reading.

6.a.ii.
36.5% of children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in mathematics.

6.b.i.
27.1% of children and young people at the end of primary achieved at least a minimum proficiency level in reading.

6.b.ii.
24.7% of children and young people at the end of primary achieved at least a minimum proficiency level in mathematics.

6.c.i.
n.e.d. Children and young people at the end of lower secondary achieving at least a minimum proficiency level in reading.

6.c.ii.
n.e.d. Children and young people at the end of lower secondary achieving at least a minimum proficiency level in mathematics.

7.i.a.
59.3% of teachers in pre-primary had minimum required qualifications.

7.i.b.
77.1% of teachers in primary had minimum required qualifications.

7.i.c.
72.2% of teachers in lower secondary had minimum required qualifications.

7.i.d.
72.4% of teachers in upper secondary had minimum required qualifications.

7.ii.
51.3% of partner countries assessed teaching quality.

8.i.
38.2% of partner countries reported key international education indicators to UNESCO Institute for Statistics.

8.ii.a.
3.9% of partner countries assessed the availability and use of data and evidence.

8.ii.b.
n/a Partner countries made progress against identified challenges in the availability and use of data and evidence.

8.ii.c.
66.7% of partner countries where the availability and use of data and evidence is assessed reported key education statistics disaggregated by children with disabilities.

8.iii.a.
3.9% of partner countries assessed sector coordination.

8.iii.b.
n/a Partner countries made progress against identified challenges in sector coordination.

8.iii.c.
68.6% of local education groups included civil society organizations and teacher associations.

COUNTRY-LEVEL OBJECTIVE

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

9.i.
n/a Partner countries which implemented GPE allocation-linked policy reforms in the gender responsive sector planning and monitoring enabling factor as identified in their Partnership Compact.

9.ii.
n/a System capacity grants where activities under the gender responsive planning and monitoring window were on track.

2. Mobilize coordinated action and financing to enable transformative change

10.i.
n/a Partner countries which implemented GPE allocation-linked policy reforms in the sector coordination enabling factor as identified in their Partnership Compact.

10.ii.
n/a System capacity grants where activities under the mobilize coordinated action and finance window were on track.

11.
n/a Partner countries that implemented GPE allocation-linked policy reforms in the equity, efficiency, and volume of domestic finance enabling factor as identified in their Partnership Compact.

12.i.
54.7% of GPE grant funding was aligned to national systems.

12.ii.
60.2% of GPE grant funding used harmonized funding modalities.

13.i.
n/a Partner countries that implemented GPE allocation-linked policy reforms in the data and evidence enabling factor as identified in their Partnership Compact.

13.ii.
n/a System capacity grants where activities under the adapt and learn for results at scale window were on track.

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

14.i.a.
63.9% of implementation grants met specific objectives during implementation.

14.i.b.
n.e.d. Implementation grants met objectives at completion.

14.ii.
n/a Grants with a Girls' Education Accelerator component where the Girls' Education Accelerator-funded component met its objective at completion.

ENABLING OBJECTIVE

Mobilize global and national partners and resources for sustainable results

15.
46 cases of research supported by the GPE Knowledge and Innovation Exchange (KIX) contributed to policy development or delivery in partner countries.

16.i.
n/a Partner countries benefited from newly mobilized strategic partnerships.

16.ii.
n/a GPE-mobilized strategic capabilities met their objectives.

16.iii.
\$1.004 billion additional co-financing was leveraged through GPE's innovative financing mechanisms.

17.
30 partner countries had civil society organizations that contributed to education planning, policy dialogue and monitoring through the GPE Education Out Loud-funded projects.

18.i.
21.0% of donor commitments were fulfilled.

18.ii.
\$801.8 million of donor commitments were fulfilled.