

# 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.