GLOBAL PARTNERSHIP *for* EDUCATION

quality education for all children

Key Results

Results for Learning Report 2014/2015

1 GPE DEVELOPING COUNTRY PARTNERS MAKE PROGRESS IN REACHING OUT-OF-SCHOOL CHILDREN

In 2012
185 million children were enrolled in primary education
up from 169 million in 2008.

From 2008 to 2012, the number of
out-of-school children declined by 4.4%.
By comparison, the decrease in all developing countries was 2.9%.

AND MORE CHILDREN COMPLETE PRIMARY SCHOOL

The rate of children who
completed primary school
in 2012 rose to 73%,
a ↑ **7.6% increase** since 2008.

Fragile and conflict-affected countries account for most of the recent progress: their primary completion rates increased from 61% to 68%, an ↑ **11.4% increase** from 2008 to 2012.

YET THE GOAL OF UNIVERSAL PRIMARY EDUCATION REMAINS DISTANT

41 million children
of primary school age in partner developing countries were not in school in 2012.

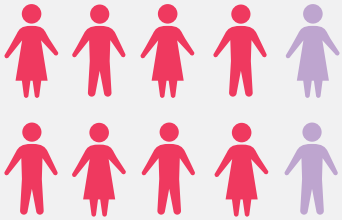
1 in 4 children
was still not completing primary education in 2012.

The data are from the Results for Learning Report 2014/2015: Basic Education at Risk. The report presents results for GPE partner developing countries for the period 2008 to 2012.
For a list of countries, visit: globalpartnership.org/countries | Cover photo: UNICEF MADAGASCAR

2 ACCESS TO PRE-PRIMARY AND LOWER SECONDARY EDUCATION HAS IMPROVED

Between 2008 and 2012 access to pre-primary education increased from

24% to 27% overall, and from 20% to 22% in fragile and conflict-affected countries.



8 out of 10 children completing primary education ***transitioned to lower secondary education.***

HOWEVER THERE IS STILL A LONG WAY TO GO

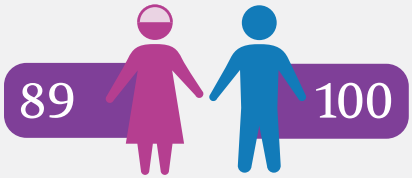
In 2012, only 1 in 4 children in partner developing countries had access to ***pre-primary education***

Only 1 in 5 in fragile and conflict-affected countries.

In 2012, only 42% of children completed lower secondary education.

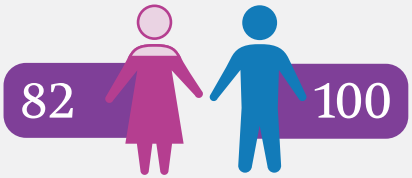
3 EDUCATION IS SLOWLY BECOMING MORE EQUITABLE

In 2012



89 girls for every 100 boys
completed primary school.

—and —



82 girls for every 100 boys
completed lower secondary education

YET SOME INEQUALITIES ARE HARD TO TACKLE

Income and geographic disparities are generally more marked than gender disparities, and the compounding effect creates large barriers to education.

In some countries,
girls from poor, rural households have virtually no chance of completing primary education.

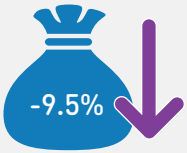
4 THE GLOBAL PARTNERSHIP FOR EDUCATION HAS INCREASED ITS SUPPORT, ESPECIALLY FOR FRAGILE AND CONFLICT-AFFECTED COUNTRIES

GPE direct technical support to countries at all stages of the policy process has **increased by 60%** since 2011.

The share of grants approved for fragile and conflict-affected countries has more than doubled since 2008 to reach 49% of approved grants.

From its inception through December 2014, the Global Partnership approved **116 program implementation grants** for 55 countries totaling US$4.12 billion.*

HOWEVER EDUCATION AS A PRIORITY IN GLOBAL AID HAS DECLINED



While overall development aid decreased by 1.3% since 2010, ***aid for education dropped by 9.5%*** between 2010 and 2012. The decline was even faster for basic education and in partner developing countries.

Aid for education to fragile and conflict-affected partner countries dropped by more than 16% over the same period, a direct threat to the recent progress made in these countries.

Basic education is losing priority. The share of the education budget spent on **primary education fell from 45.7% in 2008 to 43% in 2012**. In fragile and conflict-affected countries, it dropped from 53.8% to 46.2% in the same period.

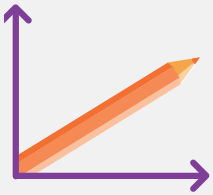
*Source: GPE Secretariat Operations Team

5 THE GLOBAL PARTNERSHIP FOR EDUCATION IS INCREASING ITS FOCUS ON DATA

The Global Partnership has *developed a data strategy* to address the challenges posed by the lack of education data.

&

the new funding model strengthens GPE support for data.



The Global Partnership has been working closely with the **Learning Metrics Task Force** and is leading the development of a proposal for an international platform to build capacity at the national and regional levels, *increase the availability of data on learning*, and thus strive to improve the quality of learning for all students.

BUT THE LACK OF DATA IN THE EDUCATION SECTOR REMAINS A CHALLENGE

The lack of regular, quality data on learning outcomes and key domestic financing indicators is especially problematic.

Of the key indicators published by the UNESCO Institute for Statistics, the percentage for which **information was missing** increased between 2008 and 2011 – for outcome, service delivery, and domestic financing indicators.