

# RESULTS 2020



## GPE's Results Report 2020

demonstrates the progress the partnership has made in educating the world's most vulnerable children. It provides the foundation for charting a path forward, even as the world reels from the devastating COVID-19 pandemic.

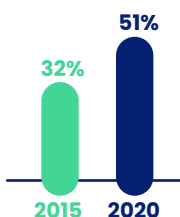
The positive news is that that in partner countries, **more girls and boys are getting an education, more qualified teachers are delivering learning, and more schools have adequate textbooks and classrooms.**

Nonetheless, we must accelerate the pace of progress to bring SDG 4 within reach. Even before the COVID-19 pandemic, too many children were still out of school, and too many students were not learning what they need to thrive in the 21<sup>st</sup> century. Girls are still disadvantaged, and progress to close gender gaps, especially in countries affected by fragility and conflict, is too slow. The following are highlights based on data available in 2019.

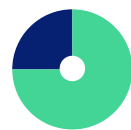
## PROGRESS HIGHLIGHTS

### 3 OUT OF 4

children **completed primary school** and more than 1 out of 2 completed lower secondary school



51% of partner countries have substantially improved **equity**, reaching more marginalized children, up from 32% in 2015



MORE THAN

### 2/3

of partner countries achieved **gender parity** in primary school completion rates



### 70%

of partner countries **increased their share of education expenditure** or maintained it at 20% or above in 2018.

### 25 MILLION

Between 2015 and 2018, GPE has supported nearly **25 million children** in partner countries

# CHALLENGES AND RESPONSE

## Gender equality

Girls still face greater challenges than boys in accessing and completing their education, especially beyond primary:

**ONLY 41%** of girls completed lower secondary school in conflict and fragile contexts.



**US\$ 379 MILLION** As of June 2019, GPE had allocated more than US\$379 million to activities specifically promoting equity, gender equality and inclusion.

**28 COUNTRIES** GPE supported 28 partner countries to engage in gender-responsive education sector planning workshops.

## Data

The availability of key data to drive evidence-based policies is lagging, leaving partner countries without the compass they need to make meaningful reforms:

**1 IN 3** of partner countries reported at least 10 out of 12 key indicators to the UIS.



In 2018 and 2019, GPE convened the Education Data Solutions Roundtable to improve the availability and use of accurate and timely data for education planning. In response to the bottlenecks identified by partner countries, the roundtable's recommendations for sustainable solutions and capacity-building strategies are now being piloted.

## Teachers

There are too few trained teachers:

**1 IN 3** partner countries had on average 1 trained teacher for 40 students or less, up from 25% in 2015. In countries affected by fragility and conflict, each trained teacher has an average of 68 students.



**US\$ 200 MILLION** GPE invests heavily in teacher training (more than US\$200 million in 2019 for teacher development and management) and advocates for teacher organizations to be included in local education groups to ensure their voices are heard during planning and implementation.

## Inefficiencies

Programs could be further aligned to governments' systems to prevent inefficiencies:

**ONLY 36%** of grants met 7 or more of 10 alignment criteria.



Since 2017, the partnership has been implementing an alignment roadmap in relevant partner countries.

GPE Multiplier grants are expected to improve alignment behind countries' priorities and systems.

# RESULTS AT A GLANCE

IMPACT	GOAL 1 Improved and more equitable learning outcomes	GOAL 2 Increased equity, gender equality and inclusion		
	<b>#1</b> -	<b>#3</b> 24.8 M	<b>#4b</b> 52%	<b>#5b</b> 54%
	Proportion of partner countries with improved learning outcomes.	GPE supported 24.8 million children since 2015.	of children completed lower secondary education.	of partner countries were at or close to gender parity in lower secondary completion.
	<b>#2</b> -	<b>#4a</b> 75%	<b>#5a</b> 69%	<b>#6</b> 41%
	Percentage of children under age 5 developmentally on track.	of children completed primary education.	of partner countries were at or close to gender parity in primary completion.	of pre-primary-age children enrolled in pre-primary education.
OUTCOME	GOAL 3 Effective and efficient education systems			
	<b>#10</b> 70%	<b>#11</b> -	<b>#12</b> 34%	<b>#13</b> -
	of partner countries increased their share of education expenditure or maintained it at 20% or above.	Equitable allocation of teachers.	of partner countries had fewer than 40 pupils per trained teacher.	Repetition and dropout impact on efficiency.
COUNTRY-LEVEL	OBJECTIVE 1 Strengthen education sector planning and policy implementation		OBJECTIVE 2 Support mutual accountability through inclusive policy dialogue and monitoring	
	<b>#16a</b> -	<b>#16d</b> -	<b>#18</b> 71%	
	Proportion of education plans that meet quality standards.	Proportion of education plans with strategies to improve efficiency that meet quality standards.	of joint sector reviews met quality standards.	
	<b>#16b</b> -	<b>#17</b> 100%	<b>#19</b> 64%	
	Proportion of education plans with teaching and learning strategies that meet quality standards.	of partner countries applying for GPE grant published data at national level.	of local education groups included civil society and teacher organizations.	
	<b>#16c</b> -			
	Proportion of education plans with equity strategies that meet quality standards.			
GLOBAL-LEVEL	OBJECTIVE 4 Mobilize more and better financing		OBJECTIVE 5 Build a stronger partnership	
	<b>#26</b> \$49.5 M	<b>#28</b> 76%	<b>#30</b> 31%	<b>#32</b> N/R
	contributed to GPE by nontraditional donors.	of GPE donors increased or maintained their official development assistance for education.	of GPE grants were cofinanced or sector pooled.	Proportion of partner countries and other partners reported strengthened clarity of roles.
	<b>#27</b> 100%	<b>#29</b> 36%	<b>#31</b> 96%	<b>#33</b> 78
	of donor pledges were fulfilled.	of GPE grants aligned with national systems.	of country missions addressed domestic financing.	technical products were produced.

**#7a**  
**19%**  
of primary-school-age children were out of school.

**#7b**  
**30%**  
of lower-secondary-school-age children were out of school.

**#8a**  
**1.29**  
Primary-school-age girls were 1.29 times more likely than boys to be out of school.

**#8b**  
**1.11**  
Lower-secondary-school-age girls were 1.11 times more likely than boys to be out of school.

**#9**  
**51%**  
of partner countries improved substantially on the equity index since 2010.

**#14**  
**30%**  
of partner countries reported at least 10 of 12 key education indicators to UIS.

**#15**  
—  
Proportion of partner countries with a learning assessment system that meets quality standards.

### OBJECTIVE 3

#### Ensure efficient and effective delivery of GPE support

**#20**  
—  
Proportion of grants supporting EMIS and/or learning assessment systems.

**#23**  
**81%**  
Grants achieved 81% their target for classroom construction.

**#25**  
**86%**  
of grants were on track with implementation.

**#21**  
**107%**  
Grants achieved 107% of their target for textbook distribution.

**#24a**  
**100%**  
of grant applications identified variable part targets.

**#22**  
**96%**  
Grants achieved 96% of their target for teacher training.

**#24b**  
**100%**  
of grants achieved variable part targets.

**#34**  
**75**  
advocacy events were undertaken.

**#36**  
**48%**  
of Secretariat staff time was spent on country-facing functions.

**#35**  
**100%**  
of significant audit issues were addressed.

**#37**  
**100%**  
of results and evaluation reports were published.



Indicator status

Symbol

Annual milestone met

N N N N

Annual milestone not met

N

No 2019 milestone

N N

Reporting next year

— — —

Not reported

N/R

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