RESULTS
2020

Credit: GPE/Kelley Lynch
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 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 21st 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

ALMOST 3/4 of partner countries achieved **gender parity** in school completion rates

70% of partner countries increased their share of education expenditure or maintained it at 20% or above in 2018.

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

Between 2015 and 2018, GPE has supported **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.

#### 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$ 379 MILLION

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

#### US$ 200 MILLION

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:

- **LESS THAN 1/3** 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.

#### 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**

**Goal 1**  
Improved and more equitable learning outcomes  
- Proportion of partner countries increased their share of education expenditure or maintained it at 20% or above.

**Goal 2**  
Increased equity, gender equality and inclusion  
- Proportion of partner countries were at or close to gender parity in primary completion.
- Proportion of partner countries had fewer than 40 pupils per trained teacher.

**Goal 3**  
Effective and efficient education systems  
- Equitable allocation of teachers.
- Repetition and dropout impact on efficiency.

**Objective 1**  
Strengthen education sector planning and policy implementation  
- Proportion of education plans with teaching and learning strategies that meet quality standards.
- Proportion of education plans with strategies to improve efficiency that meet quality standards.

**Objective 2**  
Support mutual accountability through inclusive policy dialogue and monitoring  
- Proportion of joint sector reviews met quality standards.
- Proportion of local education groups included civil society and teacher organizations.

**Objective 3**  
Mobilize more and better financing  
- $49.5 M contributed to GPE by nontraditional donors.

**Global-Level**

- **#3**  
  24.8 M GPE supported 24.8 million children since 2015.
- **#4a**  
  75% of children completed primary education.
- **#4b**  
  52% of children completed lower secondary education.
- **#5a**  
  69% of partner countries were at or close to gender parity in primary completion.
- **#5b**  
  54% of partner countries were at or close to gender parity in lower secondary completion.
- **#6**  
  41% of pre-primary-age children enrolled in pre-primary education.

**Country-Level**

- **#1**  
  Proportion of partner countries with improved learning outcomes.
- **#2**  
  Percentage of children under age 5 developmentally on track.
- **#10**  
  70% of partner countries increased their share of education expenditure or maintained it at 20% or above.
- **#11**  
  Equitable allocation of teachers.
- **#12**  
  34% of partner countries had fewer than 40 pupils per trained teacher.
- **#13**  
  Repetition and dropout impact on efficiency.
- **#14**  
  Proportion of education plans with teaching and learning strategies that meet quality standards.
- **#16a**  
  Proportion of education plans that meet quality standards.
- **#16b**  
  Proportion of education plans with teaching and learning strategies that meet quality standards.
- **#16c**  
  Proportion of education plans with equity strategies that meet quality standards.
- **#16d**  
  Proportion of education plans with strategies to improve efficiency that meet quality standards.
- **#17**  
  100% of partner countries applying for GPE grant published data at national level.
- **#18**  
  71% of joint sector reviews met quality standards.
- **#19**  
  64% of local education groups included civil society and teacher organizations.
- **#20**  
  Proportion of education plans with strategies to improve efficiency that meet quality standards.
- **#21**  
  Proportion of joint sector reviews met quality standards.
- **#22**  
  Proportion of local education groups included civil society and teacher organizations.

**2019 Milestones**

- **#23**  
  Annual milestone met
- **#24a**  
  Indicator status N
- **#24b**  
  Indicator status N
- **#25**  
  Annual milestone met
- **#26**  
  Annual milestone not met
- **#27**  
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- **#28**  
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- **#35**  
  Annual milestone not met
- **#36**  
  Annual milestone not met
- **#37**  
  Annual milestone not met

**Symbol Legend**

- **N** or **N/R** indicates that the milestone was not reported.
- **N** indicates that the milestone was not met.
- **R** indicates that the milestone was reported.

**Performance Indicators**

- **#25**  
  100% of partner countries improved their share of education expenditure or maintained it at 20% or above.
- **#26**  
  76% of GPE donors increased or maintained their official development assistance for education.
- **#27**  
  76% of GPE grants were cofinanced or sector pooled.
- **#28**  
  96% of country missions addressed domestic financing.
- **#29**  
  36% of GPE grants aligned with national systems.
- **#30**  
  78 technical products were produced.
- **#31**  
  31% of GPE grants were on track with variable part targets.
- **#32**  
  96% of joint sector reviews met quality standards.
- **#33**  
  64% of local education groups included civil society and teacher organizations.
- **#34**  
  41% of pre-primary-age children enrolled in pre-primary education.
- **#35**  
  71% of joint sector reviews met quality standards.
- **#36**  
  100% of partner countries improved their share of education expenditure or maintained it at 20% or above.
- **#37**  
  96% of joint sector reviews met quality standards.

**Milestones**

- **#20**  
  Proportion of partner countries achieving a learning assessment system that meets quality standards.
- **#21**  
  Proportion of joint sector reviews meeting quality standards.
- **#22**  
  Proportion of local education groups included civil society and teacher organizations.
- **#23**  
  Annual milestone met
- **#24**  
  Annual milestone not met
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#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.

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

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

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

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

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

#34
75
advocacy events were undertaken.

#35
100%
of significant audit issues were addressed.

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

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

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### Indicator status

- **Annual milestone met**
- **Annual milestone not met**
- **No 2019 milestone**
- **Reporting next year**
- **Not reported**

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