

2024 RESULTS AT A GLANCE

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

* 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.
35.1% of partner countries had at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks.

2.
46.1% of children participated in organized learning one year before the official primary entry age.

3.i.a.
73% of children completed primary education.

3.i.b.
56.8% of children completed lower-secondary education.

3.i.c.
37.8% of children completed upper-secondary education.

3.ii.a.
16.4% of primary-school-age children were out of school.

3.ii.b.
20.7% of lower-secondary-school-age children were out of school.

3.ii.c.
36.1% of upper-secondary-school-age children were out of school.

4.i.
58.1% of partner countries increased their government expenditure on education or their government expenditure reached 20% or above.

4.ii.a.
78.9% of partner countries assessed equity, efficiency and volume of domestic finance for education.

4.ii.b.
80% of partner countries made progress against identified challenges in equity, efficiency and volume of domestic financing for education.

5.i.
26.7% of women aged 20-24 years were married or in a union before age 18.

5.ii.a.
78.9% of partner countries assessed gender-responsive planning and monitoring.

5.ii.b.
46.7% of partner countries made progress against identified challenges in gender-responsive planning and monitoring.

5.ii.c.
64% of partner countries where gender-responsive planning and monitoring was assessed had a legislative framework assuring the right to education for all children.

6.a.i.
n.e.d. Children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in reading.

6.a.ii.
n.e.d. Children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in mathematics.

6.b.i.
28.2% of children and young people at the end of primary school achieved at least a minimum proficiency level in reading.

6.b.ii.
19.2% 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.
80.3% of teachers in pre-primary had minimum required qualifications.

7.i.b.
85.5% of teachers in primary had minimum required qualifications.

7.i.c.
66.6% of teachers in lower secondary had minimum required qualifications.

7.i.d.
68.7% of teachers in upper secondary had minimum required qualifications.

7.ii.
n/a Partner countries that assessed teaching quality.

8.i.
44.3% of partner countries reported at least 10 out of 12 key international educational indicators to UIS.

8.ii.a.
78.9% of partner countries assessed the availability and use of data and evidence.

8.ii.b.
53.8% of partner countries made progress against identified challenges in the availability and use of data and evidence.

8.ii.c.
60% of partner countries, that assessed the availability and use of data and evidence, reported key education statistics disaggregated by children with disabilities.

8.iii.a.
78.9% of partner countries assessed sector coordination.

8.iii.b.
76.9% of partner countries made progress against identified challenges in sector coordination.

8.iii.c.
62.5% of local education groups included civil society organizations and teacher associations.

COUNTRY-LEVEL OBJECTIVES

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

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

9.ii.
95.8% of 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.
88.2% of 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.
49.9% of partner countries aligned GPE grant funding to national systems.

12.ii.
64% 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.
80% of 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.
61.3% of system transformation grants met overall objectives during implementation.

14.i.b.
87.5% of system transformation grants met overall 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.i.
n/a Number of cases of capacity strengthening supported by the GPE Knowledge and Innovation Exchange (KIX) that contributed to policy development or delivery in partner countries.

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

16.i.
14 partner countries benefited from newly mobilized Technical Assistance Initiatives.

16.ii.
100% of GPE-mobilized technical assistance initiatives were on track to meet their objectives.

16.iii.
US\$3,845 billion in additional cofinancing has been leveraged through GPE innovative financing mechanisms.

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

18.i.
60.7% of donor commitments were fulfilled.

18.ii.
US\$2,356 billion in donor commitments were fulfilled.