# [Education Data Highlights](https://www.globalpartnership.org/results/education-data-highlights)

Explore a list of useful statistics on education by theme, both globally and for GPE partner countries

**COVID-19 and education**

* Children across the world have **lost an average of one third (74 days) of education** each due to school closures and a lack of access to remote learning.  
  Source: [Save the Children, March 2021](https://www.savethechildren.org.au/media/media-releases/children-have-lost-more-than-a-third)
* As of February 18, 2021, **nearly 222 million children are out of school** worldwide due to nationwide school closures linked to the coronavirus pandemic.  
  Source: [UNESCO](https://en.unesco.org/covid19/educationresponse)
* On June 1st, GPE doubled its COVID-19 emergency funding window to **US$500 million to help lower-income countries** mitigate both the immediate and long-term impacts of the coronavirus pandemic on education.  
  Source: [GPE Secretariat](https://www.globalpartnership.org/news/gpe-increases-covid-19-coronavirus-emergency-fund-us500-million)
* As of February 18, 2021, nationwide school closures in **8 partner countries affect 82 million children**, of whom 41 million are girls.  
  Source: GPE Secretariat based on data on school closures from [UNESCO](https://en.unesco.org/covid19/educationresponse) and on school-age population from the [World Bank](https://www.worldbank.org/en/data/interactive/2020/03/24/world-bank-education-and-covid-19)

More data on COVID-19 and education

* On April 1st 2020, just three weeks after COVID-19 was declared a pandemic, GPE unlocked **US$250 million to help 67 lower-income countries** mitigate the impacts of the COVID-19 pandemic on education.  
  Source: [GPE Secretariat](https://www.globalpartnership.org/news/global-partnership-education-announces-us250-million-developing-countries-battling-covid-19)
* On March 25, 2020, GPE provided **US$8.8 million to UNICEF** to kickstart education systems’ response to COVID-19 in 87 lower-income countries.  
  Source: [GPE Secretariat](https://www.globalpartnership.org/news/global-partnership-education-announces-us8-8-million-funding-help-unicef-covid-19-response)
* **2.5 million teachers** are affected by school closures in GPE partner countries as of February 18, 2021.  
  Source: GPE Secretariat calculations based on [UNESCO data](http://data.uis.unesco.org/)
* Two thirds of the world’s school-age children – or 1.3 billion children aged 3 to 17 years old – do not have internet connection in their homes.  
  Source: [UNICEF and ITU. How many children and young people have internet access at home? - December 2020](https://data.unicef.org/resources/children-and-young-people-internet-access-at-home-during-covid19/)
* As of February 18, 2021, **109 million students** from pre-primary through secondary are out of school due to nationwide school closures in lower-income countries.  
  Source: GPE Secretariat calculations based on data from [UNESCO](https://en.unesco.org/covid19/educationresponse)
* In advanced economies, the gross domestic product (GDP) is expected to **decline by 8%** in 2020.  
  Source: [GEMR Policy Paper 41 – July 2020 (p. 1)](https://unesdoc.unesco.org/ark:/48223/pf0000373844)
* Squeezed budgets could translate into a **fall for aid to education of up to US$2 billion by 2022**. It may be six years until 2018 levels are reached again.  
  Source: [GEMR Policy Paper 41 – July 2020 (p. 1)](https://unesdoc.unesco.org/ark:/48223/pf0000373844)
* **368.5 million children** across 143 countries who normally rely on school meals for a reliable source of daily nutrition must now look to other sources.  
  Source: [The impact of COVID-19 on children. UN Policy Brief, April 2020, p. 9](https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf)
* **20 million more secondary school girls** could be out of school following the pandemic.  
  Source: [Malala Fund](https://downloads.ctfassets.net/0oan5gk9rgbh/6TMYLYAcUpjhQpXLDgmdIa/dd1c2ad08886723cbad85283d479de09/GirlsEducationandCOVID19_MalalaFund_04022020.pdf)
* Due to pandemic-related disruptions in prevention programs, **2 million cases of female genital mutilation** could occur over the next decade that would otherwise have been averted  
  Source: [UNFPA, April 2020](https://www.unfpa.org/sites/default/files/resource-pdf/COVID-19_impact_brief_for_UNFPA_24_April_2020_1.pdf)
* An additional **13 million child marriages** could be taking place that otherwise would not have occurred between 2020 and 2030  
  Source: [UNFPA, April 2020](https://www.unfpa.org/sites/default/files/resource-pdf/COVID-19_impact_brief_for_UNFPA_24_April_2020_1.pdf)
* Only 15 countries are offering distance instruction in **more than one language**.  
  Source: [The impact of COVID-19 on children. UN Policy Brief, April 2020, p. 8](https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf)
* Worldwide, **50% of students** don’t have a computer at home. In sub-Saharan African, 89% of learners don’t have a computer at home.  
  Source: [UNESCO International Teacher Task Force, April 2020](https://unesdoc.unesco.org/ark:/48223/pf0000373233)
* Due to learning losses and increases in dropout rates, this generation of students stand to **lose an estimated** [**$10 trillion**](https://www.worldbank.org/en/topic/education/publication/simulating-potential-impacts-of-covid-19-school-closures-learning-outcomes-a-set-of-global-estimates) **in earnings,** or almost 10% of global GDP, and countries will be driven even further off-track—potentially increasing learning poverty levels to 63%.  
  Source: [World Bank](https://worldbankgroup.sharepoint.com/sites/news/pages/The-Devastating-Price-that-Childrens-Education-is-Paying-from-COVID19-22012021-095432.aspx)
* At the peak of school closures, 1.6 billion learners were out of school, with **810 million** in low-income countries.  
  Source: [UNESCO](https://en.unesco.org/covid19/educationresponse)
* **Between 119 and 124 million people** may be pushed into extreme poverty due to the pandemic  
  Source: [World Bank, 2021](https://blogs.worldbank.org/opendata/updated-estimates-impact-covid-19-global-poverty-looking-back-2020-and-outlook-2021)

**Gender equality**

* One additional school year can increase a **woman's earnings by 10% to 20%**  
  Source: [World Bank, Returns to Investment in Education (2002)](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281504040/Returns_Investment_Edu.pdf)
* **129.2 million girls** worldwide are out of school (2018). This includes 32.3 million girls of primary school age, 29.9 million girls of lower secondary school age, and 67 million girls of upper secondary school age.   
  Source: [UIS Fact Sheet 56, p.2, September 2019](http://uis.unesco.org/sites/default/files/documents/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf)
* **Twice as many girls** are on the path of gender equality in partner countries.  
  Source: GPE Secretariat
* **69% of partner countries** are at or close to gender parity in primary completion (2018).  
  Source: [GPE Results Report 2020, p. 8](https://www.globalpartnership.org/content/results-report-2020)
* 46% of GPE partner countries **improved equity for girls, rural and poor children** between 2010 and 2017, compared to 32% between 2010 and 2014.  
  Source: [GPE results report 2019, p.9](https://www.globalpartnership.org/content/results-report-2019)

More data on gender equality

* **73% of girls** finished primary school in 2018 in partner countries compared to 70% in 2013.  
  Source: [GPE results report 2020, p.21](https://www.globalpartnership.org/content/results-report-2020)
* **50% of girls** completed lower-secondary school in 2018 in partner countries compared to 46% in 2013.  
  Source: [GPE results report 2020, p.21](https://www.globalpartnership.org/content/results-report-2020)
* There are **37% more girls than boys out of primary school** across GPE partner countries affected by fragility and conflict, compared to only 4% more girls in other GPE partner countries.  
  Source: Data from the UNESCO Institute for Statistics for 2014
* Primary enrollment for girls has **increased by 65%** in partner countries.  
  Source: [GPE Secretariat](https://www.globalpartnership.org/sites/default/files/document/file/2020-10-GPE-case-for-investment-4.pdf)
* Each year of secondary education reduces the likelihood of marrying as a child before the age of 18 by **five percentage points or more.**  
  Source: [Economic impacts of child marriage: Global synthesis report (2017), p.5](http://documents.worldbank.org/curated/en/530891498511398503/pdf/116829-WP-P151842-PUBLIC-EICM-Global-Conference-Edition-June-27.pdf)
* Human capital wealth could increase by almost **22%** globally with gender equality in earnings.  
  Source: [Unrealized potential: the high cost of gender inequality in earnings, p.7](https://www.globalpartnership.org/content/unrealized-potential-high-cost-gender-inequality-earnings)
* Educating girls averted more than **30 million deaths of children** under five years old and 100 million deaths in adults 15 to 60 years old.   
  Source: [The Learning Generation, p.34](http://report.educationcommission.org/report/)
* Universal secondary education could virtually **end child marriage.**   
  Source: [Missed opportunities: the high cost of not educating girls, p.52](https://www.globalpartnership.org/content/missed-opportunities-high-cost-not-educating-girls)
* If all girls get 12 years of schooling, human capital wealth could increase by **$15-30 trillion**.  
  Source: [Missed opportunities: the high cost of not educating girls, p.5](https://www.globalpartnership.org/content/missed-opportunities-high-cost-not-educating-girls)
* Women with primary education (partial or completed) **earn 14% to 19%** more than those with no education at all. Women with secondary education may expect to make **almost twice as much**, and women with tertiary education **almost three times as much** as those with no education.   
  Source: [Missed opportunities: the high cost of not educating girls, p.4](https://www.globalpartnership.org/content/missed-opportunities-high-cost-not-educating-girls)
* Girls are **1.5 times more likely** than boys to be excluded from primary school. That's **15 million girls** of primary school age who will never have the opportunity to learn to read and write in primary school, compared to about 10 million boys.  
  Source: [UIS/GEM Report Policy Paper 27/Fact Sheet 37, p.5](http://unesdoc.unesco.org/images/0024/002452/245238E.pdf)
* Some countries **lose more than US$1 billion a year** by failing to educate girls to the same level as boys  
  Source: [Plan International: Paying the price: The economic cost of failing to educate girls, p.10](https://resourcecentre.savethechildren.net/node/4744/pdf/4744.pdf)
* In low income and lower-middle income countries, women account for only **a third or less of human capital wealth.**  
  Source: [Unrealized potential: the high cost of gender inequality in earnings, p.5](https://www.globalpartnership.org/content/unrealized-potential-high-cost-gender-inequality-earnings)
* Globally, **9 in 10 girls** complete their primary education, but only **3 in 4** complete their lower secondary education. In low-income countries, less than two thirds of girls complete their primary education, and only 1 in 3 completes lower secondary school.   
  Source: [Missed opportunities: the high cost of not educating girls, p.2](https://www.globalpartnership.org/content/missed-opportunities-high-cost-not-educating-girls)
* Approximately **60 million girls** are sexually assaulted on their way to or at school every year.   
  Source: Global Women’s Institute, [School-Based Interventions to Prevent Violence Against Women & Girls](https://globalwomensinstitute.gwu.edu/sites/g/files/zaxdzs1356/f/downloads/Evidence%20Brief-%20School-Based%20Interventions%20to%20Prevent%20Violence%20Against%20Women%20and%20Girls.pdf), p.2
* **Nearly 1 in 3 adolescent girls** from the poorest households around the world has never set foot in a classroom.   
  Source: [UNICEF, Addressing the learning crisis: An urgent need to better finance education for the poorest children, p.3, January 2020](https://www.unicef.org/reports/addressing-learning-crisis-2020)

**Education in crisis situations**

* Each year of education **reduces the risk of conflict by around 20%**.  
  Source: [World Bank. Doing well out of war (Paul Collier), 1999 , p. 5](http://siteresources.worldbank.org/INTKNOWLEDGEFORCHANGE/Resources/491519-1199818447826/28137.pdf)
* Children in fragile, conflict-affected countries are **more than twice as likely to be out of school** compared with those in countries not affected by conflict; similarly, adolescents are **more than two-thirds** more likely to be out of school.  
  Source: [GEM Report, Policy Paper 21, June 2015, p.2](http://unesdoc.unesco.org/images/0023/002335/233557E.pdf)
* **68.4% of children** completed primary school in partner countries affected by fragility and conflict in 2018 compared to 66% in 2013.  
  Source: [GPE Results Report 2020, p. 21](https://www.globalpartnership.org/content/results-report-2020)
* **76% of GPE implementation grants** were allocated to partner countries affected by fragility and conflict in 2019 compared to 44% in 2012.  
  Source: GPE Secretariat
* In GPE countries affected by fragility and conflict, the number of girls completing school for every 100 boys rose from **74 to 88** for primary, and from **67 to 83** for lower-secondary between 2002 and 2015.  
  Source: GPE estimate based on UIS data

More data on education in crisis situations

* **106 million more children** enrolled in school in partner countries affected by fragility and conflict since 2002.  
  Source: GPE Secretariat
* **18.5 million children** were supported by GPE in partner countries affected by fragility and conflict between 2015 and 2018.  
  Source: [GPE Results Report 2020, p.30](https://www.globalpartnership.org/content/results-report-2020)
* **US$125.5 million in accelerated funding** has been allocated to ensure education continues during crises in 14 countries.  
  Source: GPE Secretariat
* **31 GPE partner lower-income countries** are fragile or affected by conflict in fiscal year 2021.  
  Source: [GPE Secretariat based on UNESCO and World Bank classifications](https://www.globalpartnership.org/content/list-gpe-partner-countries-affected-fragility-and-conflict)
* GPE partner countries affected by fragility and conflict are home to more than **200 million children** of primary and lower secondary school age.  
  Source: GPE Secretariat
* GPE partner lower-income countries are home to almost **4 million refugee children**, about 45% of the world’s refugee children population.  
  Source: UNHCR and GPE data as of 2016. UNHCR data only accounts for refugees for whom demographic data is available.
* Developing regions hosted **92% of the world’s school-age refugees** in 2017.  
  Source: [UNHCR. Turn the tide: refugee education in crisis (2018), p.14](http://www.unhcr.org/5b852f8e4.pdf)
* If the enrollment rate for secondary schooling is 10 percentage points higher than the average, **the risk of war is reduced by about 3 percentage points** (a decline in the risk from 11.5% to 8.6%).  
  Source: [World Bank. Understanding Civil War, 2005 , p. 16](https://openknowledge.worldbank.org/bitstream/handle/10986/7438/344110v20PAPER101Official0use0only1.pdf?sequence=1&isAllowed=y)
* An estimated **128 million primary and secondary-aged children are out of school** in crisis-affected countries, including **67 million girls**.  
  Source: [Plan International, Left Out, Left Behind: Adolescent girls’ secondary education in crises, Plan International, UK, 2019, p.30](https://www.planinternational.nl/uploaded/2019/06/Left-out-Left-behind-report.pdf?x65987)
* Education’s share in **global humanitarian aid has tripled** from 1% 2014 to 3% in 2019 and quintupled in 5 years.  
  Source: [GEMR Policy Paper 41 – July 2020 (p. 9)](https://unesdoc.unesco.org/ark:/48223/pf0000373844)
* In the past five years, **funding requests for education in emergencies** have increased by **21%**.  
  Source: [GEM Report, Policy Paper 31, p.7](http://unesdoc.unesco.org/images/0024/002495/249568e.pdf)
* Girls are almost **two and a half more likely** to be out of school if they live in conflict-affected countries, and young women are nearly 90% more likely to be out of secondary school than their counterparts in countries not affected by conflict.  
  Source: [GEM Report, Policy Paper 21, June 2015, p.3](http://unesdoc.unesco.org/images/0023/002335/233557E.pdf)
* From 2013 through 2017, there were more than **12,700 attacks on education**, harming more than 21,000 students and educators.  
  Source: [Global Coalition to Protect Education from Attack. May 2018](http://www.protectingeducation.org/news/attacks-education-worsening-globally-education-under-attack-2018-shows)
* Over the last five years, **41 countries** suffered at least 5 attacks on education  
  Source: [Global Coalition to Protect Education from Attack. May 2018](http://www.protectingeducation.org/news/attacks-education-worsening-globally-education-under-attack-2018-shows)
* **Four million refugee children** are out of school. An increase of half a million in one year.  
  Source: UNHCR (2017)
* **Less than a quarter** of the world’s refugees make it to secondary school, and just 1% progress to higher education.  
  Source: [UNHCR. Turn the tide: refugee education in crisis (2018), p.8](http://www.unhcr.org/5b852f8e4.pdf)
* By the end of 2017, there were more than **25.4 million refugees** around the world. More than half of the global refugee population – 52%– were under the age of 18.  
  Source: [UNHCR. Turn the tide: refugee education in crisis (2018), p.10](http://www.unhcr.org/5b852f8e4.pdf)
* In 2017, **61% of refugee children** were enrolled in primary school, compared to 92% globally.   
  Source: [UNHCR. Turn the tide: refugee education in crisis (2018), p.13](http://www.unhcr.org/5b852f8e4.pdf)
* In 2017, **23% of refugee children** were enrolled in secondary school, compared with a global rate of 84%.  
  Source: [UNHCR. Turn the tide: refugee education in crisis (2018), p.13](http://www.unhcr.org/5b852f8e4.pdf)
* Higher education opportunities for refugees have historically been extremely limited with less than **1% of refugee youth able to access universities.**   
  Source: [GEM Report/UNHCR policy paper 26, p. 10](http://unesdoc.unesco.org/images/0024/002448/244847E.pdf)
* There are **17 million school-age refugees and internally displaced children** in countries affected by conflict.  
  Source: [ODI Education cannot wait. Proposing a fund for education in emergencies, p. 7](https://www.odi.org/sites/odi.org.uk/files/resource-documents/10497.pdf)
* **20 years on average**: length of forced displacement due to crises and conflicts.  
  Source: [UNHCR, 2016, Global trends – Forced displacement in 2015, p.20](http://www.unhcr.org/576408cd7.pdf)

**Inclusive education**

* In low and lower-middle income countries, around **40% of children with disabilities are out of school** at primary level and 55% at lower secondary level  
  Source: [UNICEF, Towards Inclusive Education. The impact of disability on school attendance in lower-income countries. 2016](https://www.unicef-irc.org/publications/pdf/IWP3%20-%20Towards%20Inclusive%20Education.pdf)
* GPE supported the education of nearly **25 million children** between 2015 and 2018.  
  Source: [GPE results report 2020, p.19](https://www.globalpartnership.org/content/results-report-2020)
* **69% of partner countries** were at or close to gender parity in primary completion.  
  Source: [GPE results report 2020, p.22](https://www.globalpartnership.org/content/results-report-2020)
* **US$379 million in GPE funding** supported activities promoting equity, gender equality and inclusion in 2019.  
  Source: [GPE results report 2020, p.19](https://www.globalpartnership.org/content/results-report-2020)

More data on inclusive education

* In 40% of partner countries, the GPE grant funds one or more activities relating to children with disabilities.  
  Source: GPE Secretariat
* Out of 35 countries with active grants in 2018, 34 mention disability, special needs, or inclusive education in education sector analyses and plans.  
  Source: GPE Secretariat
* Almost 40% of partner countries provide pre-service or in-service teacher training on inclusive education.  
  Source: GPE Secretariat
* One third of GPE partner countries plan to build new schools or renovate existing schools to make them accessible for children with disabilities.  
  Source: GPE Secretariat
* Approximately **one billion people** in the world are living with a disability, with at least 1 in 10 being children and 80% living in lower-income countries.  
  Source: [World Report on Disability](http://www.who.int/disabilities/world_report/2011/en/)
* Between **93 million and 150 million children** are estimated to live with disabilities.  
  Source: [EFA GMR 2015, p.100](http://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges#sthash.j8PYtHLU.dpbs)
* The **literacy rate for adults with disabilities is 3%**. For women with disabilities the literacy rate is even lower, at 1%  
  Source: [UNGEI. Still left behind: Pathways to inclusive education for girls with disabilities, p.12](http://www.ungei.org/resources/index_6426.html)

**Early childhood education**

* Aid to early childhood development has increased in recent years, **from US$1.3 billion in 2002 to US$6.8 billion in 2016**. As a share of total ODA, ODA for ECD has increased from 1.7% to 3.8% between 2002 and 2016.  
  Source: [Just Beginning: Addressing Inequality in Donor Funding for Early Childhood Development (2018), p.5](https://s3.amazonaws.com/theirworld-site-resources/Reports/Theirworld-Donor-Scorecard-Just-Beginning-April-2018.pdf)
* Worldwide, **175 million pre-primary aged children** are not enrolled in pre-primary education.  
  Source: [2019. UNICEF - A World Ready to Learn](https://data.unicef.org/resources/a-world-ready-to-learn-report/)
* **41% of children were enrolled in pre-primary education** in GPE partner countries in 2019 compared to 19% in 2002.  
  Source: [GPE results report 2020, p.19](https://www.globalpartnership.org/content/results-report-2020)
* GPE has invested **US$270 million** in more than 35 partner lower-income countries to support ECCE.  
  Source: GPE Secretariat
* Around **90% of GPE grants with an ECCE component** provide financial and technical support to countries to strengthen the role of pre-primary teachers through training and learning materials, construction of teacher training centers and by increasing salaries and incentives.  
  Source: [Policy brief: GPE’s work for early childhood care and education, p.6](https://www.globalpartnership.org/content/policy-brief-gpes-work-early-childhood-care-and-education)

More data on early childhood education

* Pre-primary enrollment is **nearly at gender parity**, with girls at 40% compared to 41% overall.  
  Source: [GPE results report 2020, p.32](https://www.globalpartnership.org/content/results-report-2020)
* In 2017, only **6% of domestic education budgets** globally were allocated to pre-primary education.  
  Source: [United Nations Children’s Fund, A World Ready to Learn: Prioritizing quality early childhood education, UNICEF, New York, April 2019, p. 98](https://www.unicef.org/media/57926/file/Aworld-ready-to-learn-advocacy-brief-2019.pdf)
* Less than **5% of children** have access to pre-primary school in some countries affected by conflict.  
  Source: [GEM Report: Education for people and planet: Creating sustainable futures for all (2016), p.428](http://unesdoc.unesco.org/images/0024/002457/245752e.pdf)
* **Only 1%** of all early childhood development aid funding goes to pre-primary education.  
  Source: [Just Beginning: Addressing Inequality in Donor Funding for Early Childhood Development (2018), p.5](https://s3.amazonaws.com/theirworld-site-resources/Reports/Theirworld-Donor-Scorecard-Just-Beginning-April-2018.pdf)

**Learning and literacy**

* An estimated **53% of children** in low- and middle-income countries cannot read proficiently by age 10.  
  Source: [World Bank, 2019. Ending Learning Poverty: What Will It Take?. World Bank, Washington, DC. p. 16.](http://documents.worldbank.org/curated/en/395151571251399043/pdf/Ending-Learning-Poverty-What-Will-It-Take.pdf)
* In 2017, the UIS estimates that **more than 617 million** – or six out of ten – children and adolescents of primary and lower secondary school age do not achieve minimum proficiency levels in reading and mathematics.  
  Source: [UIS Fact Sheet N°48, February 2018 p.12](http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf)
* Close to **95% of grants** supported learning assessment systems or EMIS in 2019.  
  Source: [GPE results report 2020. p.19](https://www.globalpartnership.org/content/results-report-2020)
* Close to **70% of partner countries** improved learning outcomes in 2018.  
  Source: GPE Secretariat

More data on learning and literacy

* Close to **48 million textbooks** were distributed and **4,115 classrooms** built or rehabilitated with GPE funding in fiscal year 2019.  
  Source: [GPE results report 2020. p.76](https://www.globalpartnership.org/content/results-report-2020)
* The global youth literacy rate is 91%, meaning **102 million youth** lack basic literacy skills.  
  Source: [Meeting commitments: are countries on track to achieve SDG 4? 2019, p.9](https://unesdoc.unesco.org/ark:/48223/pf0000369009)
* There are 92 literate women for every 100 literate men globally, and in low-income countries, **77 literate women for every 100 literate men**.  
  Source: [Meeting commitments: are countries on track to achieve SDG 4? 2019 p.9](https://unesdoc.unesco.org/ark:/48223/pf0000369009)
* In sub-Saharan Africa, only 64% of primary and **50% of secondary school teachers** have the minimum required training, and this proportion has been declining since 2000.  
  Source: [Meeting commitments: are countries on track to achieve SDG 4? 2019 p.9](https://unesdoc.unesco.org/ark:/48223/pf0000369009)
* **More than 80%** of the 617 million children and adolescents who are not learning enough to meet minimum proficiency levels **come from low- and lower-middle-income countries**, although these countries are home to only 60% of the global school-age population.  
  Source: [UIS Fact Sheet N°48, February 2018 p.12](http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf)
* Globally, two-thirds of children – **68% or 262 million out of 387 million** – are in school and will reach the last grade of primary but will not achieve minimum proficiency levels in reading. About 60% or 137 million adolescents are in school but not learning.  
  Source: [UIS Fact Sheet 46, p.10](http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf)
* **91% of primary school-age children** in low-income countries will not achieve minimum proficiency levels in reading and the rate is 87% in math compared to 5% and 8% respectively in high-income countries.  
  Source: [UIS Fact Sheet 46, p.16](http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf)
* **93% of secondary school-age adolescents** in low-income countries will not achieve minimum proficiency levels in reading compared to 27% in high-income countries.  
  Source: [UIS Fact Sheet 46, p.11](http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf)
* Low- and middle-income countries spend **2% of their GDP** each year on education costs that do not lead to learning.  
  Source: [The Learning Generation, executive summary, p. 7](http://report.educationcommission.org/report/)
* Approximately **1 in 4 young people** in low and lower-middle income countries is illiterate.  
  Source: [GEM Report 2013/2014, p. 208](http://unesdoc.unesco.org/images/0022/002256/225660e.pdf)
* Women represent nearly **two thirds of the world's illiterate** (2014).  
  Source: [UIS](http://uis.unesco.org/)

**Teachers**

* By 2030, countries must recruit **69 million teachers** to provide every child with primary and secondary education: 24.4 million primary school teachers and 44.4 million secondary school teachers.  
  Source: [UIS factsheet #39, October 2016, p. 1](http://www.uis.unesco.org/Education/Documents/FS39-teachers-2016-en.pdf)
* **67 million more children** have access to quality teachers.  
  Source: GPE Secretariat
* More than **465,000 teachers** were trained with GPE funding in FY 2019.  
  Source: [GPE results report 2020, p.76](https://www.globalpartnership.org/content/results-report-2020)

More data on teachers

* **34% of partner countries** had fewer than 40 students per trained teacher in 2019, compared to 25% in 2015.  
  Source: [GPE results report 2020, p.39](https://www.globalpartnership.org/content/results-report-2020)
* **89% of GPE implementation grants** included support to teachers in 2019, totaling US$204 million.  
  Source: GPE Secretariat
* Of the 24.4 million teachers needed for universal primary education, 21 million will replace teachers who leave the workforce. The remaining 3.4 million, however, are **additional teachers** who are needed to expand access to school and support education quality by reducing the numbers of children in each class to a maximum of 40.  
  Source: [UIS factsheet #39, October 2016, p. 1](http://www.uis.unesco.org/Education/Documents/FS39-teachers-2016-en.pdf)
* In one-third of all countries, **less than 75% of teachers were trained** according to national standards in 2013.  
  Source: [EFA GMR 2015, p.122](http://unesdoc.unesco.org/images/0021/002180/218003e.pdf)
* Countries with more female primary teachers are more likely to have higher enrollment rates for girls in secondary schools. Unfortunately, in some countries, **less than 25% of primary teachers are female**.  
  Source: [UNESCO eAtlas of Teachers](http://tellmaps.com/uis/teachers/)