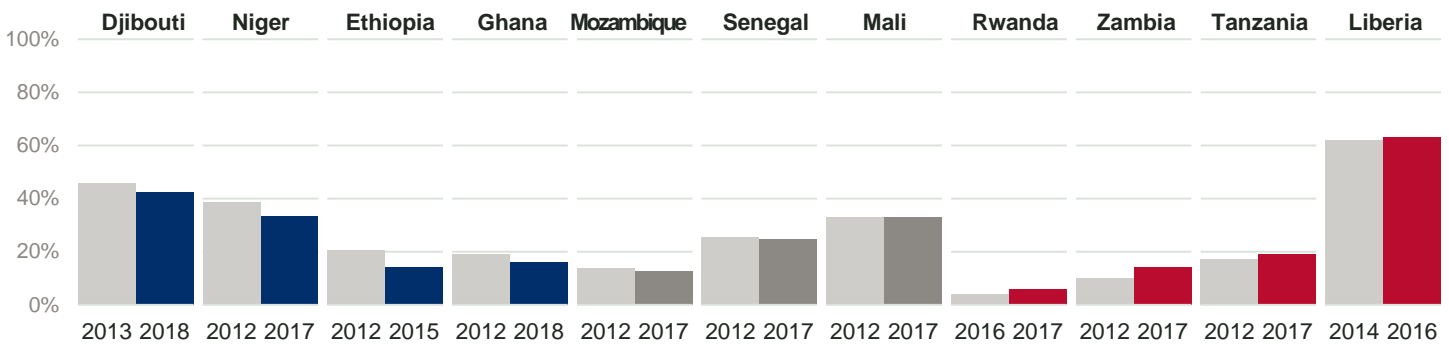




This brief was designed to provide a snapshot of the region's present situation in the education sector, by gathering information from various sources such as UNESCO, the World Bank, ILO, and USAID. In addition to these sources, this brief contains Performance Plan and Report (PPR) data contributed by USAID, which are collected for internal learning and external reporting, and convey progress against mission objectives. Please note that we reviewed data from 2012 through 2018 and present the earliest and latest data available within this time interval. Sometimes, country data is available for just two years within this period and often, the time interval is quite small. Therefore, caution should be taken when looking at changes over time.

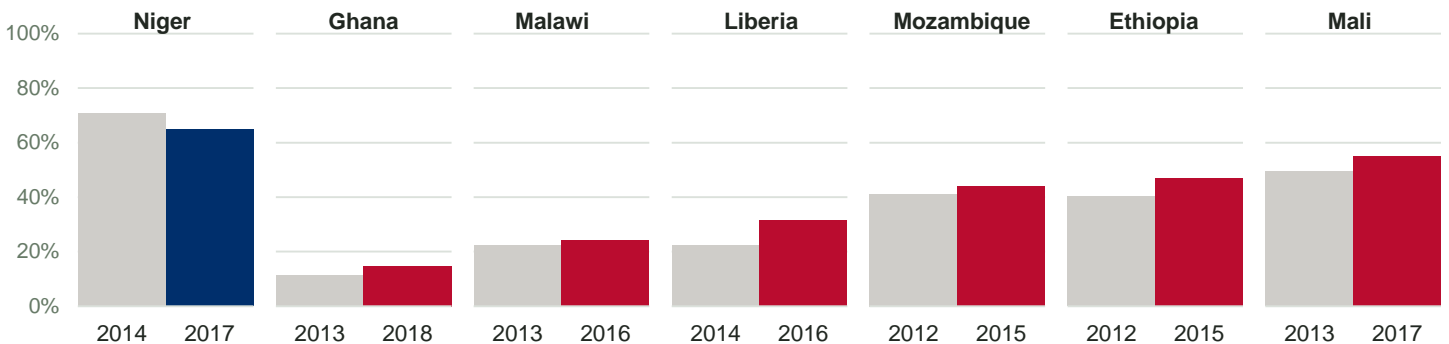
NEED | Access

Half of the world's out-of-school children live in Sub-Saharan Africa. The out-of-school rate among primary school-aged children in the countries for which data is available has remained fairly **static**, with average out-of-school rates of 21.6 and 22.5 percent in 2012 and 2017, respectively. There have been slight **improvements** in Djibouti, Ethiopia, Ghana, and Niger. Rates have **worsened** slightly in Liberia, Tanzania, and Zambia.



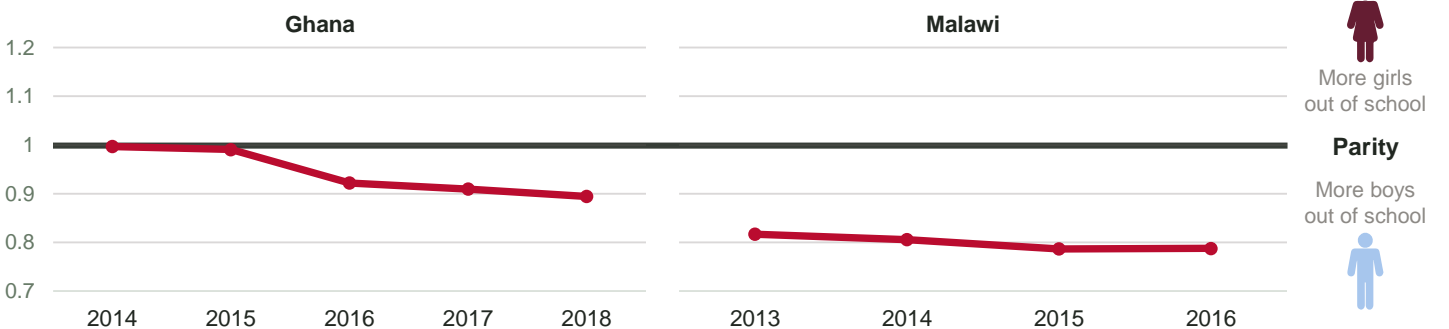
Source: UIS, 2012-2018

The rate of out-of-school adolescents of lower secondary school age has **worsened** in recent years. Niger is the only reporting country in the region showing **improvement**. Among the other countries reporting, the out-of-school rate has increased by an average of 4.87 percentage points in recent years.



Source: UIS, 2012-2018

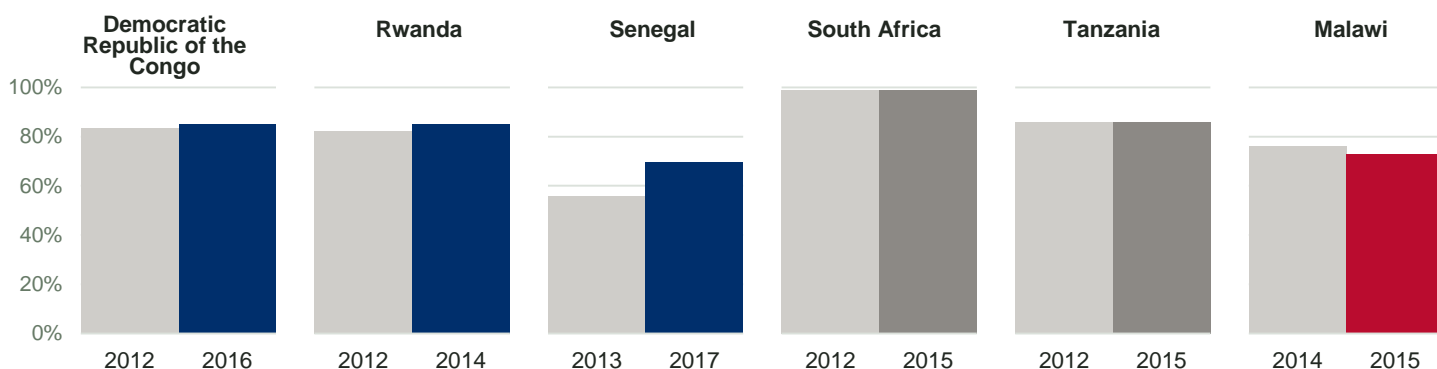
Girls' access to schooling in particular at the primary school level has increased substantially over the decades. The gender parity index (GPI) measures the equity in access between male and female students. A GPI of 1 indicates that the out-of-school rate is the same for boys and girls. The regional average GPI reached 1.01 in 2017, indicating virtual parity. Exceptions to this are seen in Ghana and Malawi, where the GPI has **fallen** in recent years, indicating a disadvantage for boys.



Source: UIS, 2012-2018 (gender parity definition)

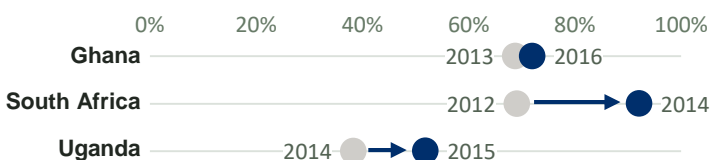
NEED | Learning

The youth literacy rate for ages 15-24 years averages 83% in the latest years available, and has remained **consistent** or shown slight **improvement** over time in most reporting countries. Senegal has shown a significant improvement in recent years, and South Africa has reached nearly universal literacy rates among this age group.



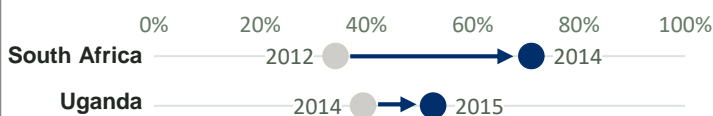
Source: UIS, 2012-2018

In the countries reporting, the proportion of students at the end of primary education achieving at least a minimum proficiency in reading has significantly **improved**.



Source: UIS, 2012-2018

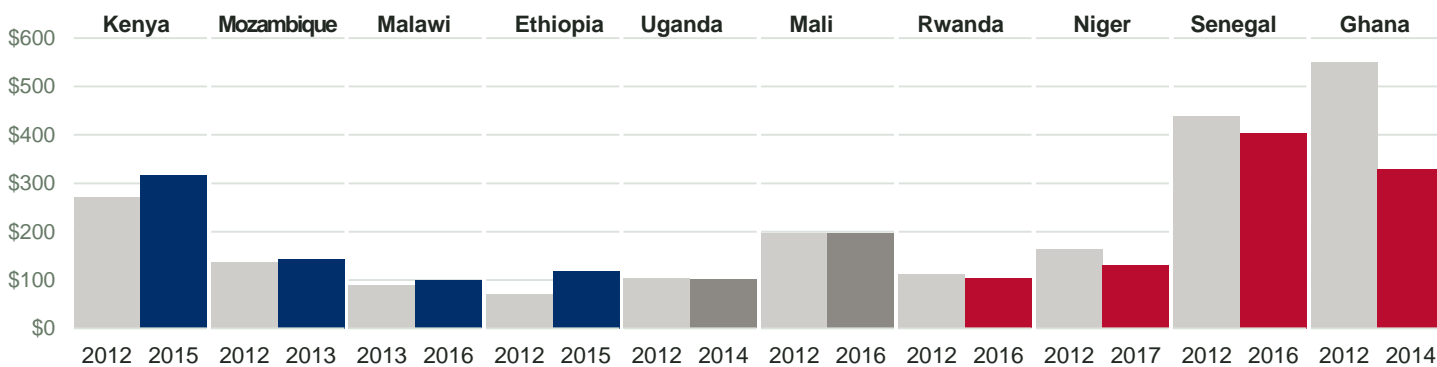
In the countries reporting, the proportion of students at the end of primary education achieving at least a minimum proficiency in mathematics has significantly **improved**.



Source: UIS, 2012-2018

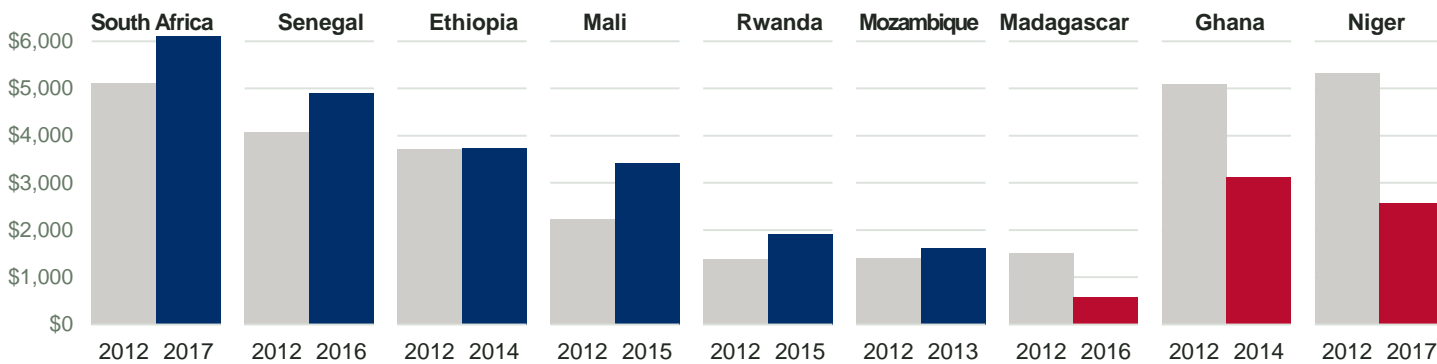
COMMITMENT | Funding

In primary education, initial government funding per student averages \$386 in the latest year available. The biggest **increases** can be seen in Ethiopia, Kenya, and Malawi. Funding has **decreased** substantially in Ghana. Not included here, South Africa stands out from this range, reporting per capita funding of \$2,306 in 2017 (down from \$2,465 in 2012).



Source: UIS, 2012-2018

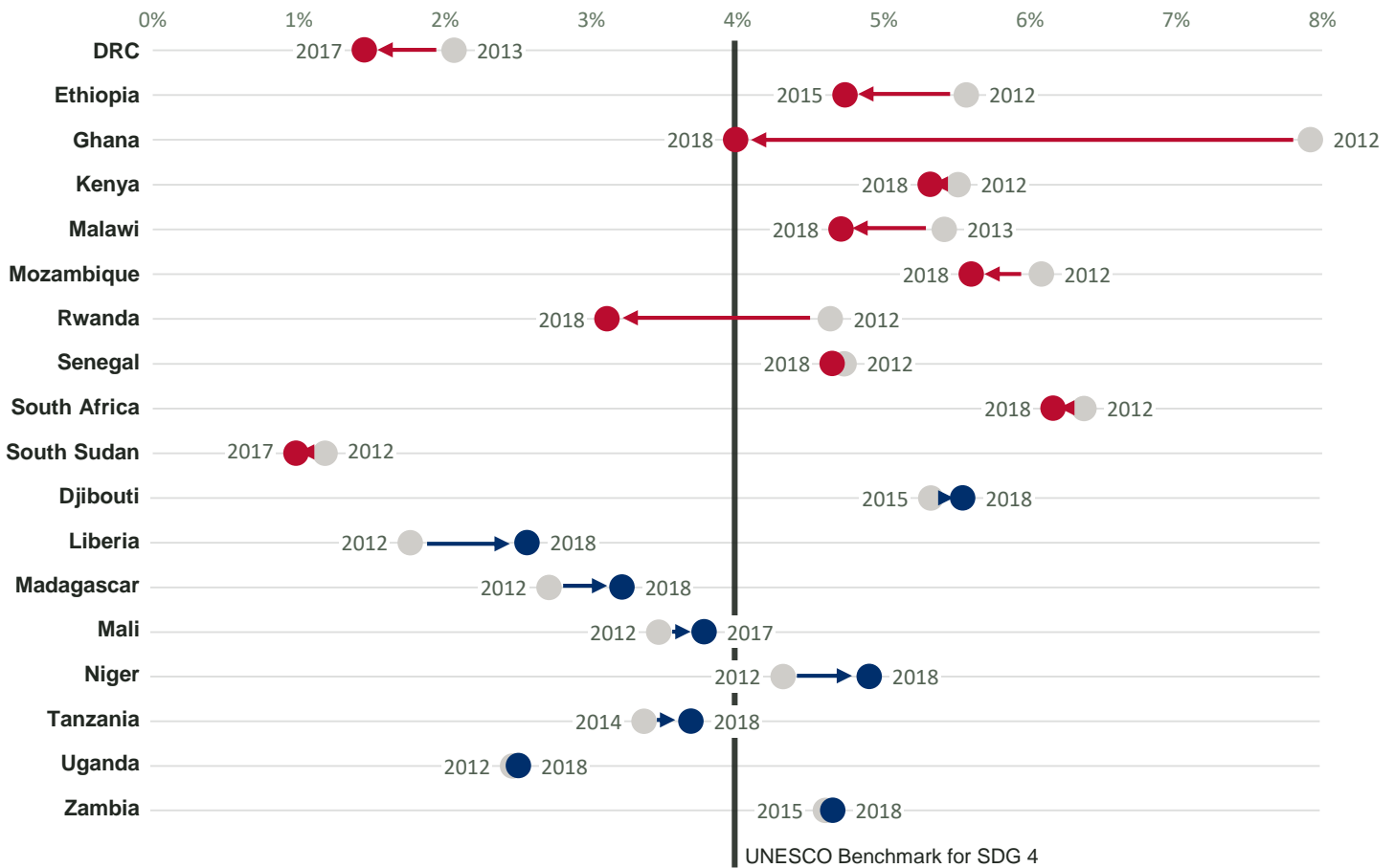
In tertiary education, initial government funding per student averages \$3,109 in the latest year available, and has **increased** in many reporting countries in recent years. Exceptions include Ghana, Madagascar, and Niger, where rates have substantially **decreased**.



Source: UIS, 2012-2018

COMMITMENT | Expenditures

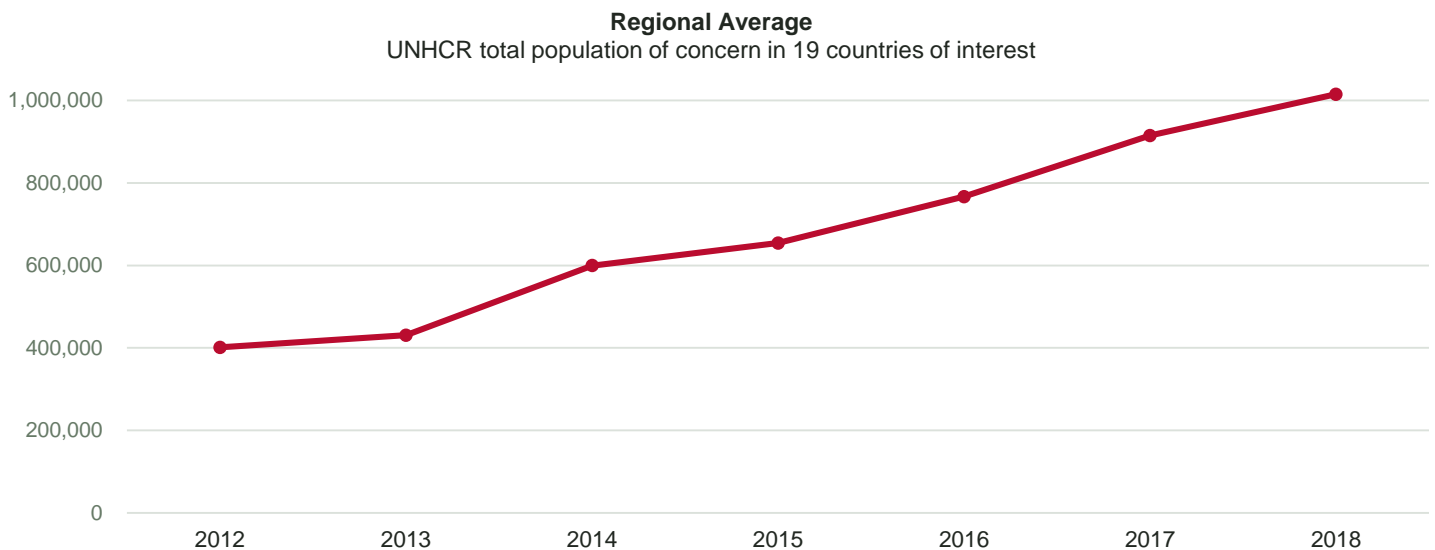
The SDGs have set a target for all governments to budget the equivalent of at least 4% of their GDP in order to support equitable education for all. While the government expenditure on education as a percentage of GDP has overall **decreased**, with the regional average dropping slightly from 4.63 percent in 2012 to 4.33 percent in 2018, many reporting countries are still meeting or exceeding this expenditure target.



Source: UIS, 2012-2018; UNESCO, 2015

FRAGILITY | Population of Concern

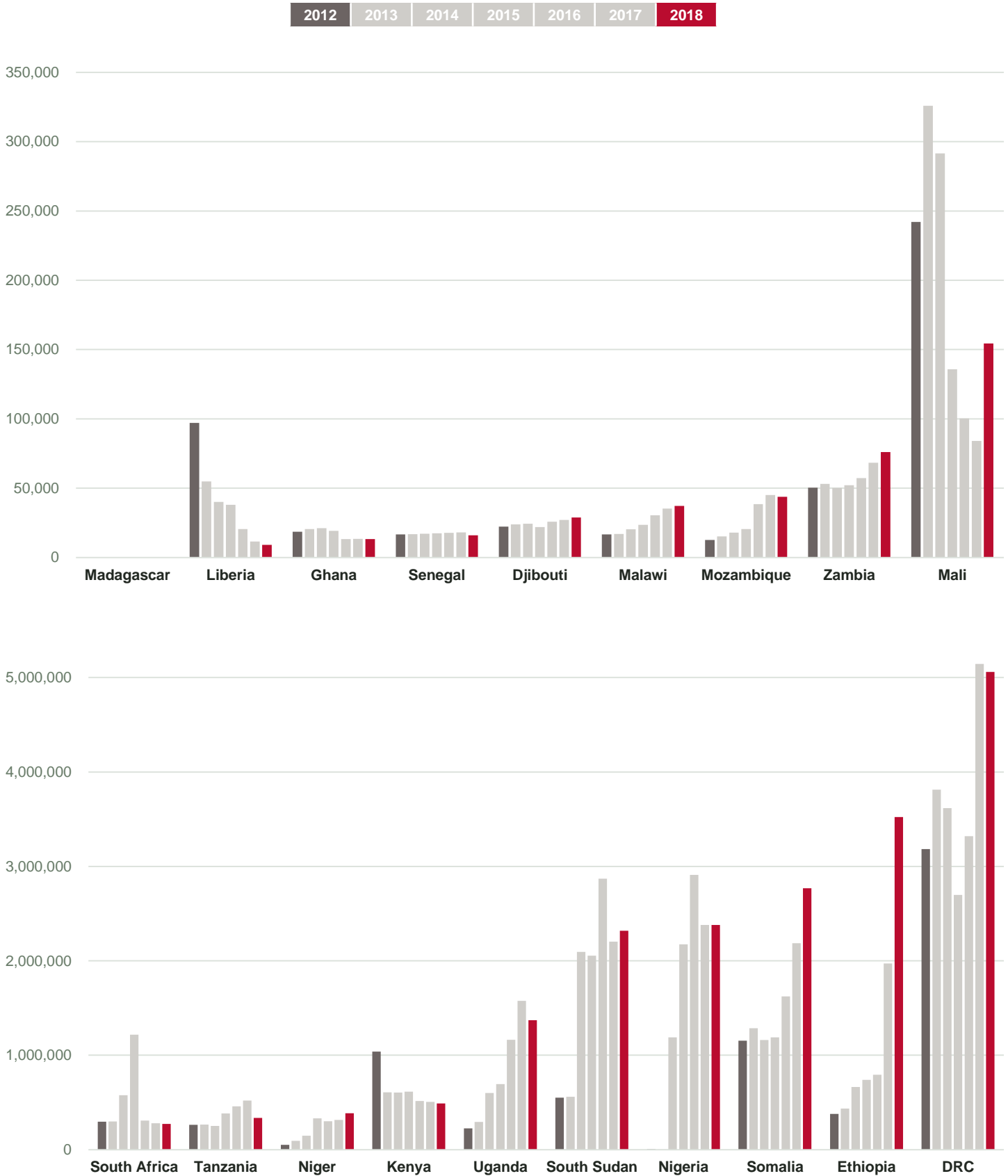
The number of UNHCR total population of concern – refugees, asylum-seekers, stateless persons, and returned IDPs – has overall increased in the region. The Democratic Republic of the Congo (DRC), Ethiopia, Nigeria, Somalia, South Sudan, and Uganda have all seen sharp increases between 2012 and 2018. Countries reporting the largest reductions include Liberia, Mali, and Kenya. Country-level data for UNHCR total population of concern can be found on the following page.



Source: UIS, 2012-2018

FRAGILITY | Population of Concern

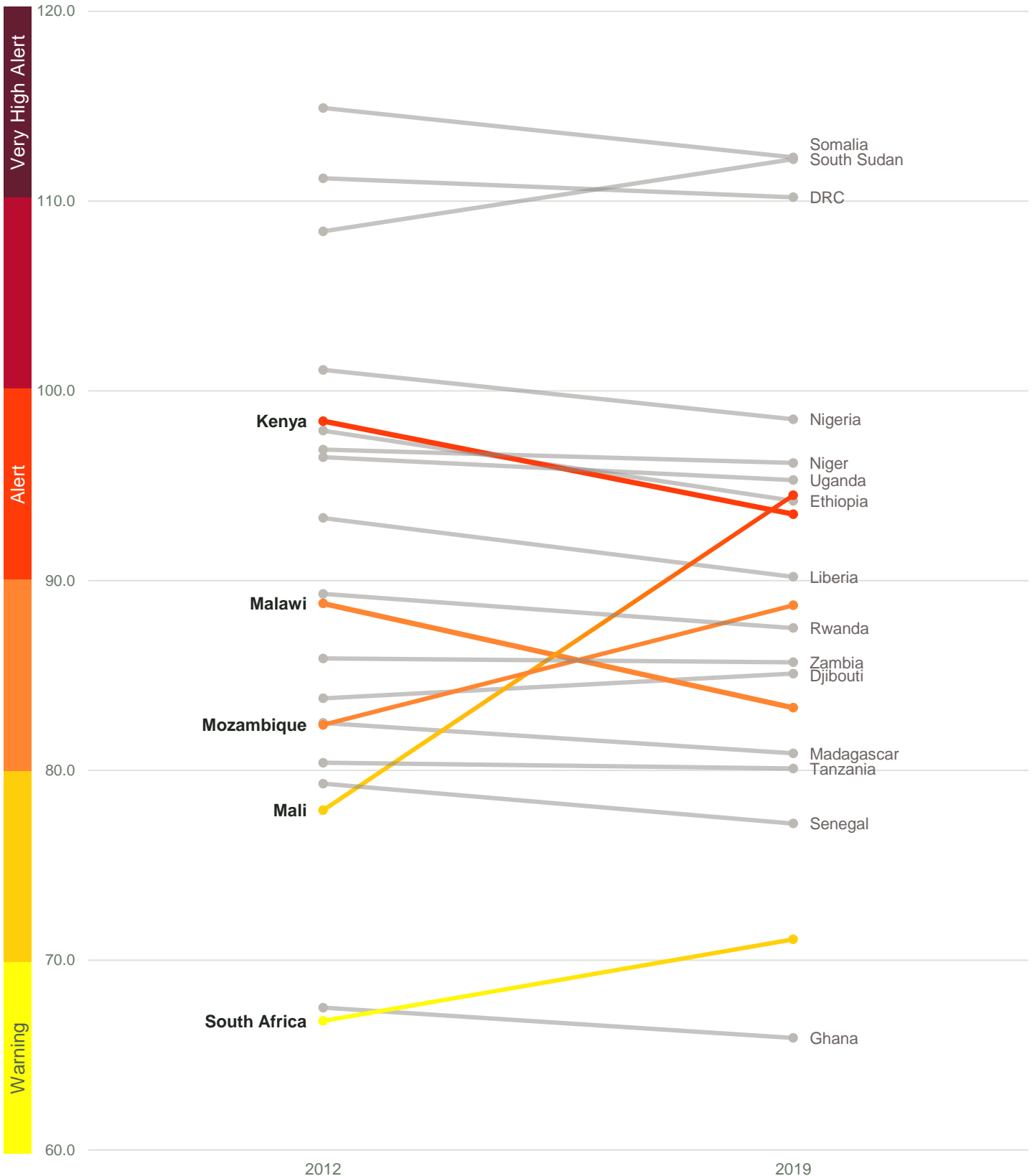
Note: to account for the range of UNHCR total population of concern across countries, the country-level data below is presented in two groups, which are displayed at different scales (350,000 and 5,000,000).



Source: UIS, 2012-2018

FRAGILITY | State Stability

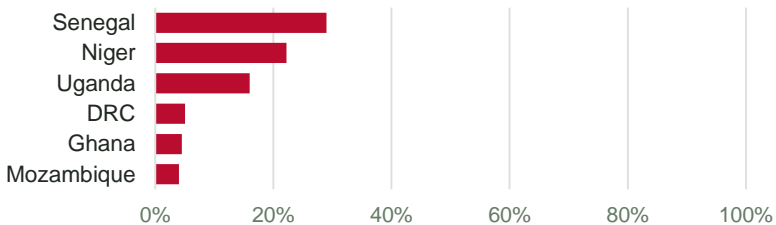
The Fragile States Index aims to assess states' vulnerability to conflict or collapse. The index's ranks are based on twelve indicators of state vulnerability, grouped by category: Cohesion, Economic, Political, Social, and Cross-cutting. Each indicator is scored on a scale of 0 to 10, with 0 being the lowest intensity (most stable) and 10 being the highest intensity (least stable), creating a scale spanning 0–120. The region has generally seen slight reductions in fragility in recent years. The countries highlighted below have had a change in score of 4 points or more. Kenya and Malawi show decreases in fragility; Mozambique, Mali, and South Africa show an increase in fragility. The largest change is seen in Mali, which has increased by 16+ points and moved from “elevated warning” to “alert” status.



Source: Fund for Peace Fragile States Index Annual Report, 2012/2019

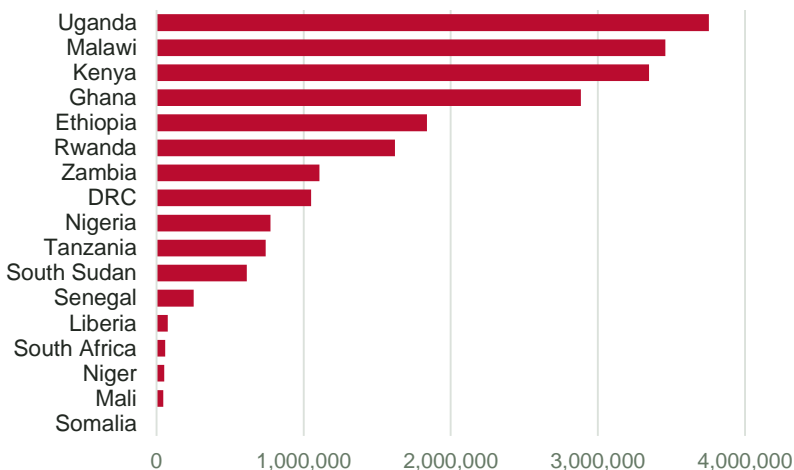
In 2019, Sub-Saharan Africa continued to be a priority for USG education programming, primarily focusing on increasing the quality of learning in primary and (to a lesser extent) secondary education. Teachers and administrators received training, schools were supported with the development and distribution of teacher and learning materials, in-school support was provided to teachers and administrative staff, and support for parental and community engagement improved, per the PPR indicators found below. Note: presented here is data that countries have submitted in this PPR round. Lack of country information does not necessarily imply a lack of progress, but rather a lack of data.

ES.1-1 | % of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2



USG support in the education sector is impacting student performance. Among the countries reporting, assessment results all showed some increase in the percentage of students achieving minimum proficiency in reading in 2019. Particularly, this improvement can be seen in Niger, the Democratic Republic of the Congo (DRC), and Ghana, with percentage point increases as high as 22 percent over the previous year.

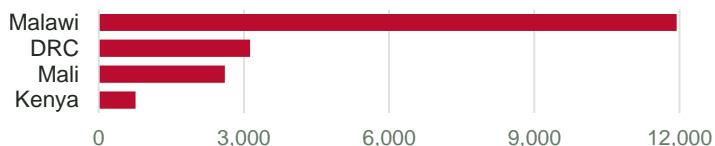
ES.1-3 + Custom | # of learners in primary schools or equivalent non-school based settings reached with USG education assistance



In 2019, the number of learners in primary schools or equivalent non-school based settings reached with United States Government education assistance totaled almost 20 million across the region. The number of learners reached in countries reporting ranged from 623 in Somalia to 3,755,064 in Uganda.

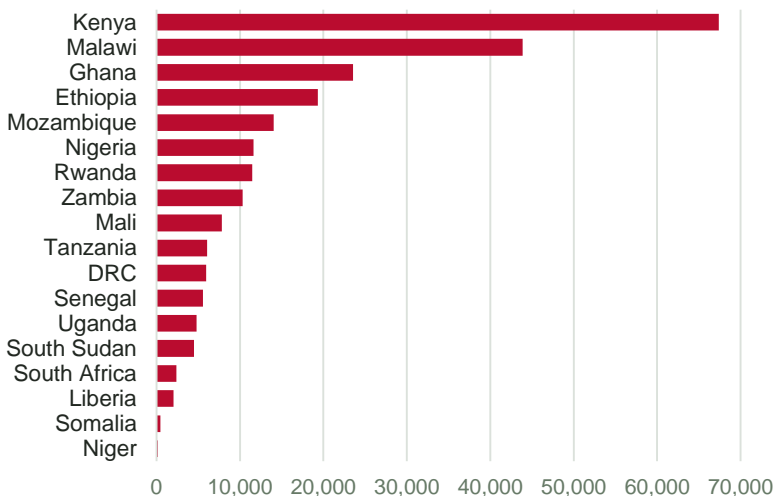
USG programming reached the largest number of female students in Uganda (1,882,358), Kenya (1,636,207), Rwanda (802,264), and Zambia (558,527).

ES.1-4 | # of learners in secondary schools or equivalent non-school based settings reached with USG education assistance



USG education assistance in 2019 was reported to reach a total of 18,438 learners in secondary schools across the region. Learners in countries such as the Democratic Republic of the Congo (DRC), Kenya, Malawi, and Mali were the main beneficiaries of this assistance.

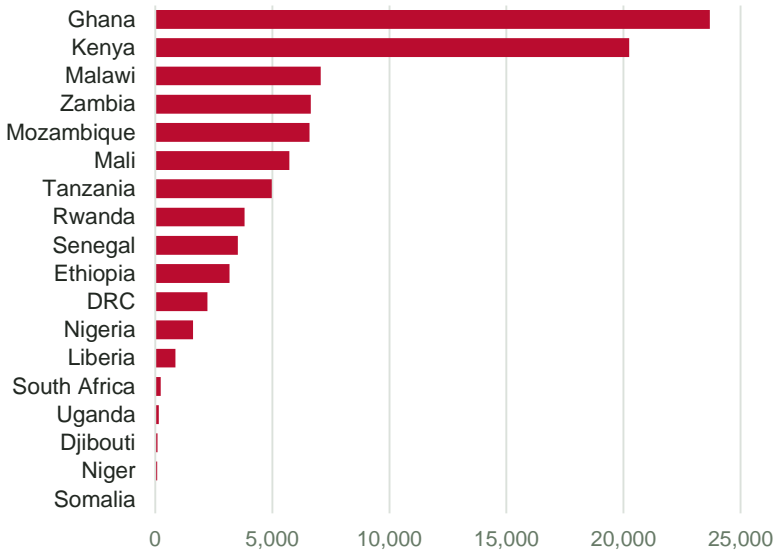
ES.1-6 | # of educators who complete professional development activities with USG assistance



In 2019, the number of educators who completed professional development activities with United States government assistance throughout 18 countries in Africa was estimated to reach 412,000.

The number of educators supported in countries reporting ranged from 156 in Niger to 67,373 in Kenya.

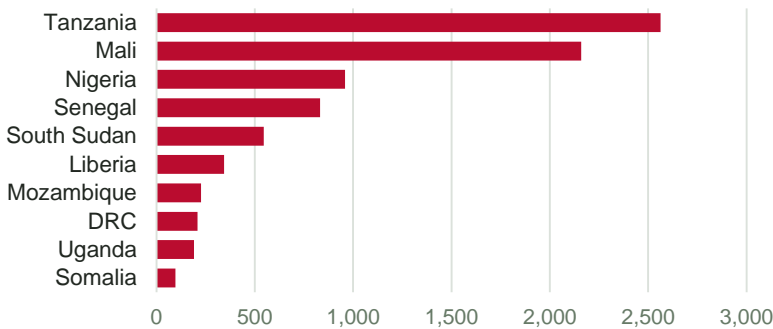
ES.1-12 | # of education administrators and officials who complete professional development activities with USG assistance



The number of education administrators and officials who completed professional development activities with United States government assistance in 2019 reached approximately 131,000.

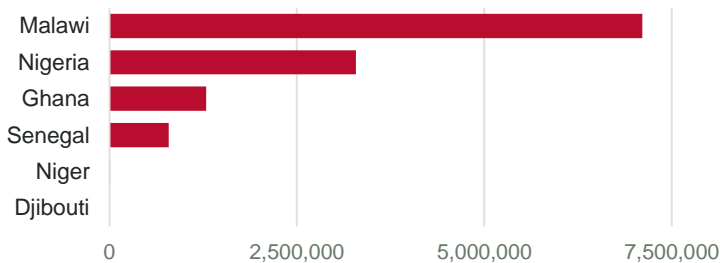
The number of administrators and officials supported in countries reporting ranged from 2 in Somalia to 23,686 in Ghana.

ES.1-13 | # of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance



The number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with United States assistance in 10 countries in Africa was reported to reach 15,209 in 2019.

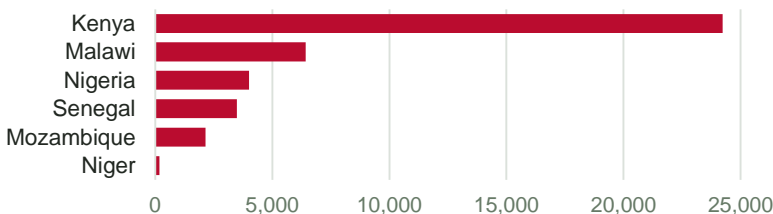
ES.1-49 | # of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance



In 2019, the number of primary or secondary textbooks and other teaching and learning materials provided to countries surpassed 10 million. The largest recipients of these learning resources are Ghana, Malawi, Nigeria, and Senegal.

The total number of learning materials provided in countries reporting ranged from 2,900 in Djibouti to 7,107,147 in Malawi.

ES.1-50 | # of public and private schools receiving USG assistance



In 2019, the number of public and private schools receiving United States Government assistance is estimated to reach over 78,000. Public institutions received the majority of all assistance across all recipient countries except Kenya, which also received support for 1,500 private institutions.