

**OVERVIEW OF USAID
BASIC EDUCATION PROGRAMS
2000 - 2001**



**United States Agency
for International
Development**

**Overview of USAID
Basic Education Programs
2000 - 2001**



Washington, DC
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I. INTRODUCTION

The “Overview of USAID Basic Education Programs” was compiled in response to an expressed need for data on the countries in which USAID has established basic education programs. In FY 2001, USAID continued or initiated basic education programs in 25 countries around the world in three regions: Africa, Latin America and the Caribbean, and Asia and the Near East. In this companion document to *USAID: Progress in Basic Education, 2000-2001*, information is presented in lists and tables to facilitate a quick understanding of the problems that USAID basic education programs face and USAID’s responses to those problems. These brief presentations complement the “Progress in Basic Education” report, which provides narrative about USAID’s policies, programs, and achievements.

Statistics and bulleted descriptions are organized into three major sections, as follows.

- *Regional Overviews:* A few key education statistics are presented for the countries in which USAID works to present a snapshot of the education system in each country in the three regions of focus in FY 01. USAID basic education funding levels are included for reference. It is important to note that much of the data typically available to describe education problems in developing countries focuses on access to or enrollment in school. In the Latin America and Caribbean (LAC) Region, these data are not as relevant as they are for other regions since access to primary education has been a target of governments and donors in LAC for over thirty years, and thus enrollment figures for the region reflect progress made. Moreover, enrollment data for LAC can be misleading as gains have been extremely uneven, particularly in the poorer countries of Central America and the Caribbean such as Nicaragua and Haiti. Students in schools in the LAC Region have extremely high repetition and dropout rates, and low attendance, which, when combined with low teaching quality, contribute to poor performance on international tests and an additional four to eight years for completion of six primary school grades.
- *Overview of Washington Programs:* The information on the Washington USAID offices and bureaus completes the picture of how USAID budgets and uses its funding to support basic education activities. A brief description of each office’s activities is provided to demonstrate the breadth of global activities to which USAID contributes.
- *Country Overviews:* The country overviews provide information about the programs USAID implemented in each country with a basic education program in FY 01. The education problems that these programs addressed and the implementing partners are listed. Finally, the section includes a few of the results expected from the USAID programs and the progress that USAID made.

Figure 1. Countries with USAID-supported Basic Education Activities



II. REGIONAL OVERVIEWS

AFRICA

Where USAID Works ¹	# Primary School-age Children (Millions)	% Primary School-age Children Enrolled in School ²	# Primary School-age Children Out of School ³ (Thousands)	# Primary Students per Teacher	Adult Literacy ⁴ (%)
Benin	1.0	63	372	56	38.6
Ethiopia	10.0	35	6,464	43	40.3
Ghana	3.2	79†	NA	30†	72.6
Guinea	1.2	46	670	49	NA
Malawi	2.1†	103†	0†	59†	61.0
Mali	1.8	42	1,053	NA	43.1
Namibia	0.3	86	41	32†	82.7
Nigeria	17.7	98†	NA	37†	65.3
South Africa	6.4	101	0	36†	85.6
Uganda	4.3	109	0	35†	68.0
Zambia	1.8	73	488	39†	79.0

Where USAID Works	Host Country Expenditure on Education (as % of GNP)	Host Country Expenditure on Education ⁵ (\$ Millions)	Host Country Expenditure on Primary Education as a % of Total Education Expenditures	USAID Budget for Basic Education ⁶ (\$ Millions)		
				1999	2000	2001
Benin	3†	90.04	59†	7.000	5.733	5.720
Ethiopia	4	533.37	46	12.200	12.149	11.622
Ghana	4	434.78	29†	7.695	5.870	5.857
Guinea	2	88.18	35†	4.336	5.005	4.994
Malawi	5†	138.00	59†	4.864	2.875	4.011
Mali	2	81.11	46†	5.340	5.278	5.266
Namibia	9	379.81	58	2.000	2.002	2.898
Nigeria	1†	408.13	NA	0	2.000	3.163
South Africa	8	11,298.13	44	5.300	3.988	3.000
Uganda	3†	144.37	NA	8.577	8.811	8.799
Zambia	2†	94.89	42†	1.200	0.728	4.965
			Total:	58.512	54.439	60.295

Note: Kenya received \$2 M in ESF funds in FY 1999 for the Bomb Blast Educational Support Program. The money was used to allow children of parents affected by the August 7, 1998 bombing in Nairobi to remain in school while their parents recovered physically and economically. The program will end in 2002.

Data in the regional overview tables taken from years prior to 1996 are indicated by the following symbol: †.

LATIN AMERICA/CARIBBEAN

Where USAID Works	# Primary School-age Children (Millions)	% Primary School-age Children Enrolled in School	# Primary School-age Children Out of School (Thousands)	# Primary Students per Teacher	Adult Literacy (%)
Brazil	27.2	98	417	24	85.6
Dominican Republic	1.5	87	187	34†	84.0
El Salvador	1.2	81	239	33	79.2
Guatemala	1.8	83	310	35	69.3
Haiti	1.3	80	271	NA	50.8
Honduras	0.9†	90†	89†	35†	75.1
Jamaica	0.3	92	24	31	87.2
Nicaragua	0.8	77	176	36	66.9
Peru	3.4	103	0	27	90.2

Where USAID Works	Host Country Expenditure on Education (as % of GNP)	Host Country Expenditure on Education (\$ Millions)	Host Country Expenditure on Primary Education as a % of Total Education Expenditures	USAID Budget for Basic Education (\$ Millions)		
				1999	2000	2001
Brazil	5†	35,283.56	54†	0	1.250	0
Dominican Republic	2	181.55	50	0	0	0.499
El Salvador	3	211.84	64†	3.300	3.500	6.243
Guatemala	2	201.90	63	2.650 1.782 (ESF)	2.535 0.650 (ESF)	2.529 0 (ESF)
Haiti	2†	39.54	53†	3.995 (ESF)	6.035 (ESF)	4.275 (ESF)
Honduras	4†	166.57	53†	2.500	2.500	3.294
Jamaica	8	406.85	31	1.526	1.532	2.794
Nicaragua	4	9.61	69	3.000	3.100	1.990
Peru	3	546.89	35	1.050	0.500	1.098
			Total:	19.803	21.602	22.722

ASIA/NEAR EAST

Where USAID Works	# Primary School-age Children (Millions)	% Primary School-age Children Enrolled in School	# Primary School-age Children Out of School (Thousands)	# Primary Students per Teacher	Adult Literacy (%)
Bangladesh	15	104	0	63†	42.0
Egypt	8.1	92	617	24	56.1
India	112.4	NA	NA	NA	58.0
Morocco	3.6	79	742	28	49.8

Where USAID Works	Host Country Expenditure on Education (as % of GNP)	Host Country Expenditure on Education (\$ Millions)	Host Country Expenditure on Primary Education as a % of Total Education Expenditures	USAID Budget for Basic Education (\$ Millions)		
				1999	2000	2001
Bangladesh	2	2.2	45	0	0	1.500
Egypt	5†	4.8	NA	10.000 (ESF)	8.000 (ESF)	6.179 (ESF)
India	3	3.2	40†	0	1.250	0.700
Morocco	5	5.3	35	1.526	1.500	1.488
			Total:	11.526	10.750	9.867

Note: Burma received \$0.5 M in CSD funds in FY 1999 for education assistance to Burmese refugees in Thailand along the border. World Learning/World Education Consortium is the implementing partner, and the project will end in 2002. USAID does not maintain a field presence in either Burma or Thailand.

Note: West Bank/Gaza received \$4.4 M in ESF funds in FY 2000 for basic education as part of a larger Community Services Program. Basic education activities include teacher training, provision of school equipment (desks, chairs, blackboards), and building or repairing classrooms. Activities are through Save the Children, CARE, World Vision, Catholic Relief Services, Cooperative Housing Foundation, YMCA, America Near East Relief Aid, International Youth Foundation, United Nations Development Program, and Palestinian NGOs.

III. OVERVIEW OF WASHINGTON PROGRAMS

Office Name	USAID Budget for Basic Education (\$ Millions)			Purpose
	1999	2000	2001	
Bureau for Global Programs, Field Support and Research, Center for Human Capacity Development	4.595	8.534	5.925	<ul style="list-style-type: none"> • Supports field mission basic education programs worldwide • Provides technical leadership to human capacity sector • Develops and disseminates technical research in basic education
Bureau for Global Programs, Field Support and Research, Office of Women in Development	2.840	2.340	2.340	<ul style="list-style-type: none"> • Integrates strategies to address gender inequities into all basic education programs • Identifies emerging education issues and gender-appropriate responses
Bureau for Policy and Program Coordination	0.281	0.493	0.472	<ul style="list-style-type: none"> • Ensures that program policies, plans, and approaches reflect current knowledge and best practice • Ensures that development policies, strategies, and approaches are consistently, coherently, and effectively implemented
Bureau for Humanitarian Response, Office of Food for Peace	0.680	1.206	0.459	<ul style="list-style-type: none"> • Implements food for education programs, through commodity donations to cooperating sponsors (Private Voluntary Organizations, Cooperatives, and International Organization Agencies) to address both food security and education needs
Bureau for Humanitarian Response, Office of Private and Voluntary Cooperation	0.720	0.480	0	<ul style="list-style-type: none"> • Provides direct support to efforts made by U.S. private voluntary organizations and their local partners (NGOs) to address education needs in developing countries and emerging democracies, including strengthening the capacity of local NGOs

Office Name	USAID Budget for Basic Education (\$ Millions)			Purpose
	1999	2000	2001	
Bureau for Africa, Office of Sustainable Development	7.770	7.503	6.585	<ul style="list-style-type: none"> Offers research and strategic guidance to strengthen Africans' abilities to craft and carry out new basic education development policies, programs, and strategies
Bureau for Africa, Office of Development Planning	0	0.181	0	<ul style="list-style-type: none"> Defines the overall policy, program, and procedural framework within which country basic education programs are designed
Bureau for Latin America and the Caribbean, Office of Regional and Sustainable Development	6.450	4.900	6.290	<ul style="list-style-type: none"> Implements a regional program that is building constituencies for educational policy reform, and improving accountability and transparency in educational management Implements a program that trains disadvantaged youth from LAC countries in technical, academic, and leadership skills Provides assistance to missions in the design, implementation, and evaluation of basic education programs and strategies
Bureau for Asia and the Near East, Office of Strategic Planning, Operations and Technical Support	0.100	0.250	0.272	<ul style="list-style-type: none"> Provides technical expertise to support bilateral basic education program development
Total:	23.436	25.887	22.343	

Note: USAID budget figures for the Bureau for Latin America and the Caribbean each include \$2 M for the Georgetown/CASS participant training program. FY 1999 also includes \$1.45 M transferred to the field missions for the Presidential Summit Initiative.

IV. COUNTRY OVERVIEWS

AFRICA REGION

BENIN

A. Strategy Statement

To prepare children for productive roles in society and to strengthen the nation's human resource base by providing equitable access to quality education through: improved pedagogical systems; equity in access to primary schools; improved institutional capacity for educational planning, management and accountability; adequate financing for primary education; and increased civil and government participation in education.

B. Country Statistics^{1*}

- # Primary school-age children: 1.0 million
- % Primary school-age children enrolled: 63%
- # Primary school-age children out of school: 372,000
- Primary school student to teacher ratio: 56:1
- Expenditures on education as % GNP: 3%
- Host country expenditures on primary education as a % of total education expenditures: 59%

C. Basic Education Problems

- High repetition rates
- High dropout rates
- Nationwide shortage of teachers
- Girls' access to school is low
- Significant gap between girls' primary school enrollment and completion
- Insufficient textbooks and instructional materials
- Lack of transparency and accountability in ministry financial procedures

D. USAID Funding

FY 1999 \$7.0 M

FY 2000 \$5.733 M

FY 2001 \$5.720 M

E. USAID Basic Education Activities⁷

- Teacher training
- Curriculum development
- Girls' education
- Textbook production
- School health
- Technical training
- Improved sanitation facilities at primary schools
- Community participation
- Improvements in ministry financial management

BENIN (continued)**F. Primary USAID Partners**

- The Mitchell Group
- World Education
- Medical Care Development International
- International Foundation for Education and Self-Help
- Songhai Training Center
- U.S. Peace Corps
- CARE International
- World Learning
- Ministry of Primary and Secondary Education

G. Results from USAID-funded Activities

- The percentage of children enrolled in primary school has increased
Indicator: Number of girls and boys of any age enrolled in primary school as a percentage of the school-aged population (gross enrollment ratio)

YEAR	PLANNED	ACTUAL
1998	72%	76%
1999	73%	77%
2000	75%	81%
2001	77%	
2002	78%	
2003	88%	

- A higher percentage of students take and pass the end-of-cycle primary school exams
Indicator: Primary school leaving exam pass rate

YEAR	PLANNED	ACTUAL
1998	68%	67%
1999	70%	69%
2000	72%	
2001	74%	
2002	75%	

- A lower percentage of students repeat a grade
Indicator: Primary school repetition rate

YEAR	PLANNED	ACTUAL
1998	25%	26%
1999	22%	25%
2000	20%	
2001	17%	
2002	15%	

ETHIOPIA

A. Strategy Statement

To improve equity in access to education and the quality of education by: providing more effective school-level inputs in a more efficient manner; improving the quality and quantity of pre-service teacher training; strengthening the decentralized management and administration of primary education; and improving sector finance through increased and better utilized budgets.

B. Country Statistics^{1*}

- # Primary school-age children: 10.0 million
- % Primary school-age children enrolled: 35%
- # Primary school-age children out of school: 6,464,000
- Primary school student to teacher ratio: 43:1
- Expenditures on education as % GNP: 4.0%
- Host country expenditures on primary education as a % of total education expenditures: 46%

C. Basic Education Problems

- Low enrollment
- Deteriorating quality of primary education
- Significant gender disparities in access to schooling
- Significant gap between girls' primary school enrollment and completion
- Demand for education exceeds the supply of schools
- Reduced expenditure in education sector, possibly due to border conflict
- Poor textbook and curriculum quality

D. USAID Funding

FY 1999 \$12.2 M

FY 2000 \$12.149 M

FY 2001 \$11.622 M

E. USAID Basic Education Activities

- Decentralization of management
- Developing capacity of School Management Committees to strengthen local level governance
- Textbook and supplementary reading materials development
- Curriculum development
- Professional development for teachers through pre-service training and school-based in-service training
- Improved access and quality of education for girls
- Interactive radio instruction programs
- HIV/AIDS education

ETHIOPIA (continued)**F. Primary USAID Partners**

- Academy for Educational Development
- World Learning
- Tigray Development Association
- Research Triangle Institute
- SUNY Buffalo
- PACT
- IFESH

G. Results from USAID-funded Activities

- The percentage of children enrolled in primary school has increased
Indicator: Number of girls and boys of any age enrolled in primary school as a percentage of the school-aged population (gross enrollment ratio)

YEAR	PLANNED	ACTUAL
1996		29.4%
1997	37%	31.4%
1998	34%	42.0%
1999	37%	45.8%
2000	39%	51.0%
2001	53%	

- Girls' primary school enrollment has increased
Indicator: Female share of grade 4 enrollment in focus regions (Southern Nation, Nationalities, and People's Regions)

YEAR	PLANNED	ACTUAL
1996		30.0%
1997	32%	32.0%
1998	34%	28.6%
1999	36%	32.0%
2000	38%	32.0%
2001	39%	

GHANA

A. Strategy Statement

To increase the effectiveness of the primary school education system by: strengthening the management capacity of district offices; improving the policy development and implementation process; improving the quality of teaching through student-centered teaching methods, better classroom management, and increased accountability; and by encouraging greater community involvement and participation.

B. Country Statistics^{*}

- # Primary school-age children: 3.2 million
- Total # of children enrolled in primary school as a % of primary school-age children: 79¹
- # Primary school-age children out of school:
- Primary school student to teacher ratio: 30:1
- Expenditures on education as % GNP: 4%
- Host country expenditures on primary education as a % of total education expenditures: 29%

C. Basic Education Problems

- Lack of access to schools
- Centralized education system
- Significant gap between girls' primary school enrollment and completion
- High dropout rates
- Lack of community involvement
- Outdated and ineffective teaching methodology

D. USAID Funding

FY 1999 \$7.695 M	FY 2000 \$5.870 M	FY 2001 \$5.857 M
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E. USAID Basic Education Activities

- Teacher and administrator training
- Curriculum development
- Policy reform for decentralization of management
- School-community partnerships and PTAs

F. Primary USAID Partners

- Academy for Educational Development (with American Institutes for Research & Aurora Associates)
- The Mitchell Group (with HIID)
- Education Development Center (with CARE and Save the Children)
- International Foundation for Education and Self-Help
- Catholic Relief Services

GHANA (continued)**G. Results from USAID-funded Activities**

- The percent of teachers using new teaching techniques has increased

Indicator: Percentage of teachers using pupil-focused teaching practices in partnership schools

YEAR	PLANNED	ACTUAL
1998		15%
1999	20%	37%
2000	35%	45%
2001	45%	
2002	52%	
2003	55%	
2004	60%	

- The number of schools and communities using community school improvement plans has increased

Indicator: Number of communities and schools in partnership districts implementing Community School Improvement Plans

YEAR	PLANNED	ACTUAL
1997		0
1998	18	18
1999	45	40
2000	75	80
2001	123	
2002	210	
2003	210	
2004	210	

- The percentage of communities involved in school decision-making has increased

Indicator: Percentage of communities actively involved in school decision-making

YEAR	PLANNED	ACTUAL
1998		11%
1999	65%	87%
2000	70%	78%
2001	75%	
2002	75%	
2003	75%	

GUINEA

A. Strategy Statement

To provide a larger percentage of Guinean children with quality basic education, particularly girls and rural children, through: improved strategic planning, management, and decision-making; improved instruction in primary schools; and improved regional and gender equity in basic education.

B. Country Statistics^{1*}

- # Primary school-age children: 1.2 million
- % Primary school-age children enrolled: 46%
- # Primary school-age children out of school: 670,000
- Primary school student to teacher ratio: 49:1
- Expenditures on education as % GNP: 2%
- Host country expenditures on primary education as a % of total education expenditures: 35%

C. Basic Education Problems

- Girls' access to education is low
- Poor quality of education
- Shortage of trained teachers, especially in rural areas
- Lack of strategic planning and management capacity
- Lack of adequate classroom materials

D. USAID Funding

FY 1999 \$4.336 M

FY 2000 \$5.005 M

FY 2001 \$4.994 M

E. USAID Basic Education Activities

- Teacher training
- Technical assistance to the Ministry of Education
- Development of classroom materials
- Girls' education
- Support to Parent-Teacher Associations
- Interactive radio instruction
- Adult literacy classes

F. Primary USAID Partners

- Education Development Center
- Research Triangle Institute
- Creative Associates International, Inc.
- World Education
- Save the Children
- Academy for Educational Development

GUINEA (continued)

G. Results from USAID-funded Activities

- The percentage of children enrolled in primary school has increased
Indicator: Number of girls and boys of any age enrolled in primary school as a percentage of the school-aged population (gross enrollment ratio)

YEAR	PLANNED	ACTUAL
1998	53.0%	51.00%
1999	56.2%	53.50%
2000	59.4%	56.78%
2001	62.6%	61.00%

- Children's achievement test scores in French and Math have improved
Indicator: Grade 2 average math and reading test results

YEAR	PLANNED	ACTUAL
1999		French: 56% Math: 49%
2000	French: 62% Math: 53%	French: 58% Math: 50%
2001	French: 65% Math: 57%	French: 56% Math: 51%

- The number of primary schools with increased parental/community support has increased
Indicator: Number of schools with increased parental/community support in targeted areas

YEAR	PLANNED	ACTUAL
1998	14	65
1999	38	203
2000	72	207
2001	217	258

MALAWI

A. Strategy Statement

To support the development of an education sector reform that brings about improvement in educational quality, access, and efficiency. This will be achieved through: the establishment of schools in targeted areas; teacher training; the creation of community school improvement committees; the formulation of policy and investment reform strategies; and a special focus on improving the quality of education, especially for girls.

B. Country Statistics^{1*}

- # Primary school-age children: 2.1 million
- % Primary school-age children enrolled: 103%
- # Primary school-age children out of school: 0
- Primary school student to teacher ratio: 59:1
- Expenditures on education as % GNP: 5%
- Host country expenditures on primary education as a % of total education expenditures: 59%

C. Basic Education Problems

- Poor quality of education
- Inefficiencies in education system
- Need for more community involvement in schooling
- Need for improved opportunities—especially for girls
- Outdated and ineffective teaching methodology

D. USAID Funding

FY 1999 \$4.864 M	FY 2000 \$2.875 M	FY 2001 \$4.011 M
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E. USAID Basic Education Activities

- Training teacher trainers and school committees
- Monitoring implementation of policy reforms
- Identifying local constraints to educational quality
- Promoting community involvement in schools
- Management training for head-teachers
- Training teachers in more effective, participatory methodology

F. Primary USAID Partners

- Creative Centre for Community Mobilisation
- Save the Children
- Academy for Educational Development (with Aurora Associates)
- American Institutes for Research
- Malawi Institute of Education
- Three government ministries: Ministry of Education, Science and Technology; Ministry of Finance; and Ministry of Gender, Youth and Community Services

MALAWI (continued)**G. Results from USAID-funded Activities**

- The percentage of children repeating grades has decreased

Indicator: Percentage of girl and boy repeaters in grades 1 and 3

YEAR	PLANNED	ACTUAL
1998		boys: 17% girls: 18%
1999	boys: 17% girls: 18%	boys: 19% girls: 18%
2000	boys: 17% girls: 17%	boys: 17% girls: 17%

- Achievement test scores for English reading have increased

Indicator: Percentage increase in grade 3 English test scores

YEAR	PLANNED	ACTUAL
1999	boys: 20% girls: 20%	boys: 14.61% girls: 10.34%
2000	boys: 20% girls: 20%	
2001	boys: 20% girls: 20%	
2002	boys: 20% girls: 20%	

- School effectiveness has increased in target areas

Indicator: Percentage of schools with functional school management committees

YEAR	PLANNED	ACTUAL
1998		13.2%
1999	70%	77.6%
2000	90%	91.4%
2001	95%	
2002	100%	
2003	100%	

MALI

A. Strategy Statement

To improve the social and economic behavior of youth through increased access to quality primary education. This will be achieved through: curriculum development and reform; the development of classroom modules for health, nutrition, and life skills; the building of new schools; and teacher training.

B. Country Statistics^{1*}

- # Primary school-age children: 1.8 million
- % Primary school-age children enrolled: 42%
- # Primary school-age children out of school: 1,053,000
- Primary school student to teacher ratio:
- Expenditures on education as % GNP: 2%
- Host country expenditures on primary education as a % of total education expenditures: 46%

C. Basic Education Problems

- Shortage of qualified teachers
- Lack of access to primary schooling
- Low rates of girls' enrollment
- High dropout rates
- Need for more progressive and participatory teaching methodology

D. USAID Funding

FY 1999 \$5.34 M

FY 2000 \$5.278 M

FY 2001 \$5.266 M

E. USAID Basic Education Activities

- Establishing community schools
- Training teachers and communities
- Girls' education
- Development of teaching materials
- Providing budgetary support to the Ministry of Education at the regional level
- Curriculum development

F. Primary USAID Partners

- Save the Children
- World Education
- John Snow, Inc.
- Africare

MALI (continued)**G. Results from USAID-funded Activities**

- The percentage of children enrolled in primary school has increased
Indicator: Number of girls and boys of any age enrolled in primary school as a percentage of the school-aged population (gross enrollment ratio)

YEAR	PLANNED	ACTUAL
1997	47.4%	50%
1998	49.5%	55.6%
1999	56%	57.8%
2000	59%	
2001	62%	

- There has been an increase in access to primary school
Indicator: Number of boy and girl students of any age newly enrolled in grade 1 as a percentage of the total population of children aged 7 (gross access rate)

YEAR	PLANNED	ACTUAL
1997	41.3%	47.1%
1998	46.8%	52.9%
1999	54%	53.8%
2000	57%	
2001	59%	

NAMIBIA

A. Strategy Statement

To improve the delivery of quality primary education to grade 1-4 learners in the most disadvantaged schools by: reforming lower primary school curriculum; improving the quality of leadership, management, and teaching methodology; encouraging community participation in education; and developing action plans to address the mitigation and management of HIV/AIDS in the education sector.

B. Country Statistics^{1*}

- # Primary school-age children: 0.3 million
- % Primary school-age children enrolled: 86%
- # Primary school-age children out of school: 41,000
- Primary school student to teacher ratio: 32:1
- Expenditures on education as % GNP: 9%
- Host country expenditures on primary education as a % of total education expenditures: 58%

C. Basic Education Problems

- Vast disparities in resource allocation along ethnic and racial lines
- Neglect of lower primary level schooling
- Need for better qualified teachers and better teaching materials
- Need for primary school curriculum development
- Lack of plan to address the impact of HIV/AIDS on education
- Need to develop strategy and capacity for educating orphans and vulnerable children

D. USAID Funding

FY 1999 \$2.0 M

FY 2000 \$2.002 M

FY 2001 \$2.898 M

E. USAID Basic Education Activities

- Teacher training
- Development of teaching materials in indigenous languages
- Development of primary curriculum
- Supporting and improving the capacity of the Ministry of Education
- Encouraging parental participation in school governance
- Supporting education sector assessment
- Development of Action Plans for management and mitigation of HIV/AIDS
- Expansion of educational opportunities for orphans and vulnerable children

NAMIBIA (continued)**F. Primary USAID Partners**

- University of Montana
- University of Western Cape RSA
- Harvard Institute for International Development
- University of Namibia
- Rossing Foundation
- Academy for Educational Development
- International Foundation for Education and Self-Help
- Schoolnet

G. Results from USAID-funded Activities

- The quality of primary school teachers has improved in targeted classrooms

Indicator: Development of teacher training modules in local languages

YEAR	PLANNED	ACTUAL
1997	Grade 1 materials produced and distributed	Completed
1998	Grade 2 materials produced and distributed	Completed
1999	Grade 3 materials produced and distributed	Completed
2000	Grade 4 materials produced and distributed	Completed

- The delivery of quality primary education was improved by providing leaders with management training

Indicator: Number of administrators and managers participating in training programs

YEAR	PLANNED	ACTUAL
1997	4	27
1999	14	36
2000	36	

- The delivery of quality primary education was improved through the implementation of effective monitoring and evaluation systems

Indicator: Number of monitoring and evaluation reports written

YEAR	PLANNED	ACTUAL
1998	2 reports	2 reports
1999	3+ reports	5 reports
2000	3+ reports	

NIGERIA

A. Strategy Statement

To develop a foundation for educational reform through: engagement with public and private sector groups and collaboration with the Government of the Federal Republic of Nigeria (GFRN); the implementation of Education Sector Assessment (ESA) activities; the completion of a baseline education census; and assistance in streamlining Education Secretariat personnel.

B. Country Statistics^{1*}

- # Primary school-age children: 17.7 million
- Total # of children enrolled in primary school as a % of primary school-age children: 98¹
- # Primary school-age children out of school:
- Primary school student to teacher ratio: 37:1
- Expenditures on education as % GNP: 1%
- Host country expenditures on primary education as a % of total education expenditures:

C. Basic Education Problems

- High dropout rates
- Weak management
- Significant gap between girls' primary school enrollment and completion
- Inaccurate education data

D. USAID Funding

FY 1999 \$0 M

FY 2000 \$2 M

FY 2001 \$3.163 M

E. USAID Basic Education Activities

- Education sector assessment planned
- Education Management Information System planned
- Baseline education data collection to carry out future education analyses
- Entrepreneurial and micro-enterprise training for youth

F. Primary USAID Partners

- Opportunities Industrialization Centers International

G. Results from USAID-funded Activities

*The education program in Nigeria is still in its preliminary stages. USAID is currently developing a strategy in collaboration with the Government of the Federal Republic of Nigeria (GFRN).

- In 2000, USAID, along with other donors, helped forge a commitment on the part of the Federal Ministry of Education (FMoE) to conduct a baseline education census during the current 2000/2001 academic session.
- USAID collaboration and technical assistance led to the incorporation of the Education Sector Analysis Secretariat within the FMoE, supporting institutionalization of sector assessments and contributing to the streamlining of Secretariat personnel from a proposed 100 to a current total of 28.

SOUTH AFRICA

A. Strategy Statement

To expand access to high quality education and training for increased economic growth and improved national living standards. Priority areas are: to reduce inequalities in basic facilities and learning resources; to address high levels of illiteracy among youth and adults; and to intensify the fight against sexual harassment, violence, and the scourge of HIV/AIDS. This will be achieved through: the revision of secondary school curriculum; the training of educators, principals, and leaders; the development of strategies to address the impact of HIV/AIDS on the education sector; and adult literacy programs.

B. Country Statistics^{1*}

- # Primary school-age children: 6.4 million
- % Primary school-age children enrolled: 101%
- # Primary school-age children out of school: 0
- Primary school student to teacher ratio: 36:1
- Expenditures on education as % GNP: 8.0%
- Host country expenditures on primary education as a % of total education expenditures: 44%

C. Basic Education Problems

- Lack of HIV/AIDS awareness among teachers and students
- Lack of access to reading materials
- Girls streamlined into traditional fields of study
- Adult illiteracy
- Sexual harassment and gender-based violence in schools

D. USAID Funding

FY 1999 \$5.3 M

FY 2000 \$3.988 M

FY 2001 \$3.0 M

E. USAID Basic Education Activities

- Providing books and reference materials to schools
- Providing a long-term HIV/AIDS advisor to the Department of Education
- Technical assistance in developing strategies and curriculum to combat HIV/AIDS
- Girls' education
- Curriculum development
- Adult literacy education

SOUTH AFRICA (continued)

F. Primary USAID Partners

- South African and U.S. universities
- ABT Associates
- Research Triangle Institute
- United Negro College Fund
- Academy for Educational Development
- Institute for International Education
- Sesame Workshop
- Aurora Associates
- African Training for Leadership and Advanced Skills
- The KRA Corporation
- Development Associates

G. Results from USAID-funded Activities

- The quality of higher education has been improved through the development of revised curricula within Historically Disadvantaged Institutions (HDI)

Indicator: HDI departments with revised curricula

YEAR	PLANNED	ACTUAL
1999	16	16
2000	34	34
2001	N/A	N/A

* This is the last time that this indicator is being reported; emphasis will shift to implementation of the revised curricula in 2001.

- There has been an increase in adult access to quality education and training
Indicator: Number of trainees from disadvantaged communities that finished USAID-supported professional, occupational, and skills training programs

YEAR	PLANNED	ACTUAL
2000	850	1159
2001	3684	
2002	3500	
2003	3000	

UGANDA

A. Strategy Statement

To increase the percentage of Ugandan children who have access to quality basic education by: increasing the availability of teachers and classrooms; improving the quality of teacher instruction; increasing girls' participation in education; increasing and maintaining Government of Uganda budget support; and improving the management of primary schooling by local administrators and civic organizations.

B. Country Statistics^{1*}

- # Primary school-age children⁸: 4.3 million
- % Primary school-age children enrolled⁹: 109%
- # Primary school-age children out of school: 0
- Primary school student to teacher ratio: 35:1
- Expenditures on education as % GNP: 3%
- Host country expenditures on primary education as a % of total education expenditures:

C. Basic Education Problems

- Shortage of teachers, classrooms, and textbooks/materials
- Poor quality of instruction
- Girls' lack of participation in education
- Lack of effective management of schools by local administrators
- High repetition rates

D. USAID Funding

FY 1999 \$8.577 M

FY 2000 \$8.811 M

FY 2001 \$8.799 M

E. USAID Basic Education Activities

- Teacher training and teacher recruitment
- Classroom construction
- Girls' education
- Educational policy reform
- Enhanced computer facilities and computer training for teachers

F. Primary USAID Partners

- Academy for Educational Development
- University of Massachusetts
- Research Triangle Institute
- American Institutes for Research
- Creative Associates International, Inc.

UGANDA (continued)**G. Results from USAID-funded Activities**

- The percentage of students completing primary school has increased
Indicator: Number of students of any age completing grade 7 as a percentage of the total cohort entering grade 1 seven years earlier

YEAR	PLANNED	ACTUAL
1996	36%	36%
1997	38%	37%
1998	38%	53%
1999	39%	61%
2000	50%	64%
2001	70%	
2002	70%	
2003	70%	

- The percentage of children enrolled in primary school has increased
Indicator: Number of girls and boys of any age enrolled in primary school as a percentage of the school-aged population (gross enrollment ratio)

YEAR	PLANNED	ACTUAL
1998	85%	115%
1999	90%	131%
2000	95%	
2001	95%	

- The number of primary school teachers recruited has increased
Indicator: Percentage increase in the total number of teachers recruited (% increase over baseline figures)

YEAR	PLANNED	ACTUAL
1997	15%	37.8%
1998	21%	24%
1999	28%	26%
2000	32%	18.2%
2001	25%	
2002	25%	
2003	25%	

ZAMBIA

A. Strategy Statement

To improve the quality of basic education for more school-aged children through: improvements in the quality of learning environments; improved delivery of school-based health and nutrition interventions to support pupil learning; and improved information for education decision-making.

B. Country Statistics^{1*}

- # Primary school-age children: 1.8 million
- % Primary school-age children enrolled: 73%
- # Primary school-age children out of school: 488,000
- Primary school student to teacher ratio: 39:1
- Expenditures on education as % GNP: 2%
- Host country expenditures on primary education as a % of total education expenditures: 42%

C. Basic Education Problems

- Lack of girls' participation
- Poor nutritional status of school-going children
- Poor policy and planning capacities
- HIV/AIDS posing threat to education sector by reducing human resources and creating large number of school-aged orphans

D. USAID Funding

FY 1999 \$1.2 M

FY 2000 \$0.728 M

FY 2001 \$4.965 M

E. USAID Basic Education Activities

- Girls' education
- Interactive radio program for orphans and other vulnerable children
- Supporting school health, nutrition, and life-skills programs
- Reworking the national education management information system
- Mitigating the impact of HIV/AIDS on the education sector, including impact assessment and strategic planning
- Sensitizing and mobilizing communities to support the education of girls, orphans, and other vulnerable children; school health and nutrition; and HIV/AIDS prevention

F. Primary USAID Partners

- UNICEF
- GTZ
- Education Development Center
- Creative Associates International, Inc.
- American Institutes of Research
- Academy for Educational Development, CARE International, and Partnership for Child Development (sub-contractors)

ZAMBIA (continued)**G. Results from USAID-funded Activities**

- Aiming to increase the number of students admitted to primary schools in USAID-assisted districts
Indicator: Percent increase in the number of students admitted to grade I in USAID-assisted districts

YEAR	PLANNED	ACTUAL
1998	38.2%	38.2%
1999	35%	35%
2000	35%	NA
2001	35%	NA
2002	36%	
2003	38%	

- Aiming to increase the number of students receiving micro-nutrients and de-worming in USAID-assisted schools
Indicator: Number of students receiving both micro-nutrients and de-worming through the Ministry of Education's health and nutrition program

YEAR	PLANNED	ACTUAL
2000		0
2001	6,800	
2002	14,000	
2003	21,000	

- Aiming to increase test scores in USAID-assisted districts
Indicator: Mean mathematics scores on grade 5 national exam

YEAR	PLANNED	ACTUAL
1999		30.8%
2001	35%	
2003	39%	
2005	43%	

LATIN AMERICA/CARIBBEAN REGION**BRAZIL****A. Strategy Statement**

To help at-risk and working children/youth become productive, healthy citizens by: raising awareness of health-related risk behavior; removing underage working children from labor situations and placing them into the formal school system; creating other youth education programs; and engaging communities in violence against youth reduction strategies.

B. Country Statistics^{1*}

- # Primary school-age children: 27.2 million
- % Primary school-age children enrolled: 98%
- # Primary school-age children out of school: 417,000
- Primary school student to teacher ratio: 24:1
- Expenditures on education as % GNP: 5%
- Host country expenditures on primary education as a % of total education expenditures: 54%

C. Basic Education Problems

- High percentage of children out-of-school and engaged in child labor
- Out-of-school children exposed to drug use, prostitution, disease, and delinquency
- High dropout rates
- High repetition rates

D. USAID Funding

FY 1999 \$0 M

FY 2000 \$1.250 M

FY 2001 \$0 M

E. USAID Basic Education Activities

- Vocational training for youth
- Youth programs that emphasize leadership and prevention of HIV/AIDS
- Assist youth with securing employment
- Income-generation activities for street children
- Teacher training
- After-school program development
- Elimination of child labor

F. Primary USAID Partners

- National Association of the Partners of the Americas
- Local NGOs and Public Schools
- OXFAM
- Save the Children
- World Vision
- C&A Institute
- Catholic Relief Services
- ILO
- UNICEF

BRAZIL (continued)**G. Results from USAID-funded Activities**

- A higher percentage of USAID program-assisted youth in the Northeast region are promoted to the next grade than non-assisted youth

Indicator: Percentage of program-assisted youth promoted to the next school grade

YEAR	PLANNED	ACTUAL
1997	60%	87%
1998	65%	86%
1999	87%	83% (68% Northeast average)
2000	87%	88%
2001	87%	
2002	90%	
2003	90%	

DOMINICAN REPUBLIC

A. Strategy Statement

To allow Dominicans to compete effectively in the global economy and participate in democratic processes by: supporting educational reform; raising awareness about the need to improve educational quality; using existing information-technology infrastructure to increase educational quality; involving the private sector and community members in education reform; and strengthening the institutional capacity of local NGOs to sustain education reform.

B. Country Statistics^{1*}

- # Primary school-age children: 1.5 million
- % Primary school-age children enrolled: 87%
- # Primary school-age children out of school: 187,000
- Primary school student to teacher ratio: 34:1
- Expenditures on education as % GNP: 2%
- Host country expenditures on primary education as a % of total education expenditures: 50%

C. Basic Education Problems

- Low quality of primary education
- Low public expenditure on primary education
- Low levels of primary school achievement and completion
- Lack of community involvement in education

D. USAID Funding

FY1999	\$0M	FY 2000	\$0 M
			FY 2001 \$0.499 M

E. USAID Basic Education Activities

- Strengthening NGO capacity to sustain primary education reform
- Using existing information-technology resources to improve education quality
- Encouraging private sector and community groups to participate in education reform

F. Primary USAID Partners

- Falconbridge Foundation

G. Results from USAID-funded Activities

- *Due to changes in the Dominican government, there will be revisions in the nation's education strategy. Central goals will remain the same, however, results and indicators will be revised. Expected results in the future include: 1. Improved basic education through community and private sector participation, 2. Improved school management in selected communities, 3. Improved policies to enhance private sector participation in education. and 4. Increased private enterprise involvement in basic education.

EL SALVADOR

A. Strategy Statement

To reduce rural poverty, increase rural access to economic opportunities, and develop the rural human capacity needed to participate in a market economy. This will be achieved by: constructing schools in rural areas; replacing equipment and materials damaged by earthquakes; increasing the number of rural children attending school; increasing the awareness in rural areas of the importance of early childhood education; improving the quality of education; and increasing community involvement in education.

B. Country Statistics^{1*}

- # Primary school-age children: 1.2 million
- % Primary school-age children enrolled: 81%
- # Primary school-age children out of school: 239,000
- Primary school student to teacher ratio: 33:1
- Expenditures on education as % GNP: 3%
- Host country expenditures on primary education as a % of total education expenditures: 64%

C. Basic Education Problems

- Shortage of schools in rural areas
- High percentage of out-of-school children in rural areas
- Centralized decision-making
- Schools and equipment demolished by earthquakes

D. USAID Funding

FY 1999 \$3.3 M	FY 2000 \$3.5 M	FY 2001 \$6.243 M
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E. USAID Basic Education Activities

- Early childhood education
- Increasing rural access to education
- Technical Assistance to Ministry of Education (MINED)
- Reconstructing rural schools
- Replacing school equipment and materials damaged by earthquakes
- Decentralization of management
- Reorganizing ministry monitoring and evaluation systems

F. Primary USAID Partners

- Cooperative Housing Foundation

EL SALVADOR (continued)**G. Results from USAID-funded Activities**

- There has been an increase in the percentage of children (aged 7-10) who attend school in rural areas

Indicator: The percentage of rural children (aged 7-10) attending school out of the total number of rural children (aged 7-10)

YEAR	PLANNED	ACTUAL
1995		79.5%
1996	80.6%	83.3%
1997	81.8%	81.5%
1998	82.2%	80.7%
1999	83.5%	82.4%*
2000	84.7%	84%**
2001	86.0%	
2002	87.3%	

* Revised Data

** Preliminary Data

GUATEMALA

A. Strategy Statement

To improve educational access, equity, and quality by: providing intercultural and bilingual primary education for children of the Quiché Department; increasing rural community access to education services; implementing education strategies and policies that enhance gender and cultural pluralism; strengthening teacher training; developing new instructional materials and methodologies; increasing community involvement in education; and enhancing the capacity of the Ministry of Education and civil society groups.

B. Country Statistics^{1*}

- # Primary school-age children: 1.8 million
- % Primary school-age children enrolled: 83%
- # Primary school-age children out of school: 310,000
- Primary school student to teacher ratio: 35:1
- Expenditures on education as % GNP: 2%
- Host country expenditures on primary education as a % of total education expenditures: 63%

C. Basic Education Problems

- Urban bias in school coverage and quality
- Centralized decision-making
- Ethnic and gender inequities
- Low primary school attendance in rural areas
- Low female primary school completion in rural areas
- Few schools with bilingual teachers
- Low government funding for education
- Lack of constituencies capable of influencing government educational policy & resource allocation

D. USAID Funding

FY 1999 \$2.650 M	FY 2000 \$2.535 M	FY 2001 \$2.529 M
FY 1999 \$1.782 M (ESF)	FY 2000 \$0.650 M (ESF)	FY 2001 \$0 M (ESF)

E. USAID Basic Education Activities

- Girls' education
- Primary scholarships for rural girls
- Bilingual programs for indigenous children
- University scholarships for marginalized groups
- Teacher training
- Bilingual education monitoring and evaluation and applied research
- Community participation in educational management and decision making
- Application of innovative instructional materials and methodologies
- Creation of community education centers
- Application of Information Communication Technology
- Youth and adult literacy
- Educational policy reform support

GUATEMALA (continued)

F. Primary USAID Partners

- Rafael Landivar University
- Save the Children
- World Learning
- Juarez and Associates
- Academy for Educational Development
- American Institutes for Research
- Management Systems International
- Funrural

G. Results from USAID-funded Activities

- The enrollment of indigenous rural girls in primary school is increasing
Indicator: Number of Quiché girls of any age enrolled in primary school as a percentage of the school-aged Quiché girls (gross enrollment ratio)

YEAR	PLANNED	ACTUAL
1997		62.1%
1998	64.4%	64.7%
1999	72.0%	79.1%
2000	89.0%	93.3%
2001	94.0%	
2002	97.0%	

- Gender equity is improving in rural Quiché primary schools
Indicator: Number of Quiché girls enrolled in primary school per 100 Quiché boys enrolled in primary school per calendar year

YEAR	PLANNED	ACTUAL
1998		74.2
1999	75.3	75.1
2000	76.9	78.1
2001	78.5	78.7
2002	79.5	
2003	81.4	

HAITI**A. Strategy Statement**

To improve the quality of educational services provided to school children and young adults, and to address the physical, social, and educational needs of orphans and other at-risk children through: improved quality of primary education; increased services for orphans and at-risk children; and improved access to information and communication technology.

B. Country Statistics^{1*}

- # Primary school-age children: 1.3 million
- % Primary school-age children enrolled: 80%
- # Primary school-age children out of school: 271,000
- Primary school student to teacher ratio:
- Expenditures on education as % GNP: 2%
- Host country expenditures on primary education as a % of total education expenditures: 53%

C. Basic Education Problems

- Low enrollment
- Declining student pass rates
- Large number of orphans and out-of-school children
- Lack of community support and involvement in education
- Lack of trained staff and financial resources in the Ministry of Education

D. USAID Funding

FY 1999 \$3.995 M	FY 2000 \$6.035 M	FY 2001 \$4.275 M
(all years ESF money)		

E. USAID Basic Education Activities

- Radio instruction
- School feeding programs
- Increasing community involvement in schools through PTAs
- Curriculum development
- Supporting advocacy for orphans and at-risk children

F. Primary USAID Partners

- Academy for Educational Development
- La Fondation Haitienne de l'Enseignement Privé
- Catholic Relief Services
- CARE

HAITI (continued)**G. Results from USAID-funded Activities**

- The average grade 3 math test scores are increasing in USAID-assisted schools and are higher than in control schools

Indicator: Annual average increase of Grade 3 math scores in USAID-assisted schools

YEAR	PLANNED	ACTUAL
1999		16 pts
2000	16 pts	20 pts
2001	22 pts	
2002	24 pts	
2003	26 pts	

- The percentage of USAID-assisted schools with parent-teacher associations is increasing

Indicator: Percentage of USAID supported schools with active support groups/PTAs

YEAR	PLANNED	ACTUAL
1998		
1999		52
2000	52	63
2001	65	
2002	67	
2003	69	

- Aiming to increase the grade 3 promotion rate at USAID-assisted schools

Indicator: Percentage of students in USAID-assisted schools that complete grade 3 and are promoted to the next grade level

YEAR	PLANNED	ACTUAL
1998		71%
1999	73%	76%
2000	73%	73%
2001	75%	
2002	76%	
2003	77%	

HONDURAS

A. Strategy Statement

To expand access to quality basic education, particularly for under-served populations, such as girls, women, and those affected by recent natural disasters. This will be achieved through: the development of national education standards; curriculum improvements; teacher training and evaluation systems; decentralization of education sector management; expansion of secondary school opportunities; expanded and improved preschools; expanded and improved vocational education opportunities for disadvantaged youth; and the provision of educational opportunities for children affected by Hurricane Mitch.

B. Country Statistics^{1*}

- # Primary school-age children: 0.9 million
- % Primary school-age children enrolled: 90%
- # Primary school-age children out of school: 89,000
- Primary school student to teacher ratio: 35:1
- Expenditures on education as % GNP: 4%
- Host country expenditures on primary education as a % of total education expenditures: 53%

C. Basic Education Problems

- Lack of equitable access to quality education
- Poor quality of instruction
- High repetition and dropout rates
- Outdated and low quality curricula and teaching materials
- Inadequate evaluation and supervision mechanisms for teachers and students
- Poor management systems
- Lack of sustained educational and political leadership
- Schools and villages destroyed by Hurricane Mitch

D. USAID Funding

FY 1999 \$2.5 M

FY 2000 \$2.5 M

FY 2001 \$3.294 M

E. USAID Basic Education Activities

- Innovative distance education programs for hard-to-reach populations
- Providing education to children affected by Hurricane Mitch
- Constructing schools/classrooms
- Developing curriculum and materials
- Constructing and expanding vocational centers
- Vocational training for disadvantaged youth

F. Primary USAID Partners

- Advisory Council for Human Resource Development
- Ricardo Ernesto Maduro Education Foundation (FEREMA)
- DevTech Systems, Inc.
- American Institutes of Research

HONDURAS (continued)**G. Results from USAID-funded Activities**

- The efficiency and coverage of alternative basic education delivery systems (such as radio and television) continue to increase

Indicator: Number of grade levels passed by students enrolled in alternative basic education delivery systems

YEAR	PLANNED	ACTUAL
1997	49,000	53,000
1998	60,000	(Hurricane Mitch) 41,242
1999	55,000	65,481
2000	70,000	72,916
2001	75,000	
2002	80,000	
2003	90,000	
2004	100,000	

- The efficiency and coverage of EDUCATODOS (interactive radio program) continue to increase

Indicator: Percentage of students enrolled in the program who were promoted to the next grade level

YEAR	PLANNED	ACTUAL
1997	62%	55%
1998	63%	65%
1999	66%	66.4%
2000	67%	68%
2001	68%	
2002	69%	
2003	70%	
2004	71%	

- More Hondurans are acquiring marketable skills for employment via vocational training centers

Indicator: Number of graduates of PVO and municipal training centers that are employed each year

YEAR	PLANNED	ACTUAL
1997	1,200	1,082
1998	2,000	878
1999	1,100	904
2000	1,100	1,043
2001	1,500	
2002	1,900	
2003	2,500	
2004	3,000	

JAMAICA

A. Strategy Statement

To enhance the numeracy and literacy skills of targeted youth, aged 6–14, by: improving the quality of teaching; increasing school attendance; improving the management of schools; and improving NGO delivery of literacy programs that target at-risk youth.

B. Country Statistics^{1*}

- # Primary school-age children: 0.3 million
- % Primary school-age children enrolled: 92%
- # Primary school-age children out of school: 24,000
- Primary school student to teacher ratio: 31:1
- Expenditures on education as % GNP: 8%
- Host country expenditures on primary education as a % of total education expenditures: 31%

C. Basic Education Problems

- Poor attendance rates
- Low student test scores
- Low primary school enrollments
- Poor quality of teaching
- Ineffective teacher training curriculum
- Low literacy and numeracy rates
- Low parental/community involvement in education
- Inadequate reading and mathematics materials
- Weak governance and leadership

D. USAID Funding

FY 1999 \$1.526 M

FY 2000 \$1.532 M

FY 2001 \$2.794 M

E. USAID Basic Education Activities

- Curriculum development and implementation
- Training of teachers, principals, and community members
- Local NGO skill strengthening
- Education services for adolescents
- Strengthening parent and community involvement in schools
- School breakfast programs
- Strengthening of school management and administration
- HIV/AIDS education programs
- Revising primary school curricula at teacher training colleges

JAMAICA (continued)**F. Primary USAID Partners**

- Juarez and Associates
- Peoples Action for Community Transformation (local umbrella NGO)
- Red Cross
- Local NGOs
- Ministry of Education
- United Nations Children's Fund (UNICEF)

G. Results from USAID-funded Activities

- The percentage of grade 6 boys and girls reaching near mastery for language arts continues to increase and surpass targets

Indicator: Percentage of students meeting near mastery in grade 6 language arts at targeted schools

YEAR	PLANNED		ACTUAL	
	Boys	Girls	Boys	Girls
1998			17%	43%
1999	19%	45%	20%	47%
2000	22%	48%	35%	64%

- The number of NGOs delivering services to at-risk youth has increased

Indicator: Number of NGOs delivering education and other services to at-risk youth

YEAR	PLANNED	ACTUAL
1997	3	11
1998	7	9
1999	9	12
2000	10	12

- Aiming to further improve teacher effectiveness

Indicator: Average of teacher scores (0-1 scale) on three basic performance measures: content knowledge of students; classroom learning environment; and teaching for learning (Teacher Quality Index)

YEAR	PLANNED	ACTUAL
1999		.43
2000		.44
2001	.50	
2002	.58	
2003	.65	
2004	.71	

NICARAGUA

A. Strategy Statement

To create better educated, healthier, and smaller families through: increased access to quality primary education; strengthened bilingual and multigrade education; materials development; teacher training; the promotion of student-centered learning; community participation in schools; and a strengthened Ministry of Education.

B. Country Statistics^{1*}

- # Primary school-age children: 0.8 million
- % Primary school-age children enrolled: 77%
- # Primary school-age children out of school: 176,000
- Primary school student to teacher ratio: 36:1
- Expenditures on education as % GNP: 4%
- Host country expenditures on primary education as a % of total education expenditures: 69%

C. Basic Education Problems

- Outdated and ineffective teaching methods in non-model schools
- Significant regional disparities in quality and access to education
- Inadequate coverage of bilingual and intercultural education
- Poorly qualified teachers with lowest pay in region
- Teacher shortages
- Insufficient materials, books, furniture, and other infrastructure items
- Insufficient number of schools
- Malnourished students living in poverty

D. USAID Funding

FY 1999 \$3.0 M

FY 2000 \$3.1 M

FY 2001 \$1.990 M

E. USAID Basic Education Activities

- Promoting bilingual, intercultural, and multigrade education
- Promoting active, student-centered learning
- Linking in-service training to pre-service teacher training
- Professional development for teacher trainers, supervisors, directors, and Ministry personnel
- Developing a nationwide network of 170 model schools
- Promoting active parent-community participation in schools
- Strengthening Ministry capacity to use data, statistics, and research in decision-making
- Teaching and learning materials development

F. Primary USAID Partners

- Academy for Educational Development
- Juarez and Associates

NICARAGUA (continued)**G. Results from USAID-funded Activities**

- Schools are employing more student-centered practices, and students are more actively engaged
Indicator: Percentage of student-centered participation, materials use and availability, and level of participation in student government (Composite Active Student Participation Index)

YEAR	PLANNED	ACTUAL
1998		23%
1999	28%	32%
2000	33%	41%
2001	38%	
2002	43%	
2003	48%	

PERU**A. Strategy Statement**

To ensure that more rural girls have access to and complete quality primary and secondary schooling by: expanding opportunities in target areas; raising consciousness about barriers to girls' education and the importance of providing quality education for girls; implementing community and school-based programs that address constraints to girls' education; and enhancing local capacity to implement policies that support quality education for girls.

B. Country Statistics^{1*}

- # Primary school-age children: 3.4 million
- % Primary school-age children enrolled: 103%
- # Primary school-age children out of school: 0
- Primary school student to teacher ratio: 27:1
- Expenditures on education as % GNP: 3%
- Host country expenditures on primary education as a % of total education expenditures: 35%

C. Basic Education Problems

- Low rates of enrollment and poor quality of education for rural girls
- Large percentage of overaged girls enrolled in school
- Lack of community involvement in schools
- Need for more intercultural awareness and materials in schools
- High female illiteracy rates in many rural provinces

D. USAID Funding

FY 1999 \$1.050 M	FY 2000 \$0.500 M	FY 2001 \$1.098 M
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E. USAID Basic Education Activities

- Girls' education programs
- Occupational training for children, particularly orphans and girls
- Training Ministry of Education officials and working toward educational policy reform
- Bilingual education and creating educational materials in indigenous languages
- Distance education
- Strengthening parent and community involvement in schools
- Providing educational counseling to youth affected by political violence
- Teacher training
- Promoting equity and democratic principles in the classroom
- Constructing classrooms

F. Primary USAID Partners

- CARE
- World Education
- National Network for the Advancement of Women
- Centro de Investigación y Desarrollo de la Educación

PERU (continued)

- The Salesian Missions
- International Resources Group
- IPEDEHP and the Agricultural Service for Research and Economic Promotion (SAIPE)
- UNICEF

G. Results from USAID-funded Activities

- The percentage of girl students that are age-appropriate for their grade is increasing
Indicator: Percentage of girls enrolled in targeted areas who are age-appropriate for their grade

YEAR	PLANNED	ACTUAL
1998		32%
1999	33%	34%
2000	34%	35%
2001	36%	
2002	38%	
2003	40%	

- More teachers, parent associations, ministers, congresspersons, and youngsters are aware of the constraints to girls' education

Indicator: Number of studies produced and disseminated to inform the public and policy makers about barriers affecting girls' education

YEAR	PLANNED	ACTUAL
1998	3	3
1999	2	2
2000	2	2
2001	2	
2002	2	
2003	2	

- The number of networks created to promote girls' education and address barriers to girls' education has increased

Indicator: Number of local networks that promote girls' education which are established and operating

YEAR	PLANNED	ACTUAL
1997		0
1998	1	1
1999	3	4
2000	7	4
2001	8	
2002	9	
2003	9	

ASIA/NEAR EAST REGION**BANGLADESH****A. Strategy Statement**

1. To improve food security for vulnerable groups and improve student learning capacity through food for education programs. 2. To strengthen institutions of democracy and support civil society advocacy of human rights through an equity in the classroom program.

B. Country Statistics^{1*}

- # Primary school-age children: 15 million
- % Primary school-age children enrolled: 104%
- # Primary school-age children out of school: 0
- Primary school student to teacher ratio: 63:1
- Expenditures on education as % GNP: 2%
- Host country expenditures on primary education as a % of total education expenditures: 45%

C. Basic Education Problems

- Widespread child labor, some of it abusive
- Low quality of education
- Low attendance rates
- Gender disparities in literacy and school enrollment
- Poor teacher training
- High teacher absenteeism
- Outdated curricula

D. USAID Funding

FY 1999 \$0 M	FY 2000 \$0 M	FY 2001 \$1.500 M
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(1999 and 2000 activities implemented with non-CSD funds)

E. USAID Basic Education Activities

- Adult literacy program
- Food for Education program
- Gender equity in school program
- Elimination of child labor

F. Primary USAID Partners

- The Asia Foundation
- Bangladesh National Women's Lawyers Association
- CARE
- National Democratic Institute
- International Food Policy Research Institute
- World Vision

BANGLADESH (continued)

G. Results from USAID-funded Activities

- Increase gender equity in the classroom
- Develop a primary education strengthening program

EGYPT

A. Strategy Statement

To expand access and improve the quality of education so that citizens are equipped with the skills needed to meet the demands of the 21st century. This will be achieved through: increased enrollment and retention of girl students; improved teacher training; ensuring that secondary education matches up with market demands; encouraging community support and involvement in education; literacy programs for young women; and the piloting of decentralization and education reform.

B. Country Statistics^{1*}

- # Primary school-age children: 8.1 million
- % Primary school-age children enrolled: 92%
- # Primary school-age children out of school: 617,000
- Primary school student to teacher ratio: 24:1
- Expenditures on education as % GNP: 5%
- Host country expenditures on primary education as a % of total education expenditures:

C. Basic Education Problems

- Girls' lack of access to education, especially in rural areas
- Low quality of education
- Secondary education fails to meet market demands
- Lack of community involvement in education

D. USAID Funding

FY 1999 \$10 M	FY 2000 \$8 M	FY 2001 \$6.179 M
(all years ESF money)		

E. USAID Basic Education Activities

- School construction and community-based education programs for out-of-school girls
- Girls' primary and preparatory school scholarships
- Egyptian "Sesame Street" television series
- Community schools with quality improvements in rural, Upper Egypt
- Strengthening of educational institutions and education management
- Teacher training and faculty of education reform
- Community mobilization and local school management
- Piloting of decentralization and education reform
- Non-formal life-skills training for adolescents and young women and men

F. Primary USAID Partners

- CARE
- Save the Children
- Center for Development and Population Activities
- Academy for Educational Development
- Sesame Workshop

EGYPT (continued)**G. Results from USAID-funded Activities**

- The percentage of girls (aged 6-10) enrolled in primary school in rural Upper Egypt has increased
Indicator: Percentage of girls (aged 6-10) enrolled in primary schools in rural Upper Egypt

YEAR	PLANNED	ACTUAL
1998	63%	62.5%
1999	65%	68.7%
2000	67%	69.8%
2001	73%	74.0%
2004	75%	
2005	77%	

- The number of girls and young women receiving basic education through USAID-funded programs has increased
Indicator: Number of girls and young women receiving education through USAID-funded programs

YEAR	PLANNED	ACTUAL
1998	600	11,128
1999	34,282	34,282*
2000	40,000	41,489*
2001	18,511	20,535
2002	17,800	
2003	22,484	
2006	23,386	

*1999 and 2000 figures represent cumulative totals; subsequent figures are annual totals

- Girls' pass rates at USAID-supported schools are well above the national pass rate (60-70%)
Indicator: Girls' pass rate on third year exam

YEAR	PLANNED	ACTUAL
1999	90%	100%
2000	95%	98%

INDIA

A. Strategy Statement

To promote the role and participation of women in decision making by expanding the capacity of education service providers and increasing girls' participation in basic education in selected areas of India.

B. Country Statistics^{1*}

- # Primary school-age children: 112.4 million
- % Primary school-age children enrolled:
- # Primary school-age children out of school:
- Primary school student to teacher ratio:
- Expenditures on education as % GNP: 3%
- Host country expenditures on primary education as a % of total education expenditures: 40%

C. Basic Education Problems

- Significant gender gap in access to primary education
- Low attendance
- Low women's literacy
- Widespread child labor, some of it exploitative and abusive
- Low quality of schooling

D. USAID Funding

FY 1999 \$0 M

FY 2000 \$1.250 M

FY 2001 \$0.7 M

E. USAID Basic Education Activities

- Girls' education
- Policy reform
- Elimination of child labor
- Basic Education Assessment to begin soon; program possibly to follow

F. Primary USAID Partners

- Academy for Educational Development
- Catholic Relief Services
- United Nations Development Fund for Women
- United Nations Development Program
- Center for Rural Education and Development Action (CREDA)

INDIA (continued)**G. Results from USAID-funded Activities**

- Aiming to increase the number of organizations undertaking new girls' education enhancement initiatives (with the assistance of BETI, Better Education Through Innovation Program)

Indicator: Number of institutions (cumulative)

YEAR	PLANNED	ACTUAL
2000	N/A	5
2003	N/A	

MOROCCO

A. Strategy Statement

To increase the attainment of basic education among girls in selected rural provinces by: training teachers in student-centered methodology and gender-sensitive practices; increasing community involvement in education; including mothers in girls' education initiatives; and improving the managerial skills of the Ministry of National Education provincial staff.

B. Country Statistics^{1*}

- # Primary school-age children: 3.6 million
- % Primary school-age children enrolled: 79%
- # Primary school-age children out of school: 742,000
- Primary school student to teacher ratio: 28:1
- Expenditures on education as % GNP: 5%
- Host country expenditures on primary education as a % of total education expenditures: 35%

C. Basic Education Problems

- Low quality teacher training
- High dropout rates, particularly in grade 3 and above and in rural areas
- Large gender disparities in completion rates, particularly in rural areas
- Lack of community participation in education
- Highly centralized education system

D. USAID Funding

FY 1999 \$1.526 M	FY 2000 \$1.5 M	FY 2001 \$1.488 M
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E. USAID Basic Education Activities

- Training for teachers and teacher-trainers
- Girls' education
- Development of teacher guides
- Decentralization of education system
- Promotion of community involvement through PTAs
- Introduction of Information Technology to enhance teacher training

F. Primary USAID Partners

- Creative Associates International, Inc.
- Management Systems International
- Save the Children
- American Institutes for Research
- Academy for Educational Development

MOROCCO (continued)**G. Results from USAID-funded Activities**

- Girls make up a larger percentage of all students enrolled in grade 1

Indicator: Girls as a percentage of all students enrolled in grade 1 in pilot schools (girls' enrollment ratio)

YEAR	PLANNED	ACTUAL
1995	Baseline	40%
1999		47%
2000		43%
2001	44%	44%
2002	46%	
2003	48%	
2004	50%	

- Girls make up a larger percentage of all students enrolled in grade 6

Indicator: Girls as a percentage of all students enrolled in grade 6 pilot schools (girls' enrollment ratio)

YEAR	PLANNED	ACTUAL
1995		16%
1999		30%
2000		35%
2001	35%	39%
2002	37%	
2003	39%	
2004	40%	

- The percentage of families who are involved in their child's education has increased

Indicator: The percentage of families of pilot-school students who meet with their children's teachers at each of three community/school events per year.

YEAR	PLANNED	ACTUAL
2000	Baseline	5%
2001	25%	26%
2002	30%	
2003	40%	

- Education partners have increased the intensity of their participation in girls' education efforts

Indicator: Partner participation intensity levels, on a scale of 1-4

YEAR	PLANNED	ACTUAL
1997		1.11
1998	1.75	1.44
1999	2.25	2.39

This document was prepared by USAID,
in conjunction with Development Information Services
and the Basic Education and Policy Support Activity.

Endnotes

^{1*} The country statistics presented throughout this report (see Country Overviews, sections B) are available through USAID's Global Education Database (GED) Online. In most cases, the data presented are from the years 1996-2001, with the most recent figure cited. Data in the regional overview tables taken from years prior to 1996 are indicated by the following symbol: †.

USAID Global Education Database (GED) Online. Designed and created by USAID. Data collected from UNESCO Institute of Statistics. [http://www.usaid.gov/educ_training/ged.html]. March 2002.

² The “% Primary School-age Children Enrolled in School” (Primary Net Enrollment Ratio) is the enrollment of primary students of the official age expressed as a percentage of the primary school-age population. The 1999 UNESCO Statistical Yearbook. (UNESCO. 1999. UNESCO Statistical Yearbook. Paris, France: UNESCO Publishing) defines Net Enrollment Ratio (NER) in Primary Education as the enrollment of the age group which officially corresponds to primary schooling, expressed as a percentage of the population of the same age group. Although theoretically the NER cannot exceed 100%, values up to 105% have been obtained, indicating inconsistencies in the enrollment and/or population data. UNESCO defines the Gross Enrollment Ratio as the total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in give school-year. For Ghana and Nigeria, the Primary Net Enrollment Ratios are not available; hence, Primary Gross Enrollment Ratios are presented.

USAID Global Education Database (GED) Online. Designed and created by USAID. Data collected from UNESCO Institute of Statistics. [http://www.usaid.gov/educ_training/ged.html]. March 2002.

³ The estimated “Number of Primary School-age Children out of School” was calculated by using the following formula = (# of primary school-age children) – [(# primary school-age children) × (primary school net enrollment ratio)].

USAID Global Education Database (GED) Online. Designed and created by USAID. Data collected from UNESCO Institute of Statistics. [http://www.usaid.gov/educ_training/ged.html]. March 2002.

⁴ UNESCO Institute for Statistics (UIS), 2002. UIS literacy estimates were assessed in January 2002 for countries that have population census data (121 countries). These data represent the adult population (15 years and older).

⁵ Host country expenditure data from the UNESCO Institute of Statistics in 1990 US\$ were converted to 1999 US\$ by multiplying the 1990 US\$ amount by the ratio of the Consumer Price Index (CPI) for 1999 (109.3) by the CPI for 1990 (85.7), which is 1.2754.

USAID Global Education Database (GED) Online. Designed and created by USAID. Data collected from UNESCO Institute of Statistics. [http://www.usaid.gov/educ_training/ged.html]. March 2002.

⁶ The “USAID Budget for Basic Education” figures were taken from USAID's activity code database in the Office of Management and Budgeting.

⁷ Information about basic education problems, activities, partners, and results were extracted from USAID 2002 and 2003 *Results Review and Resource Requests* documents for each country. The *Results Review and Resource Request* documents for each country can be found at: [http://cdie.usaid.gov/r4/r4_list.cfm].

⁸ World Bank. October 2000. *Uganda Poverty Reduction Strategy Credit*, p.15. Washington D.C.

⁹ Uganda Ministry of Education and Sports. November 1999. *National Report on Education for All*. Kampala.