

U.S. GOVERNMENT STRATEGY ON INTERNATIONAL BASIC EDUCATION

Report to Congress Interim (September 14, 2018 - March 31, 2019)

The U.S. Agency for International Development (USAID) submits this report as an interim progress update in response to the requirement of Section 4(a) of the Reinforcing Education Accountability in Development (READ) Act of 2017, Section 7(a) of Public Law 115-56. This report describes the implementation of the *U.S. Government International Strategy for Basic Education* for the period of September 14, 2018, to March 31, 2019.

Message from the Senior Coordinator for International Basic Education Assistance

In September 2018, the U.S. Government (USG) released its *Strategy on International Basic Education Assistance*. The *Strategy's* vision, objectives, and guiding principles adopt the premise that the USG's investments in international education serve as a force-multiplier for its work in international development.

Since the release of the *Strategy* six months ago, we have already made progress. In the following report, we highlight many of the USG's efforts to improve measurable learning outcomes and expand access to high-quality basic education for all, particularly marginalized and vulnerable populations. Each Federal Department and Agency involved in the *Strategy* has unique considerations for how it contributes, countries in which it invests, and the methods used to measure effectiveness. Further efforts are under way to ensure that future Congressional reporting will feature additional information regarding progress toward the objectives of the *Strategy*.

As outlined in the "Coordination Roadmap" of the *Strategy*, one of my primary goals as Senior Coordinator has been to ensure that the USG speaks with one voice on issues related to international basic education in our partner countries, and in global fora. We have seen success in these efforts. At the country level, we are collecting information from each U.S. Embassy that is working to advance the *Strategy* to expand coordination at post and identify best practices. At the global level, we established an interagency advisory group through which coordination occurs. We also provided oversight and leadership on the governance, organization, and funding decisions of multilateral institutions—including the Global Partnership for Education, Education Cannot Wait, the Group of 7 (G-7), and the Group of 20 (G-20).

I am confident positive results will only increase as Departments and Agencies communicate more and improve the coordination required to continue the important work mandated by the *Strategy*. This will move us closer to achieving a world in which public and private education institutions in partner countries enable all individuals to acquire the education and skills needed to be productive members of society. I look forward to continuing to work with Congress and our Department and Agency colleagues under the *Strategy* to carry out this vision.

- **Julie Cram, United States Senior Coordinator for International Basic Education Assistance**

The USG's Collective Progress Toward the Objectives of the Strategy

The USG Departments and Agencies involved in the *Strategy* have reported the following data by utilizing existing reporting indicators for Fiscal Year (FY) 2018. The data provide a snapshot of the extent to which the USG's international basic education assistance is approaching the goals articulated in the READ Act, and is not intended to reflect all contributions. The data available to date for outcome-level indicators for the *Strategy* appear in Annex One of the report.

Currently, Federal Departments and Agencies have achieved greater harmony for indicators that reflect outputs (*i.e.*, number of individuals reached), rather than indicators that illustrate outcomes (*i.e.*, the effect of our work on those individuals). The common indicators included in this report are primarily indicators that reflect the outputs of investments made by Departments and Agencies. An interagency working group is focused on improving the accessibility, use, and collection of data—efforts that will result in the adoption of additional harmonized indicators to highlight in future reports as results become available.

The results provided in this report are not attributable to specific appropriated funding for a given FY, as Departments and Agencies collect performance results in the year they are achieved, not the FY in which Congress appropriates funding.

Objective One: Improve Learning Outcomes

Learning is essential for individuals to gain the skills necessary to be productive members of society and the workforce. Under the Strategy, the USG prioritizes learning to:

Provide Children with a Strong Foundation

The USG focuses its efforts on two areas in early childhood—child nutrition and health programs and pre-primary programs—that foster the physical, cognitive, linguistic, and social-emotional development of young children. As part of these efforts, the USG provided **more than 34.1 million children in 36 countries with nutrition services** aligned with the *Strategy*. In addition, more than **113,000 teachers/educators and administrators** received training and professional development to support child health and nutrition linked to formal or non-formal schooling.

Improve Basic Skills

The USG works with Ministries of Education and non-state providers in partner countries to increase the percentage of students who attain a minimum proficiency in reading and math, particularly by the end of primary school. To accomplish this, the USG provided more than **33.5 million primary and secondary students in 51 countries** with opportunities to learn literacy, numeracy, and other basic skills, in formal and non-formal settings; provided more than **485,000 teachers and educators** with training and professional development to improve the quality of their instruction in literacy, numeracy, and other basic skills; and distributed more than **32 million textbooks and other teaching and learning materials**.

Prepare Individuals for a Productive Future

The USG works with governments and the private sector in partner countries to improve retention rates in primary and secondary school, remove barriers to education for secondary-school-age youth, and improve the quality of formal and non-formal education opportunities. As

part of these efforts, the USG provided at least **558,000 individuals in 46 countries with tertiary, vocational, and other workforce training.**

Objective Two: Expand Access to High-Quality Basic Education for All, Particularly Marginalized and Vulnerable Populations

For individuals to learn, they should be in safe, equitable, and high-quality learning environments. Under the Strategy, the USG prioritized reaching the most-marginalized and -vulnerable groups, including:

Children and Youth Affected by Crisis and Conflict, Especially Those Who Are Displaced

USG education programs implemented in crisis- and conflict-affected environments respond to short-term educational needs, while also addressing long-term, systemic reforms needed to mitigate future crises and build individual, community, and institutional resilience. As part of these efforts, the USG works with international organizations and non-governmental organizations to expand access to education for refugees and others affected by conflict. In FY 2018, these programs provided access to safe learning environments for more than **13 million children and youth in 25 countries affected by crisis and conflict¹**, at least **420,000 of whom were previously out of school.**

Individuals Who Experience Discrimination and Marginalization, Including Girls

The USG is working to provide the most-marginalized and -vulnerable populations with access to a safe, equitable, and high-quality education. This work has far-reaching and deep-seated positive effects on individuals and their households, communities, and countries. As part of these efforts, the USG provided more than **16 million girls and women with education interventions** in formal and non-formal settings; delivered health care and nutrition services aligned with the *Strategy* to more than **14.5 million girls** in early childhood, pre-primary, primary, and secondary education; and assisted more than **9,000 primary- or secondary-school educators** to complete professional-development activities on teaching students with special educational needs.

Children and Youth Vulnerable to Violence, Abuse, and Exploitation, Particularly Child Laborers, Married Adolescents, and Victims of Trafficking

The USG works to address the barriers to education faced by the world's most-vulnerable children and youth. To address these barriers, the USG provided education or vocational services to **21,000 children engaged in or at high risk of entering child labor**, and provided social/leadership skills training to approximately **247,000 youth vulnerable to violence, abuse, and exploitation.**

A Whole-of-Government Approach

The USG's investments in international education reach individuals in a variety of different ways. The USG implements programs by tapping the comparative advantages of a Department or Agency and the unique conditions in partner countries. In FY 2018, USG Departments and

¹ *Afghanistan, Bangladesh, Burma, Democratic Republic of the Congo, Egypt, El Salvador, Ethiopia, Guatemala, Haiti, Honduras, Jordan, Lebanon, Liberia, Mali, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Philippines, Senegal, Somalia, South Sudan, West Bank and Gaza, and Yemen.*

Agencies reported the following information. Additional information appears in Annex One and Annex Two. Both highlight data on output indicators, budget disbursements, and provide an overview of the context in the countries in which the USG works.

UNITED STATES DEPARTMENT OF AGRICULTURE (USDA)

The USDA McGovern-Dole International Food for Education and Child Nutrition Program (IFEP) supports international basic education by providing school meals to pre-school and primary school-age children, training teachers, constructing and rehabilitating schools, and offering capacity-building and related support, to help boost the school enrollment and academic performance of pre-school and primary students. In FY 2018, McGovern-Dole school-feeding operations invested more than \$207 million² in 32 countries, which benefitted approximately 3.9 million school-age children.

The recent successes of the McGovern-Dole project in the Republic of Sierra Leone demonstrate that the project supports educational outcomes, including significant increases in school enrollment and improved test scores. McGovern-Dole operates in 192 primary schools in Sierra Leone, with 31,000 school-age children in Koinadugu District. In June 2016, 28,000 pupils were enrolled in project schools, of which 48 percent were girls. In 2017, school enrollment increased by 14 percent, to over 32,000 pupils, including a 15 percent increase in the enrollment of girls. In addition to increased enrollment, results from the 2016 National Primary School Exams highlight the project's educational success. In Koinadugu, the exam results for McGovern-Dole-supported schools were among the highest in the District, and the top nine pupils in Koinadugu attended McGovern-Dole-funded schools.

UNITED STATES DEPARTMENT OF EDUCATION (ED)

ED plays a unique role among the relevant Executive Branch Departments and Agencies identified in the READ Act. While ED does not directly administer international basic education programs, the Department contributes to the goals of the READ Act through expertise in administering and studying the implementation and impact of domestic programs that aim to address the needs of historically underserved students in the United States, including economically disadvantaged students, students with disabilities, and second-language learners.

One particular implementation activity ED continues to support is identifying, describing, and disseminating information on effectiveness and efficiency coordination for use among Departments and Agencies and other contributing partners. Specifically, ED collaborated with staff from the U.S. Agency for International Development (USAID) to develop a survey that will determine the extent of interagency coordination within each country in which the USG contributes to the goals and objectives of the READ Act. The information collected from this survey will help increase coordination so Departments and Agencies can leverage their individual efforts and maximize impact.

UNITED STATES DEPARTMENT OF LABOR (DOL)

DOL funds international basic education as a strategy for preventing and addressing international child labor. DOL projects target at-risk populations such as indigenous and Afro-descendant children in the Americas, children in bonded or forced labor situations in Asia, and

² FY 2018 Congressional Appropriation for McGovern-Dole International Food for Education and Child Nutrition Program

children engaged in hazardous labor in Africa and the Middle East. In FY 2018, DOL-funded projects with activities associated with the USG *Strategy on International Basic Education* disbursed approximately \$37 million. These disbursements focused on alleviating child labor, and include spending on education programming as well as other non-education project components.

An example of DOL's programming is the *Espacios para Crecer* (EpC—Spaces for Growth) model, an after-school program that enables children to catch up academically while keeping them from labor exploitation. In the past 14 years, DOL-funded projects have established EpCs in six Latin American countries, and reached tens of thousands of children. A strength of the model is its adaptability to various countries and cultures, with educational materials translated into four different indigenous languages. Recently, the DOL-funded *Okakuua* project in the Republic of Paraguay established 33 EpCs that serve more than 900 indigenous children. In February 2019, the Paraguayan Minister of Labor pledged to strengthen the EpCs through public policy, and the Paraguayan Minister of Children and Adolescence committed to incorporate the EpC methodology into *Programa Abrazo*, the Government of Paraguay's flagship program to combat child labor. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Inter-American Development Bank have recognized the model as a "Best Practice for Youth" in Latin America.

UNITED STATES DEPARTMENT OF STATE

Important elements of the work of the U.S. Department of State is improving the quality of education and promoting its access for all children. To achieve the Department's education goals globally, it works and coordinates with the United Nations (UN), international organizations, non-government organizations, and the private sector.

For example, through collaboration with the private sector, the President's Emergency Plan for AIDS Relief (PEPFAR) is leading the Determined, Resilient, Empowered, AIDS-Free, Mentored, and Safe Partnership (DREAMS) to reduce new HIV infections in adolescent girls and young women. In 2016, PEPFAR launched the \$85 million DREAMS Innovation Challenge (IC) with six focus areas, including keeping girls in school. Since implementation in 2017, the IC has invested \$37 million to support 88,000 adolescent girls and young women (AGYW) to stay in school in the Kingdom of Eswatini and the Republics of Malawi, Uganda, Tanzania, Zimbabwe, Zambia, Kenya, Mozambique, and South Africa.

Additionally, in FY 2018, the Bureau of Population, Refugees, and Migration at the State Department provided nearly \$54 million to fund education programs for conflict-affected and refugee children. For example, with U.S. financing, the United Nations International Children's Emergency Fund (UNICEF) supported more than 213,000 refugee children to enroll in school in Lebanon, and provided cash support to 85,000 children to ensure their families have funds to provide safe transportation and ensure retention in school.

Through exchanges and English language programming, the Department builds capacity and enhances the skills of students, teachers, education administrators, and ministry officials. The Department also has used exchanges and other educational approaches to build resilience to violent extremist ideology and radicalization. For example, the Bureau of Education and Cultural Affairs has supported exchanges involving educators and other actors (including youth workers and religious leaders) who reach youth in, after and out of school and community-based prevention techniques. Other bureaus support specific curriculum development and teacher training to address sources of intolerance and promote critical thinking and universal

values such as pluralism, coexistence, and intra- and inter-faith dialogue. Given violent extremist exploitation through the spread of the internet and social media, State Department educational programming also has targeted building approaches that increasingly address issues of “digital literacy” skills.

MILLENNIUM CHALLENGE CORPORATION (MCC)

Educating and empowering youth is fundamental to achieving the mission of the MCC. Through its country-driven model to develop and implement projects, the MCC works closely with governments and other implementers in partner countries to expand access to relevant and high-quality education. Between 2004–2019, MCC has invested more than \$948 million in education and training programs, which helped more than 216,000 learners obtain the knowledge and skills needed to contribute to their countries’ social and economic development.

MCC undertakes independent evaluations of its projects, and rigorously measures their effects on learning and employment outcomes. The randomized control evaluation of [the “Improve the Education of Girls in Niger” \(IMAGINE\)](#) project measured the impact of school infrastructure and complementary interventions on national educational outcomes with a specific focus on girls. The evaluation estimated a positive impact of 8.3 percent on primary-school enrollment during the 2012–2013 school year, a decrease in absenteeism of 7.9 percent, and an impact of 0.13 standard deviation on math test scores. In keeping with the project’s emphasis on girls’ educational outcomes, the effects were generally larger for girls than for boys. MCC also has 24 education evaluations in its pipeline, either completed or under way, which measure effects on attendance, time on task, and student learning outcomes. Completed evaluations and microdata are available in [MCC’s Evaluation Catalog](#).

PEACE CORPS

The Peace Corps’ strategy for education exemplifies the Agency’s unique approach to development—working across cultures in underserved communities and partnering with people to develop the capacity to improve their own lives. Peace Corps volunteers in all three project areas are committed to helping improve learning outcomes through (i) increased capacity of counterpart teachers; (ii) higher student achievement; and, (iii) greater community involvement in student learning. In FY 2018, 3,061 Volunteers strengthened the capacity of 20,343 teachers, and taught 422,878 students. In FY 2018, the Peace Corps invested \$125,792,000 in 59 countries to support work in the education and social-services sector, including education projects in literacy, math and science, and English as a Foreign Language (TEFL).³

For example, more than 100 Peace Corps Volunteers promote English-language instruction and education across every province in the Republic of Costa Rica. The Peace Corps program in Costa Rica supports the national curricular initiatives of the Ministry of Public Education (MEP) through resource-creation camps. At the regional level, Peace Corps Volunteers train teachers, develop curricula, and create lesson plans and teacher-resource guides for bilingual high schools and elementary schools. Volunteers offer month-long JumpStart Camps for sixth-

³ This figure only includes what FA.gov calls Disbursements (“spending”); This figure only includes Peace Corps-appropriated funding (*i.e.*, no spending on PEPFAR or Reimbursable agreements); This figure only includes data under “4000 - Education and Social Services – General” for Award Transaction U.S. Foreign Assistance Sector Code. Since PC’s financial system doesn’t transact under the sectors, the data is disaggregated so that the spending is allocated consistent with percentage of the Volunteers in a sector. This is not actual spending under this sector.

graders to develop entrepreneurial and life skills. Volunteers also organize local English festivals to increase community engagement in student learning. The Peace Corps will expand its collaboration with the Government of Costa Rica and the MEP in 2019 to support the Alliance for Bilingualism. This new effort will bring together public- and private-sector partners to enhance the development of curricula, teacher training, and instructional resources to enable students to attain communicative competence in English by the end of 2022. One Costa Rican counterpart teacher notes, “In the past four years I have collaborated with Peace Corps Volunteers in a variety of ways. Without their help I would not be the professional I am today.”

USAID

In November 2018, USAID launched a new Agency-wide Education Policy that highlights strategic shifts in programming that will enable it to contribute to the objectives of the *Strategy* more effectively and efficiently. In FY 2018, USAID invested more than \$800 million⁴ in basic-education programs aligned with the *Strategy*. Through these programs, USAID reached more than 35 million children and youth with basic-education programs to improve foundational reading, math, and social and emotional skills; enabled more than 311,000 individuals to gain new or improved employment by providing relevant training and necessary skills; and extended access to education for more than 420,000 children and youth affected by crisis and conflict. USAID provided technical leadership for the *Strategy* by convening an interagency workinggroup focused on improving the accessibility, use, and collection of data — efforts that will result in the adoption of a common set of reporting indicators across the USG. These common indicators will allow reporting on learning outcomes across more Departments and Agencies and will lead to a better understanding of program effectiveness and efficiency. In addition, USAID launched [EducationLinks](#), a new, publicly available online platform for education practitioners and policy-makers to find the latest USAID programming guidance and global evidence in the field of international education.

USAID continued to focus on measuring improved learning outcomes. In the Republic of Mali, a crisis- and conflict-affected West African nation, USAID provides equitable and inclusive reading instruction to more than 300,000 first- and second-grade students in more than 6,000 primary schools. When USAID began its work in 2015, less than 20 percent of students could read even a single word; after two years, the number of students who could read, by demonstrating an increase in foundational reading skills, rose by more than 40 percent. In the Islamic Republic of Afghanistan, where approximately 70 percent of the adult population is illiterate, USAID has seen success after the first year of a new, ambitious reading program. Oral reading fluency and comprehension scores are increasing. At the start of the program, 25 percent of children performed at the “average” or “good” levels of the Ministry of Education’s benchmark profile for reading. A February 2019 midline report found that reading levels increased to 36 percent.

Coordinating for Greater Impact

The *Strategy* includes a “Coordination Roadmap” that outlined three coordination goals that will lead to more effective and efficient programming of USG international basic-education assistance. The following are activities carried out since the release of the *Strategy* that contribute to the achievement of these coordination goals.

Global Coordination

⁴ Fiscal Year 2018 Congressional Appropriation for Basic Education

The USG is actively working at the global and country level to facilitate robust coordination among Federal entities to increase transparency and accountability to Congress and key stakeholders, including other donors and partner governments. At the global level, the Agency Advisory Group and Interagency Technical Working Group continue to make progress on the “Coordination Roadmap” for the *Strategy*, which includes harmonizing existing Department and Agency indicators and identifying areas for greater collaboration and cross-agency training. Additional thematic sub-groups continue to meet to address specific issues, including education in crisis- and conflict-affected environments, monitoring and evaluation, and technology and innovation.

Country-Level Coordination

At the country level, Federal Departments and Agencies are working to identify opportunities to coordinate and collaborate more effectively. The Senior Coordinator is working with the interagency advisory group to collect information from field staff to identify best practices to share with USAID Missions to determine which countries offer opportunities for closer coordination.

This increased coordination will build on existing activities, such as in the Republic of Haïti, where USDA and USAID are coordinating on programs centered around school feeding; health; nutrition; water, sanitation, and hygiene (WASH); and early-grade reading instruction. USDA’s McGovern-Dole International Food for Education and Child Nutrition Program, through a program managed by the World Food Programme (WFP), provides a daily meal to approximately 103,000 pre-primary- and primary-school-age children in 382 schools. The same program also provides early-grade reading instruction, by using training materials and teacher guides developed by USAID to train teachers and administrators in professional teaching modules. The materials are in use in 40 of the 382 schools, and reach 6,080 students. These activities, which took place from June 2017 to September 2019, are closely coordinated between USDA and USAID’s Mission in Haïti.



USAID
FROM THE AMERICAN PEOPLE

ANNEX ONE: OUTPUT INDICATORS AS REPORTED BY DEPARTMENTS AND AGENCIES

The common output indicators presented in Annex One are intended to communicate the extent to which U.S. Government basic education assistance is advancing the goals articulated in the READ Act to:

- Equitably expand access to basic education for all children, particularly marginalized children and vulnerable groups; and
- Measurably improve the quality of basic education and learning outcomes.

An interagency working group selected the indicators because they demonstrate progress toward the above goals and also are common across at least two Departments and Agencies. Currently, Departments and Agencies have greater harmony with respect to indicators that reflect outputs (i.e. numbers reached and produced), rather than indicators that illustrate outcomes (i.e. the goal of this outreach and production). As a result, the common indicators included in this report are indicators that reflect Department and Agency outputs. An interagency working group is focused on improving collaboration for the accessibility, use, and collection of data—efforts that will contribute to better harmonized outcome and output indicators in future reporting.

The common output indicators were developed by consolidating existing indicators from Departments and Agencies and are meant to present a picture of U.S. Government support for basic education in Fiscal Year 2018. The indicators address broad categories of support and reflect priorities articulated in the *Strategy* including:

-  Child, youth and adult learning and preparedness;
-  Training teachers/educators;
-  Providing safe and equitable learning environments;
-  Engaging families and communities;
-  Providing textbooks and teaching and learning materials; and
-  Systems strengthening.

All common indicator data are based on Fiscal Year 2018 data submitted by U.S. Government Departments and Agencies with basic education assistance programming, including the: United States

Agency for International Development (USAID), Millennium Challenge Corporation (MCC), Department of Labor (DoL), US Department of Agriculture (USDA), and Peace Corps. Though the Department of State supports basic education in the countries in which it works, it does not track outputs separately for the education sector. Several of the Indicators only reflect the work of two Departments or Agencies. This is not necessarily because those are the only Departments or Agencies that are doing work in that area, but they may be the only two that collect data on that similar output indicator.

Indicator I – Supporting Child, Youth, and Adult Learning and Preparedness



Table I.1a. Education Interventions

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
	Primary and secondary					Tertiary, vocational and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	16,638,368	16,361,390	33,559,981	153,423	505	311,021	141,175	558,597	8,366	-
Afghanistan	346,284	300,533	646,817	192	-	-	-	39,176	-	-
Albania	-	-	-	-	-	-	-	-	-	-
Argentina	-	-	-	-	-	-	-	-	-	-
Armenia	-	-	-	-	-	-	-	72	-	-
Azerbaijan	-	-	-	-	-	39	77	116	-	-
Bangladesh	193,146	201,321	394,467	-	-	-	-	-	-	-
Belize	-	-	-	-	-	-	-	-	-	-
Benin	-	-	-	-	-	-	-	-	-	-
Bosnia	-	-	-	-	-	-	-	-	-	-
Botswana	-	-	-	-	-	-	-	-	-	-
Brazil	-	-	-	-	-	112	58	170	170	-
Bulgaria	-	-	-	-	-	-	-	-	-	-
Burkina Faso	-	-	-	-	-	-	-	-	-	-
Burma (Myanmar)	19,726	19,607	39,333	359	-	-	-	60	-	-
Burundi	-	-	-	-	-	-	-	5,588	-	-
Cambodia	-	-	-	-	-	124	125	258	-	-
Cameroon	-	-	-	-	-	-	-	-	-	-
Chad	-	-	-	-	-	-	-	-	-	-
China	-	-	-	-	-	-	-	-	-	-
Colombia	93	143	236	236	-	150	1,052	12,571	1,202	-
Comoros	-	-	-	-	-	-	-	-	-	-
Costa Rica	12	18	30	30	-	-	-	-	-	-
Cote d'Ivoire	5,086	4,211	9,297	9,297	-	548	1,001	1,549	1,549	-
Czechia	-	-	-	-	-	-	-	-	-	-
Democratic Republic of the Congo	568,055	1,008,891	1,076,372	-	-	-	-	-	-	-
Djibouti	-	-	-	-	-	221	258	1,596	-	-
Dominican Republic	-	-	-	-	-	-	-	64	-	-
Eastern Caribbean and Barbados	9,513	9,571	19,084	-	-	-	-	-	-	-
Ecuador	73	60	133	122	-	-	-	-	-	-
Egypt	2,821,656	2,688,773	5,510,429	-	-	-	-	8,263	-	-
El Salvador	49,515	49,412	98,927	950	199	5,061	5,735	11,455	307	-
eSwatini	-	-	-	-	-	-	-	-	-	-
Ethiopia	557	364	921	921	-	7,262	5,362	12,624	2,287	-
Fiji	-	-	-	-	-	-	-	-	-	-
Gambia	-	-	-	-	-	-	-	-	-	-
Georgia	1,354	466	2,095	-	-	848	1,108	5,390	-	-
Ghana	2,288,424	2,197,394	4,485,818	1,920	-	-	1,438	1,438	1,438	-
Greece	-	-	-	-	-	-	-	-	-	-
Grenada	-	-	-	-	-	-	-	-	-	-
Guatemala	378,820	355,823	734,643	5,286	-	-	-	7,874	-	-
Guinea	-	-	-	-	-	-	-	12,854	-	-
Guinea-Bissau	-	-	-	-	-	-	-	-	-	-
Guyana	246	253	499	-	-	-	-	-	-	-

Indicator I – Supporting Child, Youth, and Adult Learning and Preparedness



Table I.1a. Education Interventions

	1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings									
	Primary and secondary					Tertiary, vocational and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Haiti	1,214	1,311	2,525	2,525	-	-	-	-	-	-
Honduras	104,662	98,703	203,278	105,004	-	7,249	8,473	15,722	498	-
India	1,033,133	1,009,306	2,042,439	-	-	-	-	-	-	-
Indonesia	-	-	-	-	-	3,010	3,640	6,707	-	-
Iraq	-	-	-	-	-	-	-	-	-	-
Israel	-	-	-	-	-	-	-	-	-	-
Jamaica	95	86	181	-	-	24	36	60	-	-
Jordan	197,060	223,483	420,543	2,283	-	-	-	987	-	-
Kenya	1,676,386	1,588,135	3,264,896	-	-	27,931	32,744	60,675	-	-
Kosovo	-	-	-	-	-	-	-	67,320	-	-
Kyrgyz Republic	107,000	103,000	210,000	-	-	-	-	-	-	-
Laos	-	-	-	-	-	-	-	-	-	-
Lebanon	-	-	102,039	-	-	-	-	564	-	-
Lesotho	-	-	-	-	-	-	-	-	-	-
Liberia	142,768	132,196	274,934	-	-	-	-	-	-	-
Libya	-	-	-	-	-	-	-	-	-	-
Macedonia	-	-	-	-	-	10	12	22	-	-
Madagascar	-	-	-	-	-	-	-	-	-	-
Malawi	1,834,827	1,865,553	3,700,380	-	38	-	-	-	-	-
Malaysia	-	-	-	-	-	-	-	-	-	-
Mali	29,362	27,318	56,720	-	-	-	-	512	-	-
Mauritania	-	-	-	-	-	-	-	-	-	-
Mexico	3,004	2,316	5,320	-	-	-	-	4,170	-	-
Micronesia	-	-	-	-	-	-	-	-	-	-
Moldova	-	-	-	-	-	-	-	-	-	-
Mongolia	-	-	-	-	-	-	-	-	-	-
Montenegro	-	-	-	-	-	-	-	25	-	-
Morocco	353,110	326,518	679,628	-	-	9,061	9,592	18,653	-	-
Mozambique	315,358	296,551	611,909	-	-	-	-	-	-	-
Namibia	-	-	-	-	-	-	-	-	-	-
Nepal	155,499	169,043	324,542	731	-	196	1,143	1,339	-	-
Nicaragua	7,695	7,156	14,851	14,851	73	540	535	1,075	-	-
Niger	-	-	-	-	-	-	-	-	-	-
Nigeria	-	-	654,150	-	-	-	-	2	-	-
Pakistan	387,948	296,602	684,550	-	-	7,980	5,273	21,661	-	-
Panama	60	48	108	108	-	-	-	-	-	-
Paraguay	953	1,027	1,980	1,980	-	112	584	696	696	-
Peru	498	504	1,002	1,002	-	-	-	-	-	-
Philippines	510,486	468,902	979,388	-	-	853	727	1,590	-	-
Rwanda	259,246	239,532	498,778	-	-	3,967	7,130	11,097	-	-
Samoa	-	-	2,503	-	-	-	-	-	-	-
Senegal	26,234	31,458	57,692	-	-	-	-	660	-	-
Serbia	-	-	-	-	-	-	-	-	-	-
Sierra Leone	-	-	-	-	-	-	-	-	-	-
Slovak Republic	-	-	-	-	-	-	-	-	-	-

Indicator I – Supporting Child, Youth, and Adult Learning and Preparedness



Table I.1a. Education Interventions

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
	Primary and secondary					Tertiary, vocational and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Somalia	1,622	1,672	3,294	3,294	-	-	-	-	-	-
South Africa	-	-	230,496	-	-	-	-	101,305	-	-
South Sudan	464,371	302,733	767,104	-	-	-	-	-	-	-
Sri Lanka	-	-	-	-	-	1,300	1,120	2,480	-	-
Sudan	-	-	-	-	-	-	-	99	-	-
Syria	-	-	-	-	-	-	-	-	-	-
Tajikistan	122,025	112,891	234,916	-	195	-	-	-	-	-
Tanzania	420,625	406,873	827,498	-	-	-	-	-	-	-
Thailand	5,755	5,983	11,738	-	-	-	-	-	-	-
Timor Leste	-	-	-	-	-	-	-	-	-	-
Togo	-	-	-	-	-	-	-	-	-	-
Tonga	-	-	-	-	-	-	-	-	-	-
Tunisia	-	-	-	-	-	-	-	4,240	-	-
Turkey	-	-	-	-	-	-	-	-	-	-
Turkmenistan	-	-	-	-	-	13,014	13,542	26,556	-	-
Uganda	1,775,221	1,785,904	3,561,125	1,399	-	221,409	40,191	89,027	-	-
Ukraine	-	-	-	-	-	-	-	-	-	-
Uzbekistan	-	-	-	-	-	-	-	-	-	-
Vanuatu	-	-	-	-	-	-	-	-	-	-
Vietnam	240	297	537	537	-	-	-	-	-	-
West Bank and Gaza	19,351	19,053	38,404	-	-	-	-	16	-	-
Yemen	-	-	-	-	-	-	-	-	-	-
Zambia	-	396	71,432	396	-	-	219	219	219	-
Zimbabwe	-	-	-	-	-	-	-	-	-	-

Notes:

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Indicator I – Supporting Child, Youth, and Adult Learning and Preparedness



Table I.1b. Nutrition Services

1b. Number of children and youth who received nutrition services					
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	11,584,572	12,277,042	34,077,007	1,588,295	-
Afghanistan	1,578,803	1,516,889	4,200,986	-	-
Albania	-	-	-	-	-
Argentina	-	-	-	-	-
Armenia	-	-	-	-	-
Azerbaijan	-	-	-	-	-
Bangladesh	221,039	269,813	1,054,628	-	-
Belize	-	-	-	-	-
Benin	49,521	47,414	96,935	47,414	-
Bosnia	-	-	-	-	-
Botswana	-	-	-	-	-
Brazil	-	-	-	-	-
Bulgaria	-	-	-	-	-
Burkina Faso	247,865	352,760	799,422	306,269	-
Burma (Myanmar)	707	759	1,466	-	-
Burundi	198,168	461,766	659,934	-	-
Cambodia	19,763	18,534	38,297	3,578	-
Cameroon	10,801	11,878	22,679	11,878	-
Chad	-	-	-	-	-
China	-	-	-	-	-
Colombia	-	-	-	-	-
Comoros	-	-	-	-	-
Costa Rica	-	-	-	-	-
Cote d'Ivoire	151,262	153,495	441,018	153,495	-
Czechia	-	-	-	-	-
Democratic Republic of the Congo	28,921	25,766	1,207,869	-	-
Djibouti	-	-	-	-	-
Dominican Republic	-	-	-	-	-
Eastern Caribbean and Barbados	-	-	-	-	-
Ecuador	-	-	-	-	-
Egypt	-	-	-	-	-
El Salvador	-	-	-	-	-
eSwatini	-	-	-	-	-
Ethiopia	-	-	2,891,197	-	-
Fiji	-	-	-	-	-
Gambia	-	-	-	-	-
Georgia	-	-	-	-	-
Ghana	96,426	100,363	1,173,050	-	-
Greece	-	-	-	-	-
Grenada	-	-	-	-	-
Guatemala	280,585	311,054	602,010	164,401	-
Guinea	-	-	-	-	-
Guinea-Bissau	91,980	97,941	363,519	97,941	-
Guyana	-	-	-	-	-
Haiti	230,382	246,481	794,797	-	-
Honduras	8,277	8,566	16,843	-	-

Indicator I – Supporting Child, Youth, and Adult Learning and Preparedness



Table I.1b. Nutrition Services

1b. Number of children and youth who received nutrition services					
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
India	-	-	-	-	-
Indonesia	-	-	-	-	-
Iraq	-	-	-	-	-
Israel	-	-	-	-	-
Jamaica	-	-	-	-	-
Jordan	-	-	-	-	-
Kenya	640,455	666,597	1,988,886	-	-
Kosovo	-	-	-	-	-
Kyrgyz Republic	36,000	34,066	146,200	-	-
Laos	468,989	451,635	1,004,890	450,917	-
Lebanon	-	-	-	-	-
Lesotho	-	-	-	-	-
Liberia	-	-	82,807	-	-
Libya	-	-	-	-	-
Macedonia	-	-	-	-	-
Madagascar	495,834	560,747	1,056,581	-	-
Malawi	1,204,852	1,326,250	2,586,915	-	-
Malaysia	-	-	-	-	-
Mali	1,447,674	1,204,087	2,706,432	88,830	-
Mauritania	-	-	-	-	-
Mexico	-	-	-	-	-
Micronesia	-	-	-	-	-
Moldova	-	-	-	-	-
Mongolia	-	-	-	-	-
Montenegro	-	-	-	-	-
Morocco	-	-	-	-	-
Mozambique	207,217	196,480	1,927,552	174,939	-
Namibia	-	-	-	-	-
Nepal	854,452	901,455	1,755,907	-	-
Nicaragua	150,385	144,666	295,051	430	-
Niger	35,712	39,494	75,206	-	-
Nigeria	47,525	31,684	79,209	-	-
Pakistan	-	-	-	-	-
Panama	-	-	-	-	-
Paraguay	-	-	-	-	-
Peru	-	-	-	-	-
Philippines	-	-	-	-	-
Rwanda	317,136	330,221	730,947	-	-
Samoa	-	-	-	-	-
Senegal	346,457	376,398	722,855	55,317	-
Serbia	-	-	-	-	-
Sierra Leone	32,368	32,886	104,486	32,886	-
Slovak Republic	-	-	-	-	-
Somalia	-	-	-	-	-
South Africa	-	-	-	-	-
South Sudan	-	-	-	-	-
Sri Lanka	-	-	-	-	-

Indicator I – Supporting Child, Youth, and Adult Learning and Preparedness



Table I.1b. Nutrition Services

1b. Number of children and youth who received nutrition services					
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Sudan	-	-	-	-	-
Syria	-	-	-	-	-
Tajikistan	69,874	76,956	146,830	-	-
Tanzania	698,090	833,959	1,532,049	-	-
Thailand	-	-	-	-	-
Timor Leste	-	-	-	-	-
Togo	-	-	-	-	-
Tonga	-	-	-	-	-
Tunisia	-	-	-	-	-
Turkey	-	-	-	-	-
Turkmenistan	-	-	-	-	-
Uganda	1,221,272	1,349,968	2,571,240	-	-
Ukraine	-	-	-	-	-
Uzbekistan	-	-	-	-	-
Vanuatu	-	-	-	-	-
Vietnam	-	-	-	-	-
West Bank and Gaza	-	-	-	-	-
Yemen	-	-	-	-	-
Zambia	1,610	2,016	3,626	-	-
Zimbabwe	63,146	61,969	125,115	-	-
Multi-Country Programming*					
USAID Bureau for Food Security	-	-	6,520	-	-
USAID Sahel Regional Program	30,549	31,507	62,056	-	-
USAID West Africa Regional	475	522	997	-	-

*Data included in this table have been rigorously examined to prevent double-counting with the country-level data reported above.

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Data presented in Table 1b is based on corrected Performance Plan and Report (PPR) data provided by the USAID Bureau for Global Health and the USAID Bureau for Food Security.

Indicator 2 – Training Teachers/Educators



Table I.2a. Instructional Quality

2a. Number of teachers/educators who received training/professional development to improve instructional quality in literacy, numeracy and other basic skills			
	Number of males	Number of females	Total
Total (all countries)	175,608	289,681	485,907
Afghanistan	1,468	708	2,176
Albania	-	-	-
Argentina	-	-	-
Armenia	-	-	-
Azerbaijan	-	-	-
Bangladesh	1,551	4,299	5,850
Belize	-	-	-
Benin	-	-	260
Bosnia	-	-	-
Botswana	-	-	-
Brazil	-	-	-
Bulgaria	-	-	-
Burkina Faso	-	-	1,825
Burma (Myanmar)	22	491	513
Burundi	-	-	-
Cambodia	-	-	2,500
Cameroon	203	204	407
Chad	-	-	-
China	-	-	-
Colombia	-	-	-
Comoros	-	-	-
Costa Rica	-	-	-
Cote d'Ivoire	-	-	3,225
Czechia	-	-	-
Democratic Republic of the Congo	7,877	5,957	18,434
Djibouti	-	-	-
Dominican Republic	-	-	-
Eastern Caribbean and Barbados	500	534	1,034
Ecuador	-	-	-
Egypt	24,595	105,442	130,037
El Salvador	151	304	455
eSwatini	-	-	-
Ethiopia	-	-	-
Fiji	-	-	-
Gambia	-	-	-
Georgia	362	232	726
Ghana	13,156	14,371	27,527
Greece	-	-	-
Grenada	-	-	-
Guatemala	795	315	2,635
Guinea	-	-	-
Guinea-Bissau	-	-	-
Guyana	13	99	112
Haiti	-	-	115
Honduras	1,744	5,041	6,785
India	36,112	25,129	61,241
Indonesia	-	-	-

Indicator 2 – Training Teachers/Educators



Table I.2a. Instructional Quality

2a. Number of teachers/educators who received training/professional development to improve instructional quality in literacy, numeracy and other basic skills			
	Number of males	Number of females	Total
Iraq	-	-	-
Israel	-	-	-
Jamaica	-	-	-
Jordan	1,251	7,158	8,409
Kenya	19,667	53,752	73,419
Kosovo	-	-	-
Kyrgyz Republic	-	-	-
Laos	-	-	-
Lebanon	-	-	1,363
Lesotho	-	-	-
Liberia	1,577	727	2,304
Libya	-	-	-
Macedonia	-	-	-
Madagascar	-	-	-
Malawi	20,212	19,805	40,017
Malaysia	-	-	-
Mali	5,189	3,296	9,064
Mauritania	-	-	-
Mexico	60	64	124
Micronesia	-	-	-
Moldova	-	-	-
Mongolia	-	-	-
Montenegro	-	-	-
Morocco	12,703	11,473	24,176
Mozambique	486	222	1,709
Namibia	-	-	-
Nepal	-	-	-
Nicaragua	175	969	1,144
Niger	-	-	-
Nigeria	1,948	483	2,431
Pakistan	11,075	4,745	15,820
Panama	-	-	-
Paraguay	-	-	-
Peru	-	-	-
Philippines	511	5,357	5,868
Rwanda	647	3,986	4,907
Samoa	8	73	81
Senegal	1,236	603	1,839
Serbia	-	-	-
Sierra Leone	-	-	164
Slovak Republic	-	-	-
Somalia	340	119	459
South Africa	-	-	1,211
South Sudan	-	-	-
Sri Lanka	-	-	-
Sudan	-	-	-
Syria	-	-	-
Tajikistan	2,125	4,923	7,048

Indicator 2 – Training Teachers/Educators



Table I.2a. Instructional Quality

	2a. Number of teachers/educators who received training/professional development to improve instructional quality in literacy, numeracy and other basic skills		
	Number of males	Number of females	Total
Tanzania	5,052	5,653	10,705
Thailand	222	650	872
Timor Leste	-	-	-
Togo	-	-	-
Tonga	-	-	-
Tunisia	-	-	-
Turkey	-	-	-
Turkmenistan	-	-	-
Uganda	2,575	2,497	5,072
Ukraine	-	-	-
Uzbekistan	-	-	-
Vanuatu	-	-	-
Vietnam	-	-	-
West Bank and Gaza	-	-	-
Yemen	-	-	-
Zambia	-	-	1,844
Zimbabwe	-	-	-

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Indicator 2 – Training Teachers/Educators



Table I.2b. Child Health and Nutrition

2b. Number of teachers/educators and administrators who received training/professional development to support child health and nutrition linked to formal or non-formal schooling			
	Number of males	Number of females	Total
Total (all countries)	33,717	81,248	113,551
Afghanistan	-	-	-
Albania	-	-	-
Argentina	-	-	-
Armenia	-	-	-
Azerbaijan	-	-	-
Bangladesh	-	-	-
Belize	-	-	-
Benin	-	-	-
Bosnia	-	-	-
Botswana	-	-	-
Brazil	-	-	-
Bulgaria	-	-	-
Burkina Faso	320	309	629
Burma (Myanmar)	-	-	-
Burundi	-	-	-
Cambodia	-	-	2,371
Cameroon	714	3,017	3,731
Chad	-	-	-
China	-	-	-
Colombia	-	-	-
Comoros	-	-	-
Costa Rica	-	-	-
Cote d'Ivoire	181	175	356
Czechia	-	-	-
Democratic Republic of the Congo	-	-	-
Djibouti	-	-	-
Dominican Republic	-	-	-
Eastern Caribbean and Barbados	-	-	-
Ecuador	-	-	-
Egypt	-	-	-
El Salvador	-	-	-
eSwatini	-	-	-
Ethiopia	-	-	-
Fiji	-	-	-
Gambia	-	-	-
Georgia	-	-	-
Ghana	-	-	-
Greece	-	-	-
Grenada	-	-	-
Guatemala	18,891	53,476	72,367
Guinea	-	-	-
Guinea-Bissau	73	28	101
Guyana	-	-	-
Haiti	-	-	1,359
Honduras	-	-	-
India	-	-	-
Indonesia	-	-	-

Indicator 2 – Training Teachers/Educators



Table I.2b. Child Health and Nutrition

	2b. Number of teachers/educators and administrators who received training/professional development to support child health and nutrition linked to formal or non-formal schooling		
	Number of males	Number of females	Total
Iraq	-	-	-
Israel	-	-	-
Jamaica	-	-	-
Jordan	-	-	-
Kenya	-	-	1,462
Kosovo	-	-	-
Kyrgyz Republic	-	-	1,015
Laos	-	-	65
Lebanon	-	-	-
Lesotho	-	-	-
Liberia	-	-	-
Libya	-	-	-
Macedonia	-	-	-
Madagascar	-	-	-
Malawi	299	890	1,189
Malaysia	-	-	-
Mali	-	-	-
Mauritania	-	-	-
Mexico	-	-	-
Micronesia	-	-	-
Moldova	-	-	-
Mongolia	-	-	-
Montenegro	-	-	-
Morocco	-	-	-
Mozambique	2,205	8,893	11,098
Namibia	-	-	-
Nepal	-	-	-
Nicaragua	154	450	604
Niger	-	-	-
Nigeria	-	-	-
Pakistan	-	-	-
Panama	-	-	-
Paraguay	-	-	-
Peru	-	-	-
Philippines	-	-	-
Rwanda	8,617	9,741	10,210
Samoa	-	-	-
Senegal	584	455	1,039
Serbia	-	-	-
Sierra Leone	1,280	3,406	4,686
Slovak Republic	-	-	-
Somalia	-	-	-
South Africa	-	-	-
South Sudan	-	-	-
Sri Lanka	-	-	-
Sudan	-	-	-
Syria	-	-	-
Tajikistan	-	-	-

Indicator 2 – Training Teachers/Educators



Table I.2b. Child Health and Nutrition

	2b. Number of teachers/educators and administrators who received training/professional development to support child health and nutrition linked to formal or non-formal schooling		
	Number of males	Number of females	Total
Tanzania	399	408	1,269
Thailand	-	-	-
Timor Leste	-	-	-
Togo	-	-	-
Tonga	-	-	-
Tunisia	-	-	-
Turkey	-	-	-
Turkmenistan	-	-	-
Uganda	-	-	-
Ukraine	-	-	-
Uzbekistan	-	-	-
Vanuatu	-	-	-
Vietnam	-	-	-
West Bank and Gaza	-	-	-
Yemen	-	-	-
Zambia	-	-	-
Zimbabwe	-	-	-

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Indicator 3 – Providing Safe and Equitable Learning Environments



Table I.3a. Education Facilities

	3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired
Total (all countries)	9,071
Afghanistan	116
Albania	-
Argentina	-
Armenia	-
Azerbaijan	-
Bangladesh	-
Belize	-
Benin	-
Bosnia	-
Botswana	-
Brazil	-
Bulgaria	-
Burkina Faso	-
Burma (Myanmar)	-
Burundi	-
Cambodia	390
Cameroon	195
Chad	-
China	-
Colombia	-
Comoros	-
Costa Rica	-
Cote d'Ivoire	-
Czechia	-
Democratic Republic of the Congo	-
Djibouti	-
Dominican Republic	2
Eastern Caribbean and Barbados	-
Ecuador	-
Egypt	-
El Salvador	-
eSwatini	-
Ethiopia	-
Fiji	-
Gambia	-
Georgia	64
Ghana	-
Greece	-
Grenada	-
Guatemala	511
Guinea	-
Guinea-Bissau	-
Guyana	-
Haiti	40
Honduras	-
India	400
Indonesia	-
Iraq	1,204
Israel	-

Indicator 3 – Providing Safe and Equitable Learning Environments



Table I.3a. Education Facilities

	3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired
Jamaica	-
Jordan	685
Kenya	194
Kosovo	-
Kyrgyz Republic	53
Laos	1,688
Lebanon	-
Lesotho	-
Liberia	-
Libya	-
Macedonia	-
Madagascar	6
Malawi	42
Malaysia	-
Mali	641
Mauritania	-
Mexico	-
Micronesia	-
Moldova	-
Mongolia	-
Montenegro	-
Morocco	-
Mozambique	1,516
Namibia	-
Nepal	460
Nicaragua	220
Niger	-
Nigeria	47
Pakistan	-
Panama	-
Paraguay	-
Peru	-
Philippines	-
Rwanda	265
Samoa	-
Senegal	18
Serbia	-
Sierra Leone	41
Slovak Republic	-
Somalia	18
South Africa	-
South Sudan	-
Sri Lanka	-
Sudan	-
Syria	-
Tajikistan	-
Tanzania	371
Thailand	-
Timor Leste	-
Togo	-
Tonga	-

Indicator 3 – Providing Safe and Equitable Learning Environments



Table I.3a. Education Facilities

	3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired
Tunisia	-
Turkey	-
Turkmenistan	-
Uganda	-
Ukraine	-
Uzbekistan	-
Vanuatu	-
Vietnam	-
West Bank and Gaza	-
Yemen	-
Zambia	-
Zimbabwe	-

Notes:

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Indicator 3 – Providing Safe and Equitable Learning Environments



Table I.3b. Training

	3b. Number of educators trained to provide/promote safe and equitable learning environments
Total (all countries)	14,787
Afghanistan	-
Albania	-
Argentina	-
Armenia	-
Azerbaijan	-
Bangladesh	-
Belize	-
Benin	-
Bosnia	-
Botswana	-
Brazil	-
Bulgaria	-
Burkina Faso	-
Burma (Myanmar)	-
Burundi	-
Cambodia	-
Cameroon	-
Chad	-
China	-
Colombia	-
Comoros	-
Costa Rica	-
Cote d'Ivoire	-
Czechia	-
Democratic Republic of the Congo	-
Djibouti	-
Dominican Republic	-
Eastern Caribbean and Barbados	-
Ecuador	-
Egypt	-
El Salvador	111
eSwatini	-
Ethiopia	-
Fiji	-
Gambia	-
Georgia	-
Ghana	-
Greece	-
Grenada	-
Guatemala	-
Guinea	-
Guinea-Bissau	-
Guyana	1
Haiti	-
Honduras	1,003
India	-
Indonesia	-
Iraq	-
Israel	-

Indicator 3 – Providing Safe and Equitable Learning Environments



Table I.3b. Training

	3b. Number of educators trained to provide/promote safe and equitable learning environments
Jamaica	101
Jordan	8,857
Kenya	-
Kosovo	-
Kyrgyz Republic	-
Laos	-
Lebanon	-
Lesotho	-
Liberia	-
Libya	-
Macedonia	-
Madagascar	-
Malawi	-
Malaysia	-
Mali	1,880
Mauritania	-
Mexico	-
Micronesia	-
Moldova	-
Mongolia	-
Montenegro	-
Morocco	-
Mozambique	-
Namibia	-
Nepal	-
Nicaragua	257
Niger	-
Nigeria	2,192
Pakistan	-
Panama	-
Paraguay	-
Peru	-
Philippines	19
Rwanda	-
Samoa	-
Senegal	-
Serbia	-
Sierra Leone	-
Slovak Republic	-
Somalia	-
South Africa	-
South Sudan	-
Sri Lanka	-
Sudan	-
Syria	-
Tajikistan	-
Tanzania	-
Thailand	230
Timor Leste	-
Togo	-
Tonga	-

Indicator 3 – Providing Safe and Equitable Learning Environments



Table I.3b. Training

	3b. Number of educators trained to provide/promote safe and equitable learning environments
Tunisia	-
Turkey	-
Turkmenistan	-
Uganda	-
Ukraine	-
Uzbekistan	-
Vanuatu	-
Vietnam	-
West Bank and Gaza	-
Yemen	-
Zambia	136
Zimbabwe	-

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY2018. It may also represent cases where the indicator value is zero.

Indicator 4 – Engaging Families and Communities



Table I.4a. Parents, Communities, and School Governance

	4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
Total (all countries)	51,105
Afghanistan	1,104
Albania	-
Argentina	-
Armenia	-
Azerbaijan	-
Bangladesh	1,686
Belize	-
Benin	97
Bosnia	-
Botswana	-
Brazil	-
Bulgaria	-
Burkina Faso	213
Burma (Myanmar)	71
Burundi	-
Cambodia	1,170
Cameroon	92
Chad	-
China	-
Colombia	-
Comoros	-
Costa Rica	-
Cote d'Ivoire	613
Czechia	-
Democratic Republic of the Congo	1,736
Djibouti	-
Dominican Republic	-
Eastern Caribbean and Barbados	-
Ecuador	-
Egypt	652
El Salvador	121
eSwatini	-
Ethiopia	2,488
Fiji	-
Gambia	-
Georgia	3,389
Ghana	-
Greece	-
Grenada	-
Guatemala	904
Guinea	-
Guinea-Bissau	-
Guyana	60
Haiti	497
Honduras	200
India	-
Indonesia	-

Indicator 4 – Engaging Families and Communities

Table I.4a. Parents, Communities, and School Governance



	4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
Iraq	-
Israel	-
Jamaica	-
Jordan	-
Kenya	11,444
Kosovo	-
Kyrgyz Republic	-
Laos	350
Lebanon	20
Lesotho	-
Liberia	198
Libya	-
Macedonia	-
Madagascar	-
Malawi	8,546
Malaysia	-
Mali	1,651
Mauritania	-
Mexico	-
Micronesia	-
Moldova	-
Mongolia	-
Montenegro	-
Morocco	-
Mozambique	769
Namibia	-
Nepal	973
Nicaragua	-
Niger	-
Nigeria	1,043
Pakistan	116
Panama	-
Paraguay	-
Peru	-
Philippines	1,946
Rwanda	1,636
Samoa	1,017
Senegal	453
Serbia	-
Sierra Leone	192
Slovak Republic	-
Somalia	96
South Africa	221
South Sudan	315
Sri Lanka	-
Sudan	-
Syria	-
Tajikistan	-
Tanzania	2,878

Indicator 4 – Engaging Families and Communities



Table I.4a. Parents, Communities, and School Governance

	4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
Thailand	1,818
Timor Leste	-
Togo	-
Tonga	-
Tunisia	-
Turkey	-
Turkmenistan	-
Uganda	230
Uzbekistan	-
Ukraine	-
Vanuatu	-
Vietnam	-
West Bank and Gaza	100
Yemen	-
Zambia	-
Zimbabwe	-

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY2018. It may also represent cases where the indicator value is zero.

Indicator 5 – Providing Textbooks and Teaching and Learning Materials



Table I.5a. Textbooks and Teaching and Learning Materials

	5a. Number of textbooks and other teaching and learning materials provided
Total	32,020,978
Afghanistan	737,888
Albania	-
Argentina	-
Armenia	-
Azerbaijan	-
Bangladesh	1,135,400
Belize	-
Benin	686,706
Bosnia	-
Botswana	-
Brazil	-
Bulgaria	-
Burkina Faso	49,183
Burma (Myanmar)	29
Burundi	-
Cambodia	77,301
Cameroon	38,000
Chad	-
China	-
Colombia	-
Comoros	-
Costa Rica	-
Cote d'Ivoire	140,213
Czechia	-
Democratic Republic of the Congo	896,428
Djibouti	-
Dominican Republic	-
Eastern Caribbean and Barbados	21,849
Ecuador	-
Egypt	330,000
El Salvador	9,601
eSwatini	-
Ethiopia	4,049,554
Fiji	-
Gambia	-
Georgia	120
Ghana	1,777,765
Greece	-
Grenada	-
Guatemala	78,626
Guinea	-
Guinea-Bissau	-
Guyana	-
Haiti	21,383
Honduras	-
India	585,984
Indonesia	-
Iraq	-
Israel	-

Indicator 5 – Providing Textbooks and Teaching and Learning Materials



Table I.5a. Textbooks and Teaching and Learning Materials

	5a. Number of textbooks and other teaching and learning materials provided
Jamaica	-
Jordan	963,997
Kenya	2,478,184
Kosovo	-
Kyrgyz Republic	98,635
Laos	12
Lebanon	32,006
Lesotho	-
Liberia	144,423
Libya	-
Macedonia	-
Madagascar	-
Malawi	3,496,083
Malaysia	-
Mali	578,780
Mauritania	-
Mexico	-
Micronesia	-
Moldova	-
Mongolia	-
Montenegro	-
Morocco	716,783
Mozambique	888,634
Namibia	-
Nepal	1,165,167
Nicaragua	43,471
Niger	-
Nigeria	21,828
Pakistan	2,297,853
Panama	-
Paraguay	-
Peru	-
Philippines	1,269,244
Rwanda	1,887,154
Samoa	-
Senegal	289,603
Serbia	-
Sierra Leone	39,041
Slovak Republic	-
Somalia	110,292
South Africa	17,777
South Sudan	608,210
Sri Lanka	453,336
Sudan	-
Syria	-
Tajikistan	141,509
Tanzania	1,899,149
Thailand	-
Timor Leste	-
Togo	-

Indicator 5 – Providing Textbooks and Teaching and Learning Materials



Table I.5a. Textbooks and Teaching and Learning Materials

	5a. Number of textbooks and other teaching and learning materials provided
Tonga	-
Tunisia	-
Turkey	-
Turkmenistan	-
Uganda	1,697,155
Ukraine	-
Uzbekistan	-
Vanuatu	-
Vietnam	-
West Bank and Gaza	-
Yemen	-
Zambia	46,622
Zimbabwe	-

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY2018. It may also represent cases where the indicator value is zero.

Indicator 6 – Strengthening Systems

Table I.6a. Public Laws, Regulations and Policies



	6a. Number of new or reformed public-sector laws, policies, regulations and/or administrative procedures that support increased access and/or learning adopted
Total (all countries)	17
Afghanistan	-
Albania	-
Argentina	-
Armenia	-
Azerbaijan	-
Bangladesh	-
Belize	-
Benin	-
Bosnia	-
Botswana	-
Brazil	-
Bulgaria	-
Burkina Faso	1
Burma (Myanmar)	-
Burundi	-
Cambodia	-
Cameroon	-
Chad	-
China	-
Colombia	-
Comoros	-
Costa Rica	-
Cote d'Ivoire	2
Czechia	-
Democratic Republic of the Congo	-
Djibouti	-
Dominican Republic	-
Eastern Caribbean and Barbados	-
Ecuador	-
Egypt	-
El Salvador	-
eSwatini	-
Ethiopia	-
Fiji	-
Gambia	-
Georgia	-
Ghana	-
Greece	-
Grenada	-
Guatemala	6
Guinea	-
Guinea-Bissau	-
Guyana	-
Haiti	2
Honduras	-
India	-
Indonesia	-
Iraq	-

Indicator 6 – Strengthening Systems

Table I.6a. Public Laws, Regulations and Policies



	6a. Number of new or reformed public-sector laws, policies, regulations and/or administrative procedures that support increased access and/or learning adopted
Israel	-
Jamaica	-
Jordan	-
Kenya	2
Kosovo	-
Kyrgyz Republic	1
Laos	-
Lebanon	-
Lesotho	-
Liberia	-
Libya	-
Macedonia	-
Madagascar	-
Malawi	-
Malaysia	-
Mali	-
Mauritania	-
Mexico	-
Micronesia	-
Moldova	-
Mongolia	-
Montenegro	-
Morocco	-
Mozambique	-
Namibia	-
Nepal	-
Nicaragua	-
Niger	-
Nigeria	-
Pakistan	-
Panama	-
Paraguay	-
Peru	-
Philippines	-
Rwanda	-
Samoa	-
Senegal	-
Serbia	-
Sierra Leone	3
Slovak Republic	-
Somalia	-
South Africa	-
South Sudan	-
Sri Lanka	-
Sudan	-
Syria	-
Tajikistan	-
Tanzania	-
Thailand	-
Timor Leste	-

Indicator 6 – Strengthening Systems

Table I.6a. Public Laws, Regulations and Policies



	6a. Number of new or reformed public-sector laws, policies, regulations and/or administrative procedures that support increased access and/or learning adopted
Togo	-
Tonga	-
Tunisia	-
Turkey	-
Turkmenistan	-
Uganda	-
Ukraine	-
Uzbekistan	-
Vanuatu	-
Vietnam	-
West Bank and Gaza	-
Yemen	-
Zambia	-
Zimbabwe	-

Notes:

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Indicator 6 – Strengthening Systems



Table I.6b. Education Administrators and Officials

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Total (all countries)	83,187	46,600	117,794
Afghanistan	2,505	561	3,066
Albania	-	-	-
Argentina	-	-	-
Armenia	-	-	-
Azerbaijan	-	-	-
Bangladesh	758	1,559	2,317
Belize	-	-	-
Benin	-	-	152
Bosnia	-	-	-
Botswana	-	-	-
Brazil	-	-	-
Bulgaria	-	-	-
Burkina Faso	-	-	179
Burma (Myanmar)	-	-	-
Burundi	-	-	-
Cambodia	438	120	1,272
Cameroon	286	287	573
Chad	-	-	-
China	-	-	-
Colombia	-	-	-
Comoros	-	-	-
Costa Rica	-	-	-
Cote d'Ivoire	-	-	553
Czechia	-	-	-
Democratic Republic of the Congo	3,593	597	4,241
Djibouti	-	-	-
Dominican Republic	-	-	-
Eastern Caribbean and Barbados	66	218	284
Ecuador	-	-	-
Egypt	10,371	6,718	17,089
El Salvador	218	251	469
eSwatini	-	-	-
Ethiopia	-	-	340
Fiji	-	-	-
Gambia	-	-	-
Georgia	-	-	-
Ghana	13,053	5,277	18,330
Greece	-	-	-
Grenada	-	-	-
Guatemala	192	44	485
Guinea	-	-	-
Guinea-Bissau	-	-	-
Guyana	-	-	-
Haiti	-	-	42
Honduras	310	473	783
India	-	-	-
Indonesia	-	-	-
Iraq	-	-	-

Indicator 6 – Strengthening Systems



Table I.6b. Education Administrators and Officials

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Israel	-	-	-
Jamaica	-	-	-
Jordan	14	14	28
Kenya	20,138	10,225	30,363
Kosovo	-	-	-
Kyrgyz Republic	568	1,639	3,392
Laos	-	-	197
Lebanon	-	-	194
Lesotho	-	-	-
Liberia	1,532	1,233	299
Libya	-	-	-
Macedonia	-	-	-
Madagascar	-	-	-
Malawi	8,508	6,897	2,413
Malaysia	-	-	-
Mali	3,778	1,889	2,434
Mauritania	-	-	-
Mexico	-	-	-
Micronesia	-	-	-
Moldova	-	-	-
Mongolia	-	-	-
Montenegro	-	-	-
Morocco	962	144	1,106
Mozambique	1,686	783	2,469
Namibia	-	-	-
Nepal	713	141	854
Nicaragua	64	90	154
Niger	227	12	239
Nigeria	506	65	571
Pakistan	2,651	1,295	3,946
Panama	-	-	-
Paraguay	-	-	-
Peru	-	-	-
Philippines	1,590	2,957	4,547
Rwanda	3,790	1,321	5,385
Samoa	-	-	-
Senegal	48	212	1,355
Serbia	-	-	-
Sierra Leone	-	-	384
Slovak Republic	-	-	-
Somalia	-	-	26
South Africa	-	-	144
South Sudan	-	-	-
Sri Lanka	-	-	-
Sudan	-	-	-
Syria	-	-	-
Tajikistan	-	-	899
Tanzania	4,216	1,220	5,436
Thailand	-	-	-

Indicator 6 – Strengthening Systems



Table I.6b. Education Administrators and Officials

	6b. Number of education administrators and officials who complete professional development activities		
	Number of males	Number of females	Total
Timor Leste	-	-	-
Togo	-	-	-
Tonga	-	-	-
Tunisia	-	-	-
Turkey	-	-	-
Turkmenistan	-	-	-
Uganda	218	206	424
Ukraine	-	-	-
Uzbekistan	-	-	-
Vanuatu	-	-	-
Vietnam	-	-	-
West Bank and Gaza	188	152	340
Yemen	-	-	-
Zambia	-	-	20
Zimbabwe	-	-	-

Notes:

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Common Output Indicators | Notes

Data

Data Source: All data displayed represent the sum of Fiscal Year (FY) 2018 results reported by U.S. Government Agencies and Departments participating in the U.S. Government Strategy on International Basic Education. These Agencies and Departments include: United States Agency for International Development (USAID), Millennium Challenge Corporation (MCC), Department of Labor (DoL), Department of Agriculture (USDA), and Peace Corps. Data for multi-country programming is included only when it is clear no double-counting has occurred.

Data presented in Table 1B Number of Children and Youth who Received Health and Nutrition Services was based on corrected Performance Plan and Report (PPR) data provided by the USAID Bureau for Global Health and the USAID Bureau for Food Security.

Dashes: Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY2018. It may also represent cases where the indicator value is zero.

Gender Disaggregation: Numbers reported for males and females may not add to the number reported for the total if data were not collected consistently for all three groups. Not all countries disaggregated data by sex.

Agency Notes

Department of State: Although the Department of State supports basic education in the countries in which it works, it does not track outputs separately for the education sector.

Millennium Challenge Corporation (MCC): Total data reported by Millennium Challenge Corporation (MCC) only represent data from the Georgia II compact as it is the only compact that has available data for education interventions for FY 2018. As such, data displayed show only a limited portion of the Agency's full portfolio. In FY 2019, a number of new compacts will come online and be included in the education data reporting.

Peace Corps: Data submitted by Peace Corps represent only those projects that have gone through the Agency's project realignment process. As such, data reported by Peace Corp for FY2018 represent a limited portion of the full education portfolio.

United States Agency for International Development (USAID): USAID data displayed in the tables represent data submitted by bilateral missions during the Agency's FY2018 Performance Plan and Report (PPR) process. The PPR is an annual data call and record for performance information from all operating units in USAID and the Department of State that implement foreign assistance program. The FY2018 PPR process includes two separate data submission periods, a preliminary submission (December 2018) and then a final submission (Mid-March 2019). Data from the first submission are checked and vetted and any errors, inconsistencies, or missing data can be addressed by missions prior to the final submission. Due to time constraints, data for this report were pulled from the first data submission. As such, some of the revisions to the final dataset resulting from the vetting process may not be captured in these tables as the final submission process will occur after the submission of these tables.

Definitions

At risk: includes marginalized children and vulnerable groups which are defined in the U.S. Government Strategy as including "girls, children affected by or emerging from armed conflict or humanitarian crises, children with disabilities, children in remote or rural areas (including those who lack access to safe water and sanitation), religious or ethnic minorities, indigenous people, orphans and children affected by HIV/AIDS, child laborers, married adolescents, and victims of trafficking."

Common Output Indicators | Notes

Conflict-affected: is defined in the U.S. Government Strategy as describing “a country, region or community that has experienced armed conflict and/or recently terminated armed conflict, which is contention over the control of government and/or territory that results in armed force between two parties, at least one being a government of a state. Conflict-affected also includes countries, regions or communities indirectly impacted by conflict due to population displacement, reallocation of government resources or diminished capacity.”

Crisis-affected: Describes a country, region or community that is experiencing or recently experienced a crisis. This also includes countries, regions or communities indirectly impacted by a crisis due to population displacement, reallocation of government resources or diminished capacity. Crises include natural hazards, health epidemics, lawlessness, endemic crime and violence, and climate vulnerabilities.

Individuals with Disabilities: drawing from the U.S. Government Strategy’s definition of children with disabilities, individuals with disabilities are defined as “those who have long-term physical, mental, intellectual or sensory impairments, which interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”



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ANNEX TWO: REPORT ON CONTEXTUAL INDICATORS IN PARTNER COUNTRIES



The fifteen contextual indicators presented in Annex Two were selected to describe the characteristics of each country's education system and society that reflect (1) a need to improve learning outcomes and expand and provide more equitable access to quality learning opportunities, and (2) demonstrate the opportunity for U.S. Government assistance to have a substantial impact on education in the country given the country's capacity for development. Opportunities for U.S. Government assistance to contribute to reducing exposure of children and adolescents to violent extremism are also reflected through indicators describing country-level characteristics that foster or mitigate violence or instability. Importantly, Departments and Agencies have their own procedures and criteria for selecting countries that receive assistance—within the broad priorities outlined in the READ Act—that may or may not be captured by the contextual indicators included in this report.

It is important to avoid drawing a direct connection between U.S. Government assistance and changes in national-level education outcomes reported in this Annex. Change in these country-level indicators is inevitably the result of a broad range of factors. Foreign assistance, which may not be nationwide and is often provided by other donors outside of the U.S. Government as well, is only one of those factors. Other factors, such as the introduction of new crises or conflicts in a country, changes in the economy, and general trends in the education system also affect these outcomes. Contextual data presented in this report are based on the most recent information available since 2010. National-level indicators are not necessarily updated on a yearly basis. These indicators were developed and published by international organizations and statistical agencies; it was not the responsibility of U.S. Government Departments or Agencies to collect or provide these data.

Table 2.1a. Contextual Indicators – Access to Education:
Population of School-Age Children and Adolescents



Indicator	1 Primary school age population (#) (Source: UIS)			2 Lower secondary school age population (#) (Source: UIS)		
	Males	Females	Total	Males	Females	Total
Afghanistan	3,160,379	3,010,534	6,170,913	1,459,745	1,380,236	2,839,981
Albania	81,809	75,024	156,833	74,581	68,586	143,167
Argentina	2,233,807	2,159,018	4,392,825	1,102,759	1,066,537	2,169,296
Armenia	87,617	76,822	164,439	97,296	84,374	181,670
Azerbaijan	316,067	271,954	588,021	331,632	290,678	622,310
Bangladesh	7,929,761	7,598,751	15,528,512	4,954,449	4,739,720	9,694,169
Belize	23,196	22,358	45,554	15,790	15,504	31,294
Benin	924,815	898,781	1,823,596	533,828	519,892	1,053,720
Bosnia	-	-	-	-	-	-
Botswana	166,271	163,418	329,689	65,457	64,691	130,148
Brazil	7,273,407	6,872,457	14,145,864	6,343,786	6,162,829	12,506,615
Bulgaria	146,787	139,068	285,855	134,769	126,987	261,756
Burkina Faso	1,697,263	1,639,256	3,336,519	964,133	927,205	1,891,338
Burma (Myanmar)	2,357,843	2,328,067	4,685,910	2,041,209	2,018,106	4,059,315
Burundi	878,243	882,199	1,760,442	461,315	471,194	932,509
Cambodia	1,024,420	974,163	1,998,583	447,959	441,487	889,446
Cameroon	1,996,799	1,965,368	3,962,167	1,143,946	1,128,553	2,272,499
Chad	1,336,917	1,317,005	2,653,922	760,912	748,932	1,509,844
China	53,492,476	45,847,552	99,340,028	25,527,127	22,024,475	47,551,602
Colombia	1,951,176	1,872,281	3,823,457	1,629,135	1,563,624	3,192,759
Comoros	63,528	61,329	124,857	37,271	36,054	73,325
Costa Rica	220,685	210,739	431,424	110,092	105,189	215,281
Cote d'Ivoire	1,952,238	1,948,481	3,900,719	1,150,487	1,147,358	2,297,845
Czechia	298,012	282,588	580,600	209,113	198,549	407,662
Democratic Republic of the Congo	7,144,095	7,033,986	14,178,081	2,031,836	2,006,341	4,038,177
Djibouti	48,935	47,768	96,703	39,684	38,768	78,452
Dominican Republic	644,628	621,562	1,266,190	210,837	204,454	415,291
Eastern Caribbean Islands	-	-	-	-	-	-
<i>Antigua and Barbuda</i>	5,664	5,631	11,295	2,499	2,503	5,002
<i>Barbados</i>	11,296	10,776	22,072	5,846	5,518	11,364
<i>Dominica</i>	3,370	3,265	6,635	1,411	1,362	2,773
<i>St. Kitts and Nevis</i>	-	-	-	-	-	-
<i>St. Lucia</i>	-	-	-	3,856	3,807	7,663
<i>St. Vincent and the Grenadines</i>	6,336	6,206	12,542	2,744	2,679	5,423
Ecuador	964,315	922,772	1,887,087	462,248	444,116	906,364
Egypt	6,170,485	5,810,139	11,980,624	2,789,461	2,629,929	5,419,390
El Salvador	355,561	340,521	696,082	179,038	173,716	352,754
eSwatini	117,848	116,959	234,807	45,954	45,793	91,747
Ethiopia	8,211,218	8,035,306	16,246,524	5,192,513	5,102,653	10,295,166
Fiji	54,653	51,479	106,132	33,927	31,627	65,554
Gambia	176,290	173,221	349,511	76,164	65,400	151,564
Georgia	158,721	143,316	302,037	67,906	59,915	127,821
Ghana	2,195,193	2,099,848	4,295,041	974,472	932,291	1,906,763
Greece	355,548	334,368	689,916	169,605	161,830	331,435
Grenada	6,837	6,504	13,341	2,695	2,555	5,250
Guatemala	1,183,817	1,133,906	2,317,723	601,139	576,981	1,178,120
Guinea	1,013,682	1,000,028	2,013,710	590,176	579,474	1,169,650
Guinea-Bissau	147,497	147,468	294,965	63,968	63,852	127,820
Guyana	44,804	42,661	87,465	24,149	22,744	46,893
Haiti	735,418	711,884	1,447,302	352,709	343,691	696,400

Table 2.1a. Contextual Indicators – Access to Education:
Population of School-Age Children and Adolescents



Indicator	1 Primary school age population (#) (Source: UIS)			2 Lower secondary school age population (#) (Source: UIS)		
	Country	Males	Females	Total	Males	Females
Honduras	595,399	573,866	1,169,265	307,385	296,646	604,031
India	66,480,505	59,616,971	126,077,476	40,311,104	36,070,898	76,382,002
Indonesia	14,473,582	13,869,925	28,343,507	7,324,706	6,896,348	14,221,054
Iraq	3,051,700	2,880,530	5,932,230	1,161,753	1,096,745	2,589,194
Israel	464,214	439,598	903,812	210,635	199,497	410,132
Jamaica	-	-	-	71,665	68,432	140,097
Jordan	-	-	-	410,167	402,500	812,667
Kenya	4,081,391	4,012,219	8,093,610	1,264,389	1,246,882	2,511,271
Kosovo	-	-	-	-	-	-
Kyrgyz Republic	250,093	239,756	489,849	227,725	237,964	485,689
Laos	388,219	372,390	760,609	294,103	283,218	577,321
Lebanon	263,724	265,297	529,021	146,129	150,869	296,998
Lesotho	179,004	177,295	356,299	72,779	72,156	144,935
Liberia	391,966	375,295	767,261	177,145	169,999	347,144
Libya	366,310	349,415	715,725	172,021	163,552	335,573
Macedonia	57,326	54,518	111,844	48,736	46,056	94,792
Madagascar	1,718,350	1,691,920	3,410,270	1,253,453	1,243,832	2,497,285
Malawi	1,661,946	1,635,400	3,297,346	959,416	953,204	1,912,620
Malaysia	1,540,436	1,456,982	2,997,418	783,149	743,731	1,526,880
Mali	1,666,818	1,613,492	3,280,310	691,432	672,062	1,363,494
Mauritania	342,573	332,220	674,793	199,871	194,123	393,994
Mexico	6,978,418	6,684,729	13,663,147	3,560,286	3,385,863	6,946,149
Micronesia	7,102	6,601	13,703	2,495	2,316	4,811
Moldova	78,905	73,790	152,695	95,084	89,468	184,552
Mongolia	148,959	145,594	294,553	92,457	90,498	182,955
Montenegro	20,405	18,847	39,252	16,292	15,024	31,316
Morocco	1,946,222	1,852,108	3,798,330	929,803	885,986	1,815,789
Mozambique	3,008,136	2,985,770	5,993,906	1,114,817	1,112,240	2,227,057
Namibia	204,507	203,545	408,052	81,178	81,419	162,597
Nepal	1,536,886	1,471,201	3,008,087	1,004,379	953,547	1,957,926
Nicaragua	375,536	354,347	729,883	185,392	173,543	358,935
Niger	1,954,732	1,878,461	3,833,193	1,050,395	1,012,207	2,062,602
Nigeria	16,287,236	15,599,006	31,886,242	7,023,203	6,760,151	13,783,354
Pakistan	11,971,975	11,154,193	23,126,168	6,485,829	6,013,437	12,499,266
Panama	228,749	219,447	448,196	109,720	105,590	215,310
Paraguay	409,385	394,151	803,536	200,057	192,514	392,571
Peru	1,788,045	1,719,342	3,507,387	869,940	833,888	1,703,828
Philippines	6,704,229	6,410,030	13,114,259	3,250,658	3,039,288	6,289,946
Rwanda	969,174	973,961	1,943,135	427,463	432,177	859,640
Samoa	15,593	14,416	30,009	5,095	4,737	9,832
Senegal	1,321,807	1,290,452	2,612,259	739,985	724,499	1,464,484
Serbia	138,216	129,897	268,113	146,659	138,723	285,382
Sierra Leone	623,717	626,214	1,249,931	279,064	281,109	560,173
Slovak Republic	118,004	112,516	230,520	137,627	130,972	268,599
Somalia	1,296,259	1,282,119	2,578,378	373,659	371,350	745,009
South Africa	3,793,428	3,736,691	7,530,119	1,041,959	1,030,730	2,072,689
South Sudan	1,041,379	1,015,122	2,056,501	314,559	307,458	622,017
Sri Lanka	849,484	832,737	1,682,221	696,310	692,566	1,388,876
Sudan	3,267,898	3,466,180	6,434,078	1,008,740	979,828	1,988,568
Syria	1,457,487	1,385,705	2,843,192	724,347	690,393	1,414,740

Table 2.1a. Contextual Indicators – Access to Education:
Population of School-Age Children and Adolescents



Indicator	1 Primary school age population (#) (Source: UIS)			2 Lower secondary school age population (#) (Source: UIS)		
	Males	Females	Total	Males	Females	Total
Tajikistan	416,258	394,173	810,431	438,334	416,555	854,889
Tanzania	5,671,070	5,592,803	11,263,873	2,651,245	2,697,691	5,348,936
Thailand	2,527,616	2,385,795	4,913,411	1,324,843	1,257,090	2,581,933
Timor Leste	113,002	108,541	221,543	48,724	46,869	95,593
Togo	634,616	631,135	1,265,751	368,428	365,894	734,322
Tonga	8,113	7,652	15,765	6,697	6,102	12,799
Tunisia	534,027	510,731	1,044,758	242,305	231,666	473,971
Turkey	2,737,543	2,623,232	5,360,775	2,738,799	2,624,689	5,363,488
Turkmenistan	225,411	219,594	445,005	299,239	292,395	591,634
Uganda	4,625,445	4,554,565	9,180,010	2,205,674	2,181,347	4,387,021
Ukraine	868,641	818,456	1,687,097	997,714	947,219	1,944,933
Uzbekistan	1,227,179	1,163,684	2,390,863	1,323,574	1,263,346	2,586,920
Vanuatu	21,395	19,545	40,940	12,068	11,046	23,114
Vietnam	3,858,339	3,505,350	7,363,689	2,779,977	2,600,500	5,380,477
West Bank and Gaza	261,960	250,946	512,906	347,583	333,324	680,907
Yemen	2,237,232	2,146,751	4,383,983	1,016,002	977,570	1,993,572
Zambia	1,692,109	1,671,102	3,363,211	434,474	430,795	865,269
Zimbabwe	1,563,934	1,555,336	3,119,270	386,066	384,902	770,968

Notes:

Countries listed in the table are those in which one or more USG agencies had basic education programming in FY18.

See attached notes for indicator definitions and sources.

A dash (-) indicates the source either does not report on that country or that the most recent data it reports is from before 2010.

Table 2.1b. Contextual Indicators – Access to Education:
Out-of-School Children and Adolescents



Indicator	3 Out-of-school children of primary school age (%) (Source: UIS)			4 Out-of-school adolescents of lower secondary school age (%) (Source: UIS)		
	Males	Females	Overall	Males	Females	Overall
Afghanistan	-	-	-	-	-	-
Albania	2.4	3.5	2.9	0.6	3.5	1.1
Argentina	0.1	1.2	0.7	1.3	1.4	1.4
Armenia	7.6	7.7	7.6	8.4	6.3	7.5
Azerbaijan	6.7	5.0	5.9	0.4	0.5	0.4
Bangladesh	7.9	1.7	4.9	-	-	10.3
Belize	0.4	1.1	0.7	10.6	11.5	11.1
Benin	-	-	3.0	26.5	42.5	34.4
Bosnia	-	-	-	-	-	-
Botswana	10.9	10.1	10.5	-	-	-
Brazil	3.6	1.9	2.8	3.3	4.1	3.7
Bulgaria	6.7	7.0	6.8	6.3	7.2	6.7
Burkina Faso	22.1	23.9	23.0	48.1	45.8	47.0
Burma (Myanmar)	-	-	2.3	25.1	23.0	24.0
Burundi	3.6	1.7	2.7	30.9	27.3	29.1
Cambodia	9.2	9.7	9.4	12.5	14.1	13.3
Cameroon	0.6	9.1	4.8	31.3	38.6	34.9
Chad	-	-	-	-	-	-
China	-	-	-	-	-	-
Colombia	6.7	5.9	6.3	6.1	5.3	5.7
Comoros	15.2	16.4	15.8	29.9	29.2	29.5
Costa Rica	3.3	3.2	3.2	4.8	5.7	5.2
Cote d'Ivoire	6.9	15.1	11.0	35.7	49.2	42.4
Czechia	-	-	-	-	-	0.1
Democratic Republic of the Congo	-	-	-	-	-	-
Djibouti	37.7	44.3	40.9	47.6	55.8	51.7
Dominican Republic	12.3	12.1	12.2	6.9	9.6	8.2
Eastern Caribbean Islands	-	-	-	-	-	-
<i>Antigua and Barbuda</i>	18.2	18.8	18.5	14.9	13.3	14.1
<i>Barbados</i>	9.7	9.5	9.6	4.2	0.4	2.3
<i>Dominica</i>	2.5	1.1	1.8	-	-	0.8
<i>St. Kitts and Nevis</i>	-	-	-	-	-	-
<i>St. Lucia</i>	-	-	-	10.0	13.5	11.7
<i>St. Vincent and the Grenadines</i>	1.1	2.2	1.7	-	-	1.8
Ecuador	3.1	1.0	2.1	1.9	1.3	1.4
Egypt	2.0	0.8	1.4	8.3	6.8	7.6
El Salvador	19.2	18.2	18.7	16.4	17.4	16.9
eSwatini	23.5	24.8	24.1	13.2	13.4	13.3
Ethiopia	10.9	17.2	14.0	44.7	49.1	46.8
Fiji	2.3	-	0.1	-	-	4.0
Gambia	25.3	17.4	21.4	-	-	-
Georgia	-	-	0.7	0.8	1.6	0.5
Ghana	15.6	14.1	14.9	11.2	10.3	10.8
Greece	7.1	7.1	7.1	5.9	7.6	6.8
Grenada	3.7	2.6	3.2	1.8	26.1	13.6
Guatemala	13.0	12.6	12.8	27.7	34.4	31.0
Guinea	13.7	28.7	21.1	41.1	58.5	49.7
Guinea-Bissau	-	-	-	-	-	-
Guyana	5.4	3.3	4.4	6.9	4.6	5.8

Table 2.1b. Contextual Indicators – Access to Education:
Out-of-School Children and Adolescents



Indicator	3 Out-of-school children of primary school age (%) (Source: UIS)			4 Out-of-school adolescents of lower secondary school age (%) (Source: UIS)		
	Males	Females	Overall	Males	Females	Overall
Haiti	-	-	-	-	-	-
Honduras	17.0	15.5	16.3	37.1	35.2	36.2
India	2.9	1.6	2.3	17.3	12.0	14.8
Indonesia	4.8	9.9	7.3	13.5	9.9	11.8
Iraq	-	-	-	-	-	-
Israel	3.5	2.4	2.9	-	-	0.2
Jamaica	-	-	-	21.5	16.6	19.1
Jordan	-	-	-	27.7	28.3	28.2
Kenya	18.7	15.1	16.9	-	-	-
Kosovo	-	-	-	-	-	-
Kyrgyz Republic	1.2	1.7	1.5	0.9	1.3	0.2
Laos	6.2	7.2	6.7	21.2	22.3	21.7
Lebanon	8.9	14.0	11.5	21.2	26.1	23.7
Lesotho	19.4	17.4	18.4	28.6	20.5	24.6
Liberia	61.0	63.6	62.3	24.1	31.3	31.7
Libya	-	-	-	-	-	-
Macedonia	8.1	8.5	8.3	-	-	-
Madagascar	-	-	-	-	-	-
Malawi	-	-	-	23.4	24.6	24.0
Malaysia	1.6	1.2	1.4	13.1	10.9	12.1
Mali	29.1	36.5	32.7	51.8	58.4	55.0
Mauritania	25.2	21.5	23.4	45.3	43.6	44.5
Mexico	1.9	0.1	1.0	8.2	5.6	7.0
Micronesia	17.3	14.6	16.0	20.4	15.6	18.1
Moldova	10.2	10.4	10.3	14.6	15.2	14.9
Mongolia	0.6	1.7	1.1	-	-	-
Montenegro	3.4	4.1	3.7	4.0	4.8	4.4
Morocco	2.9	3.3	3.1	8.8	14.0	11.3
Mozambique	11.2	13.8	12.5	40.5	47.7	44.1
Namibia	3.9	0.4	2.2	-	-	-
Nepal	3.8	6.6	5.2	14.1	8.0	11.2
Nicaragua	-	-	-	-	-	-
Niger	28.6	38.0	33.2	60.6	68.9	64.7
Nigeria	-	-	-	-	-	-
Pakistan	18.1	29.4	23.5	41.9	50.3	46.0
Panama	12.1	12.6	12.3	9.8	9.5	9.7
Paraguay	21.1	21.3	21.2	16.7	17.0	16.9
Peru	1.1	0.2	0.7	-	-	-
Philippines	5.0	4.1	4.5	9.5	5.0	7.3
Rwanda	6.4	5.7	6.1	-	-	-
Samoa	4.3	3.2	3.8	1.7	1.8	1.8
Senegal	29.0	20.6	24.8	51.9	45.3	48.6
Serbia	1.5	1.4	1.4	1.5	1.6	1.6
Sierra Leone	1.1	0.5	0.8	40.3	39.9	40.1
Slovak Republic	-	-	-	4.3	4.8	4.5
Somalia	-	-	-	-	-	-
South Africa	8.7	8.2	8.4	-	-	-
South Sudan	63.6	72.2	67.8	54.1	66.8	60.4
Sri Lanka	1.8	-	0.7	1.4	1.8	1.6

Table 2.1b. Contextual Indicators – Access to Education:
Out-of-School Children and Adolescents



Indicator	3 Out-of-school children of primary school age (%) (Source: UIS)			4 Out-of-school adolescents of lower secondary school age (%) (Source: UIS)		
	Males	Females	Overall	Males	Females	Overall
Sudan	43.3	37.4	40.4	21.6	49.5	35.4
Syria	32.1	33.5	32.8	42.1	43.9	43.0
Tajikistan	0.8	2.2	1.5	-	-	-
Tanzania	21.8	18.6	20.2	-	-	-
Thailand	-	-	-	11.2	10.9	11.1
Timor Leste	20.7	17.7	19.2	13.6	12.2	12.9
Togo	5.5	11.3	8.4	15.7	28.0	21.8
Tonga	5.2	2.6	0.1	13.4	9.4	11.5
Tunisia	-	-	0.4	-	-	-
Turkey	5.2	6.0	5.6	8.8	10.3	9.5
Turkmenistan	-	-	-	-	-	-
Uganda	10.4	7.6	9.0	-	-	-
Ukraine	8.1	6.3	7.2	3.2	2.6	2.9
Uzbekistan	0.7	2.3	1.5	3.7	4.8	4.2
Vanuatu	14.5	12.0	13.3	1.0	0.7	0.8
Vietnam	-	-	1.9	-	-	-
West Bank and Gaza	5.9	6.3	6.1	11.6	7.5	9.6
Yemen	11.5	22.1	16.7	23.4	35.1	29.1
Zambia	13.0	11.1	12.1	-	-	-
Zimbabwe	15.5	14.0	14.8	7.9	11.2	9.5

Notes:

Countries listed in the table are those in which one or more USG agencies had basic education programming in FY18.

See attached notes for indicator definitions and sources.

A dash (-) indicates the source either does not report on that country or that the most recent data it reports is from before 2010.

Table 2.2. Contextual Indicators – Learning



Indicator	5 Children and youth at the end of primary education achieving at least a minimum proficiency in reading (%) (Source: UIS)			6 Children and youth at the end of primary education achieving at least a minimum proficiency in mathematics (%) (Source: UIS)			7 Expected years of schooling (#) (Source: World Bank)			8 Learning-adjusted years of schooling (#) (Source: World Bank)		
	Males	Females	Overall	Males	Females	Overall	Males	Females	Overall	Males	Females	Overall
Afghanistan	-	-	-	-	-	-	9.2	6.7	8.6	5.3	3.8	4.9
Albania	-	-	95	-	-	97	13.1	12.9	13.0	8.7	9.2	8.9
Argentina	64	71	67	60	57	59	12.8	13.3	13.1	8.8	9.0	8.9
Armenia	-	-	-	94	95	95	10.9	11.3	11.1	7.7	8.1	7.9
Azerbaijan	-	-	-	-	-	-	-	-	11.6	-	-	8.7
Bangladesh	-	-	-	-	-	60	10.7	11.3	11.0	6.3	6.7	6.5
Belize	-	-	-	-	-	-	-	-	-	-	-	-
Benin	52	51	52	40	40	40	9.8	8.9	9.3	6.0	5.4	5.7
Bosnia	-	-	-	-	-	-	11.7	11.8	11.7	8.6	8.7	8.6
Botswana	-	-	66	-	-	66	8.0	8.8	8.4	4.9	5.7	5.3
Brazil	87	90	97	-	-	100	-	-	11.7	-	-	7.6
Bulgaria	-	-	-	91	92	92	13.0	12.9	12.9	10.2	10.4	10.3
Burkina Faso	58	56	57	62	56	59	6.6	6.4	6.5	4.3	4.1	4.2
Burma (Myanmar)	-	-	-	-	-	-	9.7	10.0	9.9	6.5	6.9	6.7
Burundi	51	63	56	82	92	87	7.7	7.3	7.5	5.1	5.1	5.1
Cambodia	-	-	-	-	-	-	9.4	9.7	9.5	-	-	6.9
Cameroon	45	53	49	34	37	35	9.5	8.7	9.1	5.7	5.3	5.5
Chad	17	13	16	22	14	19	5.6	4.3	5.0	3.0	2.2	2.6
China	-	-	-	-	-	-	13.2	13.3	13.2	9.6	9.7	9.7
Colombia	86	88	87	58	57	57	12.4	12.6	12.5	8.4	8.5	8.5
Comoros	-	-	-	-	-	-	8.6	8.3	8.4	5.5	5.1	5.3
Costa Rica	93	95	94	94	95	95	12.3	12.6	12.5	8.5	8.6	8.6
Cote d'Ivoire	47	49	48	30	24	27	7.5	6.6	7.0	4.5	3.9	4.2
Czechia	-	-	-	-	-	-	13.9	14.0	13.9	11.6	11.7	11.7
Democratic Republic of the Congo	-	-	-	-	-	-	9.5	8.9	9.2	4.9	4.5	4.7
Djibouti	-	-	-	-	-	-	-	-	-	-	-	-
Dominican Republic	61	69	65	63	63	63	11.1	11.5	11.3	6.1	6.5	6.3
Eastern Caribbean Islands	-	-	-	-	-	-	-	-	-	-	-	-
<i>Antigua and Barbuda</i>	40	60	50	72	84	78	-	-	-	-	-	-
<i>Barbados</i>	-	-	87	-	-	-	-	-	-	-	-	-
<i>Dominica</i>	44	35	40	-	-	29	-	-	-	-	-	-
<i>St. Kitts and Nevis</i>	-	-	-	-	-	-	-	-	-	-	-	-
<i>St. Lucia</i>	57	67	62	45	47	46	-	-	-	-	-	-
<i>St. Vincent and the Grenadines</i>	-	-	-	-	-	-	-	-	-	-	-	-
Ecuador	66	70	68	64	64	64	13.0	13.3	13.2	8.7	9.0	8.9
Egypt	-	-	-	-	-	-	11.0	11.2	11.1	6.1	6.6	6.3
El Salvador	-	-	-	-	-	-	11.2	11.4	11.3	6.6	6.5	6.5
eSwatini	-	-	-	-	-	-	7.9	8.5	8.2	-	-	5.7
Ethiopia	-	-	-	-	-	-	8.1	7.6	7.8	4.7	4.3	4.5
Fiji	-	-	-	-	-	-	-	-	-	-	-	-
Gambia	-	-	-	-	-	-	-	9.3	9.0	-	5.0	4.8
Georgia	-	-	-	-	-	-	12.3	12.7	12.5	8.6	9.2	8.9
Ghana	72	72	72	63	59	61	11.5	11.7	11.6	5.7	5.7	5.7
Greece	-	-	-	-	-	-	12.9	12.8	12.7	9.5	9.8	9.8
Grenada	-	-	66	-	-	57	-	-	-	-	-	-
Guatemala	38	43	40	47	42	45	9.8	9.6	9.7	6.3	6.3	6.3
Guinea	-	-	-	-	-	-	7.7	6.2	7.0	5.2	3.9	4.5
Guinea-Bissau	-	-	-	-	-	-	-	-	-	-	-	-
Guyana	-	-	-	-	-	-	11.7	12.5	12.1	6.3	7.1	6.7

Table 2.2. Contextual Indicators – Learning



Indicator	5 Children and youth at the end of primary education achieving at least a minimum proficiency in reading (%) (Source: UIS)			6 Children and youth at the end of primary education achieving at least a minimum proficiency in mathematics (%) (Source: UIS)			7 Expected years of schooling (#) (Source: World Bank)			8 Learning-adjusted years of schooling (#) (Source: World Bank)		
	Country	Males	Females	Overall	Males	Females	Overall	Males	Females	Overall	Males	Females
Haiti	-	-	-	-	-	-	11.3	11.5	11.4	6.1	6.5	6.3
Honduras	-	-	84	-	-	77	9.8	10.2	10.0	6.3	6.5	6.4
India	47	49	-	53	48	-	10.1	10.3	10.2	5.6	5.9	5.8
Indonesia	-	-	-	-	-	-	12.2	12.4	12.3	7.8	8.1	7.9
Iraq	-	-	-	-	-	-	6.7	7.0	6.9	3.8	4.2	4.0
Israel	-	-	-	-	-	-	-	-	13.8	-	-	11.1
Jamaica	-	-	-	-	-	-	11.5	11.9	11.7	6.9	7.7	7.3
Jordan	-	-	-	-	-	-	11.4	11.8	11.6	7.2	8.1	7.6
Kenya	77	82	80	76	78	77	-	-	10.7	-	-	7.8
Kosovo	-	-	-	-	-	-	13.0	12.7	12.8	7.6	7.8	7.7
Kyrgyz Republic	-	-	36	-	-	35	12.5	12.6	12.6	8.3	8.6	8.4
Laos	-	-	-	-	-	-	10.9	10.8	10.8	6.3	6.4	6.4
Lebanon	-	-	-	-	-	-	10.7	10.4	10.5	7.0	6.7	6.8
Lesotho	-	-	-	-	-	-	8.4	9.1	8.7	-	-	5.5
Liberia	-	-	-	-	-	-	4.4	4.4	4.4	2.4	2.3	2.3
Libya	-	-	-	-	-	-	-	-	-	-	-	-
Macedonia	-	-	-	-	-	-	11.3	11.1	11.2	6.7	7.0	6.8
Madagascar	-	-	-	-	-	-	7.4	7.6	7.5	4.1	4.3	4.2
Malawi	-	-	-	-	-	-	9.4	9.4	9.4	-	-	5.4
Malaysia	-	-	88	-	-	47	12.0	12.4	12.2	8.9	9.4	9.1
Mali	12	12	12	13	13	13	6.0	5.1	5.6	3.0	2.5	2.7
Mauritania	-	-	-	-	-	-	6.1	6.4	6.3	3.3	3.5	3.4
Mexico	44	57	50	38	41	40	12.4	12.7	12.6	8.5	8.8	8.6
Micronesia	-	-	-	-	-	-	-	-	-	-	-	-
Moldova	-	-	-	-	-	-	11.8	11.8	11.8	8.0	8.4	8.2
Mongolia	-	-	-	-	-	-	-	-	13.6	-	-	9.5
Montenegro	-	-	-	-	-	-	-	-	12.36	-	-	8.6
Morocco	-	-	-	-	-	-	10.6	10.7	10.6	6.1	6.4	6.2
Mozambique	-	-	-	-	-	-	-	-	7.4	-	-	4.4
Namibia	-	-	-	-	-	-	-	-	8.9	-	-	5.8
Nepal	-	-	-	-	-	-	11.5	11.9	11.7	-	-	6.9
Nicaragua	75	78	76	79	75	45	11.2	11.9	11.6	7.1	7.5	7.3
Niger	9	8	8	9	6	8	5.8	4.9	5.3	2.9	2.4	2.6
Nigeria	-	-	-	-	-	-	8.7	7.6	8.2	4.6	3.9	4.3
Pakistan	51	54	52	48	49	48	9.5	8.1	8.8	5.1	4.4	4.8
Panama	74	80	77	74	73	74	11.2	11.5	11.3	7.2	7.2	7.2
Paraguay	-	-	69	70	71	69	11.6	11.5	11.5	7.2	7.0	7.1
Peru	83	81	82	90	85	88	12.6	12.8	12.7	8.3	8.3	8.3
Philippines	-	-	-	-	-	-	12.6	13.0	12.8	8.0	8.7	8.4
Rwanda	-	-	-	-	-	-	6.4	6.8	6.6	3.6	3.9	3.8
Samoa	-	-	-	-	-	-	-	-	-	-	-	-
Senegal	37	36	-	61	62	-	7.1	7.4	7.2	4.7	4.9	4.8
Serbia	-	-	-	89	92	91	13.3	8.9	13.4	11.1	11.2	11.1
Sierra Leone	-	-	-	-	-	-	9.0	8.9	9.0	4.6	4.5	4.5
Slovak Republic	-	-	-	89	87	88	13.0	13.0	13.0	10.3	10.4	10.4
Somalia	-	-	-	-	-	-	-	-	-	-	-	-
South Africa	-	-	92	-	-	71	9.4	9.3	9.3	4.9	5.3	5.1
South Sudan	-	-	-	-	-	-	4.9	3.6	4.2	-	-	2.3
Sri Lanka	-	-	-	-	-	-	13.0	13.0	13.0	-	-	8.3

Table 2.2. Contextual Indicators – Learning



Indicator	5 Children and youth at the end of primary education achieving at least a minimum proficiency in reading (%) <i>(Source: UIS)</i>			6 Children and youth at the end of primary education achieving at least a minimum proficiency in mathematics (%) <i>(Source: UIS)</i>			7 Expected years of schooling (#) <i>(Source: World Bank)</i>			8 Learning-adjusted years of schooling (#) <i>(Source: World Bank)</i>		
	Country	Males	Females	Overall	Males	Females	Overall	Males	Females	Overall	Males	Females
Sudan	-	-	-	-	-	-	-	-	7.3	-	-	4.4
Syria	-	-	-	-	-	-	-	-	-	-	-	-
Tajikistan	-	-	-	-	-	-	11.2	10.4	10.8	7.9	7.4	7.7
Tanzania	-	-	-	-	-	-	7.7	7.8	7.8	4.7	5.0	4.8
Thailand	-	-	-	-	-	-	12.6	12.1	12.4	8.6	8.6	8.6
Timor Leste	-	-	-	-	-	-	9.6	10.2	9.9	5.6	6.1	5.9
Togo	37	41	38	49	46	48	9.5	8.6	9.1	5.8	5.3	5.6
Tonga	-	-	-	-	-	-	10.6	11.2	10.9	6.2	6.9	6.6
Tunisia	-	-	-	-	-	-	9.7	10.8	10.2	5.9	6.7	6.3
Turkey	-	-	-	81	82	81	12.2	12.0	12.1	8.9	8.9	8.9
Turkmenistan	-	-	-	-	-	-	-	-	-	-	-	-
Uganda	52	52	52	57	48	53	7.0	7.0	7.0	-	-	4.5
Ukraine	-	-	-	-	-	-	12.9	13.1	13.0	10.2	10.2	10.2
Uzbekistan	-	-	-	-	-	-	-	-	-	-	-	-
Vanuatu	-	-	-	-	-	-	10.5	10.8	10.6	5.9	6.2	6.1
Vietnam	-	-	-	-	-	-	-	-	12.3	-	-	10.2
West Bank and Gaza	-	-	-	-	-	-	11.2	11.6	11.4	7.2	7.9	7.5
Yemen	-	-	-	-	-	-	8.7	7.3	8.0	4.5	3.8	4.1
Zambia	-	-	-	-	-	-	-	-	9.2	-	-	5.2
Zimbabwe	-	-	-	-	-	-	10.0	10.0	10.0	-	-	6.3

Notes:

Countries listed in the table are those in which one or more USG agencies had basic education programming in FY18.

See attached notes for indicator definitions and sources.

A dash (-) indicates the source either does not report on that country or that the most recent data it reports is from before 2010.

Table 2.3. Contextual Indicators – At-Risk Populations



Indicator	9 Working Children (% , #) (Source: U.S. DoL) Age range varies		10 Refugees and people in refugee-like situations (#) (Source: UNHCR)	11 IDPs and people in IDP-like situations (#) (Source: UNHCR)
	Country	Percentage	Total	Total
Afghanistan	7.5	673,949	2,624,266	1,438,673
Albania	4.6	23,665	12,176	-
Argentina	4.2	258,286	129	-
Armenia	7.0	24,602	10,798	-
Azerbaijan	-	-	10,893	612,785
Bangladesh	4.3	1,326,411	16,791	-
Belize	1.6	1,405	65	-
Benin	20.9	680,004	583	-
Bosnia	-	-	17,694	98,574
Botswana	-	-	284	-
Brazil	2.1	638,943	855	-
Bulgaria	-	-	722	-
Burkina Faso	42.1	2,116,752	2,703	2,350
Burma (Myanmar)	3.3	312,152	1,156,743	353,108
Burundi	27.2	633,126	439,329	57,258
Cambodia	8.1	236,831	12,200	-
Cameroon	56.2	-	11,048	221,695
Chad	48.8	-	16,340	99,983
China	-	-	207,722	-
Colombia	4.2	356,867	191,622	7,677,609
Comoros	23.0	42,145	596	-
Costa Rica	1.1	8,071	201	-
Cote d'Ivoire	31.5	1,682,754	40,019	-
Czechia	-	-	1,277	-
Democratic Republic of the Congo	35.8	-	13,292	107,828
Djibouti	-	-	1,763	-
Dominican Republic	2.1	21,968	432	-
Eastern Caribbean Islands	-	-	-	-
<i>Antigua and Barbuda</i>	-	-	102	-
<i>Barbados</i>	-	-	172	-
<i>Dominica</i>	-	-	29	-
<i>St. Kitts and Nevis</i>	-	-	50	-
<i>St. Lucia</i>	7.5	2,017	996	-
<i>St. Vincent and the Grenadines</i>	-	-	1,307	-
Ecuador	4.9	168,530	1,256	-
Egypt	-	-	22,110	-
El Salvador	5.9	68,431	25,879	71,500
eSwatini	11.7	35,368	234	-
Ethiopia	41.5	10,202,669	87,455	1,076,429
Fiji	-	-	737	-
Gambia	20.1	105,013	14,578	-
Georgia	2.9	13,547	6,526	278,103
Ghana	24.7	1,721,914	16,973	-
Greece	-	-	106	-
Grenada	-	-	104	-
Guatemala	6.3	193,917	16,289	-
Guinea	32.3	1,152,064	20,340	-
Guinea-Bissau	57.4	-	1,875	-

Table 2.3. Contextual Indicators – At-Risk Populations



Indicator	9 Working Children (% , #) (Source: U.S. DoL) Age range varies		10 Refugees and people in refugee-like situations (#) (Source: UNHCR)	11 IDPs and people in IDP-like situations (#) (Source: UNHCR)
	Country	Percentage	Total	Total
Guyana	20.1	-	263	-
Haiti	34.4	815,993	28,438	-
Honduras	8.6	158,891	14,427	174,000
India	1.4	3,253,202	7,936	-
Indonesia	3.7	816,363	12,491	-
Iraq	5.3	454,330	362,542	2,615,988
Israel	-	-	481	-
Jamaica	6.2	30,111	2,233	-
Jordan	1.0	33,182	2,143	-
Kenya	-	-	7,574	-
Kosovo	11.7	324,764	-	-
Kyrgyz Republic	33.9	397,407	2,777	-
Laos	-	-	7,059	-
Lebanon	-	-	5,324	-
Lesotho	-	-	11	-
Liberia	16.6	136,340	6,055	-
Libya	-	-	11,216	180,937
Macedonia	18.3	44,161	1,664	-
Madagascar	-	-	296	-
Malawi	43.2	1,965,690	435	-
Malaysia	-	-	544	-
Mali	25.1	1,216,300	150,326	38,172
Mauritania	12.5	131,552	36,530	-
Mexico	-	-	11,677	-
Micronesia	-	-	-	-
Moldova	-	-	-	-
Mongolia	13.2	60,246	2,228	-
Montenegro	18.3	77,591	709	-
Morocco	-	-	3,098	-
Mozambique	-	-	50	15,128
Namibia	-	-	1,372	-
Nepal	37.2	-	8,425	-
Nicaragua	47.7	342,076	1,478	-
Niger	42.9	2,516,191	1,369	129,015
Nigeria	31.1	13,924,739	239,002	1,704,080
Pakistan	-	-	128,931	174,354
Panama	4.7	32,858	41	-
Paraguay	8.2	56,492	77	-
Peru	21.8	1,261,484	2,599	-
Philippines	7.5	1,549,677	449	311,943
Rwanda	5.2	151,257	258,997	-
Samoa	-	-	1	-
Senegal	22.3	4,255,365	26,596	-
Serbia	15.1	725,227	35,101	217,453
Sierra Leone	51.3	897,142	4,498	-
Slovak Republic	-	-	915	-
Somalia	-	-	986,397	2,116,705
South Africa	-	-	466	-

Table 2.3. Contextual Indicators – At-Risk Populations



Indicator	9 Working Children (% , #) (Source: U.S. DoL) Age range varies		10 Refugees and people in refugee-like situations (#) (Source: UNHCR)	11 IDPs and people in IDP-like situations (#) (Source: UNHCR)
	Country	Percentage	Total	Total
South Sudan	-	-	2,439,907	1,903,953
Sri Lanka	0.8	28,515	115,639	39,322
Sudan	-	-	694,558	1,997,022
Syria	-	-	6,308,655	6,150,005
Tajikistan	-	-	1,372	-
Tanzania	29.3	3,573,467	670	-
Thailand	-	-	172	-
Timor Leste	-	-	14	-
Togo	29.6	-	8,131	-
Tonga	-	-	35	-
Tunisia	3.0	50,364	1,842	-
Turkey	-	-	61,386	-
Turkmenistan	-	-	371	-
Uganda	30.9	3,034,126	6,417	-
Ukraine	9.7	385,204	139,592	1,800,000
Uzbekistan	-	-	3,418	-
Vanuatu	-	-	2	-
Vietnam	-	-	334,071	-
West Bank and Gaza	-	-	-	-
Yemen	13.6	834,866	23,553	2,014,062
Zambia	-	-	271	-
Zimbabwe	-	-	17,434	-

Notes:

Countries listed in the table are those in which one or more USG agencies had basic education programming in FY18.

See attached notes for indicator definitions and sources.

A dash (-) indicates the source either does not report on that country or that the most recent data it reports is from before 2010.

Table 2.4. Contextual Indicators – State Stability and Violent Extremism



Indicator	12 Global Terrorism Index <i>(Source: Institute for Economics and Peace)</i> <i>Scores range from 0-10, lower scores are better</i>		13 Fragile States Index <i>(Source: Fund for Peace)</i> <i>Scores range from 0-120, lower scores are better</i>		14 Labor force age 15-24 unemployed (%) <i>(Source: World Bank, ILO estimate)</i>		
	Country	Score	Impact of Terrorism	Score	Category	Males	Females
Afghanistan	9.746	Very high	106.6	High alert	16.8	21.2	17.7
Albania	1.008	Very low	60.1	Warning	31.1	27.9	30.0
Argentina	1.680	Very low	46.1	More stable	22.0	25.9	23.5
Armenia	1.692	Very low	69.5	Warning	34.7	42.4	38.6
Azerbaijan	0.957	Very low	74.6	Elevated warning	13.8	13.8	13.8
Bangladesh	5.697	Medium	90.3	Alert	10.3	14.0	11.4
Belize	-	-	63.7	Warning	12.3	31.8	19.8
Benin	0.000	No impact	75.7	Elevated warning	4.7	5.6	5.2
Bosnia	1.339	Very low	71.3	Elevated warning	52.9	58.4	54.9
Botswana	0.000	No impact	62.0	Warning	29.5	42.9	35.7
Brazil	1.388	Very low	68.7	Warning	26.7	34.9	30.2
Bulgaria	0.315	Very low	51.7	Stable	10.5	10.1	10.4
Burkina Faso	4.811	Medium	86.5	High warning	5.5	12.8	8.6
Burma (Myanmar)	5.916	Medium	96.1	Alert	1.5	1.9	1.7
Burundi	5.316	Medium	97.4	Alert	4.2	1.9	2.9
Cambodia	0.019	Very low	84.0	High warning	0.5	0.4	0.4
Cameroon	6.615	High	95.3	Alert	7.5	10.6	8.9
Chad	4.752	Medium	108.3	High alert	9.2	11.1	10.1
China	5.108	Medium	72.4	Elevated warning	11.8	9.6	10.8
Colombia	5.611	Medium	76.6	Elevated warning	14.0	23.8	18.1
Comoros	-	-	82.6	High warning	11.3	8.7	10.0
Costa Rica	0.000	No impact	4.2	More stable	18.0	25.9	21.0
Cote d'Ivoire	3.276	Low	94.6	Alert	2.8	4.9	3.7
Czechia	1.562	High Alert	39.0	Very stable	7.4	8.8	8.0
Democratic Republic of the Congo	7.055	High	110.7	Very high alert	6.6	7.9	7.3
Djibouti	0.705	Very low	87.1	High warning	11.0	12.4	11.7
Dominican Republic	0.382	Very low	69.2	Warning	8.3	18.5	12.4
Eastern Caribbean Islands	-	-	-	-	-	-	-
<i>Antigua and Barbuda</i>	-	-	55.6	Stable	-	-	-
<i>Barbados</i>	-	-	48.2	More stable	27.0	31.0	29.0
<i>Dominica</i>	-	-	-	-	-	-	-
<i>St. Kitts and Nevis</i>	-	-	-	-	-	-	-
<i>St. Lucia</i>	-	-	-	-	41.7	50.0	45.0
<i>St. Vincent and the Grenadines</i>	-	-	-	-	35.4	46.1	39.6
Ecuador	1.471	Very low	74.2	Elevated warning	6.7	11.5	8.5
Egypt	7.345	High	88.7	High warning	29.7	45.0	34.4
El Salvador	0.000	No impact	71.2	Elevated warning	9.7	10.0	9.8
eSwatini	0.000	No impact	87.5	High warning	55.5	53.8	54.8
Ethiopia	5.631	Medium	99.6	Alert	5.1	10.0	7.4
Fiji	-	-	74.5	Elevated warning	14.5	26.5	18.8
Gambia	0.000	No impact	87.1	High warning	9.2	17.4	12.9
Georgia	1.422	Very low	74.0	Elevated warning	29.1	28.1	28.8
Ghana	0.162	Very low	68.1	Warning	4.5	5.3	4.9
Greece	4.291	Medium	55.3	Stable	39.4	48.5	43.6
Grenada	-	-	59.9	Stable	-	-	-
Guatemala	0.205	Very low	81.8	High warning	4.4	8.8	5.8
Guinea	0.324	Very low	101.6	High alert	6.7	4.6	5.5
Guinea-Bissau	0.000	No impact	98.1	Alert	10.9	12.3	11.6

Table 2.4. Contextual Indicators – State Stability and Violent Extremism



Indicator	12 Global Terrorism Index <i>(Source: Institute for Economics and Peace)</i> Scores range from 0-10, lower scores are better		13 Fragile States Index <i>(Source: Fund for Peace)</i> Scores range from 0-120, lower scores are better		14 Labor force age 15-24 unemployed (%) <i>(Source: World Bank, ILO estimate)</i>		
	Country	Score	Impact of Terrorism	Score	Category	Males	Females
Guyana	0.076	Very low	70.4	Elevated warning	17.7	28.2	21.6
Haiti	1.714	Very low	102.0	High alert	30.6	42.6	36.0
Honduras	1.714	Very low	77.3	Elevated warning	6.0	12.3	8.2
India	7.568	High	76.3	Elevated warning	10.3	11.5	10.5
Indonesia	4.543	Medium	72.3	Elevated warning	15.3	15.1	15.2
Iraq	9.746	Very high	102.2	High alert	14.8	24.4	16.8
Israel	4.578	Medium	78.5	Elevated warning	6.8	7.8	7.3
Jamaica	1.091	Very low	63.1	Warning	26.2	36.7	29.7
Jordan	3.404	Low	76.8	Elevated warning	34.4	62.8	39.8
Kenya	6.114	High	97.4	Alert	20.1	33.1	26.2
Kosovo	2.694	Low	-	-	-	-	-
Kyrgyz Republic	1.719	Very low	78.6	Elevated warning	13.0	20.9	15.7
Laos	1.675	Very low	80.7	High warning	1.8	1.6	1.7
Lebanon	5.154	Medium	86.8	High warning	15.6	22.0	17.6
Lesotho	0.191	Very low	80.1	High warning	34.5	44.1	38.5
Liberia	0.210	Very low	92.6	Alert	2.6	3.9	3.3
Libya	6.987	High	94.6	Alert	37.9	67.0	45.9
Macedonia	0.649	Very low	64.8	Warning	46.0	48.7	47.0
Madagascar	2.613	Low	83.6	High warning	3.0	3.1	3.0
Malawi	0.458	Very low	85.5	High warning	7.2	8.5	7.8
Malaysia	2.700	Low	63.6	Warning	10.2	11.9	10.9
Mali	6.015	High	93.6	Alert	16.8	19.4	18.0
Mauritania	0.000	No impact	92.2	Alert	15.6	22.6	17.9
Mexico	3.533	Low	71.5	Elevated warning	6.3	7.9	6.8
Micronesia	-	-	74.4	Elevated warning	-	-	-
Moldova	0.229	Very low	69.5	Warning	13.2	12.4	12.8
Mongolia	0.000	No impact	54.9	Stable	18.1	20.1	18.9
Montenegro	0.038	Very low	55.3	Stable	30.6	33.7	31.8
Morocco	0.038	Very low	74.0	Elevated warning	18.4	16.7	18.0
Mozambique	4.579	Medium	88.7	High warning	43.6	41.9	42.7
Namibia	0.000	No impact	68.8	Warning	38.4	53.4	45.5
Nepal	5.295	Medium	87.9	High warning	5.8	2.9	4.3
Nicaragua	0.747	Very low	75.3	Elevated warning	6.6	13.5	8.7
Niger	6.004	High	96.2	Alert	0.8	0.2	0.5
Nigeria	8.660	Very high	99.9	Alert	11.9	15.3	13.4
Pakistan	8.181	Very high	96.3	Alert	6.7	10.8	7.7
Panama	0.076	Very low	49.5	More stable	9.4	16.5	12.0
Paraguay	3.443	Low	69.8	Warning	9.8	12.1	10.7
Peru	2.950	Low	70.1	Elevated warning	8.8	8.3	8.6
Philippines	7.181	High	85.5	High warning	5.7	8.6	6.8
Rwanda	2.177	Low	89.3	High warning	1.5	2.6	2.1
Samoa	-	-	65.5	Warning	14.7	24.0	18.0
Senegal	1.012	Very low	79.6	Elevated warning	5.2	5.9	5.5
Serbia	0.229	Very low	68.1	Warning	30.0	37.5	32.8
Sierra Leone	1.066	Very low	89.1	High warning	13.9	5.7	9.0
Slovak Republic	0.115	Very low	42.5	More stable	18.2	20.4	19.0
Somalia	8.020	Very high	113.2	Very high alert	10.7	11.9	11.0
South Africa	4.263	Medium	72.9	Elevated warning	49.3	58.8	53.5

Table 2.4. Contextual Indicators – State Stability and Violent Extremism



Indicator	12 Global Terrorism Index <i>(Source: Insitute for Economics and Peace)</i> Scores range from 0-10, lower scores are better		13 Fragile States Index <i>(Source: Fund for Peace)</i> Scores range from 0–120, lower scores are better		14 Labor force age 15-24 unemployed (%) <i>(Source: World Bank, ILO estimate)</i>		
	Country	Score	Impact of Terrorism	Score	Category	Males	Females
South Sudan	6.756	High	113.4	Very high alert	18.9	16.5	17.6
Sri Lanka	4.048	Medium	84.9	High warning	16.7	28.6	20.7
Sudan	6.178	High	108.7	High alert	21.3	42.9	27.3
Syria	8.315	Very high	111.4	Very high alert	28.0	80.3	35.1
Tajikistan	2.233	Low	79.5	Elevated warning	17.2	21.7	18.9
Tanzania	3.368	Low	79.4	Elevated warning	3.2	4.7	3.9
Thailand	6.252	High	75.0	Elevated warning	4.5	8.1	5.9
Timor Leste	0.000	No impact	88.3	High warning	8.3	17.5	11.6
Togo	0.000	No impact	85.2	High warning	3.4	2.2	2.8
Tonga	-	-	-	-	1.9	4.2	2.6
Tunisia	4.088	Medium	72.1	Elevated warning	34.7	40.0	36.3
Turkey	7.036	High	82.2	High warning	17.5	25.6	20.3
Turkmenistan	0.000	No impact	72.6	Elevated warning	5.6	8.0	6.5
Uganda	3.926	Low	95.1	Alert	2.2	3.7	2.9
Ukraine	6.048	High	72.6	Elevated warning	24.8	21.2	23.3
Uzbekistan	0.038	Very low	79.1	Elevated warning	14.0	15.5	14.6
Vanuatu	-	-	-	-	10.1	11.2	10.6
Vietnam	0.663	Very low	68.4	Warning	6.9	7.0	7.0
West Bank and Gaza	-	-	-	-	37.2	70.2	43.0
Yemen	7.534	High	112.7	Very high alert	24.6	37.8	25.7
Zambia	0.663	Very low	87.2	High warning	14.9	15.8	15.4
Zimbabwe	1.569	Very low	102.3	High alert	7.0	9.5	8.2

Notes:

Countries listed in the table are those in which one or more USG agencies had basic education programming in FY18.

See attached notes for indicator definitions and sources.

A dash (-) indicates the source either does not report on that country or that the most recent data it reports is from before 2010.

Table 2.5. Contextual Indicators – Government Effectiveness



Indicator	15 Government Effectiveness Index (Source: USAID) Scores range from 0 to 1, higher scores are better
Country	Score
Afghanistan	0.26
Albania	0.52
Argentina	-
Armenia	0.49
Azerbaijan	0.49
Bangladesh	0.37
Belize	0.38
Benin	0.40
Bosnia	0.43
Botswana	0.63
Brazil	0.48
Bulgaria	0.58
Burkina Faso	0.41
Burma (Myanmar)	0.31
Burundi	0.22
Cambodia	0.37
Cameroon	0.36
Chad	0.20
China	0.60
Colombia	0.53
Comoros	0.19
Costa Rica	0.60
Cote d'Ivoire	0.38
Czechia	-
Democratic Republic of the Congo	0.20
Djibouti	0.31
Dominican Republic	0.47
Eastern Caribbean Islands	-
<i>Antigua and Barbuda</i>	-
<i>Barbados</i>	-
<i>Dominica</i>	0.53
<i>St. Kitts and Nevis</i>	-
<i>St. Lucia</i>	0.52
<i>St. Vincent and the Grenadines</i>	0.57
Ecuador	0.43
Egypt	0.38
El Salvador	0.46
eSwatini	0.40
Ethiopia	0.39
Fiji	0.47
Gambia	0.34
Georgia	0.63
Ghana	0.48
Greece	-
Grenada	0.48
Guatemala	0.39
Guinea	0.31
Guinea-Bissau	0.17
Guyana	0.46

Table 2.5. Contextual Indicators – Government Effectiveness



Indicator	15 Government Effectiveness Index <i>(Source: USAID)</i> Scores range from 0 to 1, higher scores are better
Country	Score
Haiti	0.08
Honduras	0.37
India	0.54
Indonesia	0.52
Iraq	0.25
Israel	-
Jamaica	0.61
Jordan	0.55
Kenya	0.45
Kosovo	0.43
Kyrgyz Republic	0.33
Laos	0.44
Lebanon	0.41
Lesotho	0.35
Liberia	0.24
Libya	0.12
Macedonia	0.54
Madagascar	0.27
Malawi	0.37
Malaysia	0.71
Mali	0.31
Mauritania	0.35
Mexico	0.55
Micronesia	0.45
Moldova	0.39
Mongolia	0.50
Montenegro	0.54
Morocco	0.50
Mozambique	0.34
Namibia	0.56
Nepal	0.35
Nicaragua	0.37
Niger	0.40
Nigeria	0.29
Pakistan	0.39
Panama	-
Paraguay	0.36
Peru	0.49
Philippines	0.52
Rwanda	0.54
Samoa	0.64
Senegal	0.42
Serbia	0.54
Sierra Leone	0.27
Slovak Republic	-
Somalia	0.06
South Africa	0.58
South Sudan	0.04
Sri Lanka	0.48

Table 2.5. Contextual Indicators – Government Effectiveness



Indicator	15 Government Effectiveness Index <i>(Source: USAID)</i> Scores range from 0 to 1, higher scores are better
Country	Score
Sudan	0.22
Syria	0.13
Tajikistan	0.30
Tanzania	0.40
Thailand	0.59
Timor Leste	0.30
Togo	0.29
Tonga	0.46
Tunisia	0.48
Turkey	0.53
Turkmenistan	0.28
Uganda	0.40
Ukraine	0.40
Uzbekistan	0.39
Vanuatu	0.34
Vietnam	0.52
West Bank and Gaza	0.39
Yemen	0.13
Zambia	0.38
Zimbabwe	0.27

Notes:

Countries listed in the table are those in which one or more USG agencies had basic education programming in FY18.

See attached notes for indicator definitions and sources.

A dash (-) indicates the source either does not report on that country or that the most recent data it reports is from before 2010.



Data

Sources: Data for the Contextual Indicators were drawn from publicly-available datasets and publications collected and developed by international organizations and statistical agencies. The source for each indicator is listed in the table headings with specific links and publication titles provided in the detailed notes below. It was not the responsibility of U.S. Government Agencies or Departments to collect or provide these data.

Timeframe: Contextual data presented in this report was gathered during December 2018 and are based on the most recent information available since 2010.

Dashes: A dash (-) indicates the source either does not report on that country or that the most recent data it reports is from before 2010.

Access

Indicator 1 – Primary school age population (#): Reported as the population of the age group theoretically corresponding to a given level of education as indicated by theoretical entrance age and duration. Data were obtained from the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS) (<http://data.uis.unesco.org/>) in December 2018 and are from the most recent year available, typically 2018.

Indicator 2 – Lower secondary school age population (#): Reported as the population of the age group theoretically corresponding to a given level of education as indicated by theoretical entrance age and duration. Data were obtained from UNESCO Institute for Statistics (UIS) (<http://data.uis.unesco.org/>) in December 2018 and are from the most recent year available, typically 2018.

Indicator 3 – Out-of-school children of primary school age (%): The number of children of official primary school age who are not enrolled in primary or secondary school, expressed as a percentage of the population of official primary school age. Children of primary school age who are enrolled in pre-primary education are excluded and considered out of school. Data were obtained from UNESCO Institute for Statistics (UIS) (<http://data.uis.unesco.org/>) in December 2018 and are from the most recent year available between 2012 and 2017 (the majority are from 2017).

Indicator 4 – Out-of-school adolescents of lower secondary school age (%): The number of children of official lower secondary school age who are not enrolled in primary or secondary school, expressed as a percentage of the population of official lower secondary school age. Data were obtained from UNESCO Institute for Statistics (UIS) (<http://data.uis.unesco.org/>) in December 2018 and are from the most recent year available between 2012 and 2017 (the majority are from 2017).

Learning

Indicator 5 – Children and youth at the end of primary education achieving at least a minimum proficiency level in reading (%): Measures the quality of reading education students are receiving. The original source of assessment data and student population (grade assessed, coverage of population) varies by country. Individual countries may use assessments from the Program for the Analysis of Education Systems (PASEC); the Progress in International Reading Literacy Study (PIRLS); the Programme for International Student Assessment (PISA); the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ); the Third Regional Comparative and Explanatory Study (TERCE); or national assessments. Note that assessment design can vary among national assessments and across international assessments. Data were obtained from UNESCO Institute for Statistics (UIS) (<http://data.uis.unesco.org/>) in December 2018 and represent the most recent year for which data are available, between 2011 and 2018.



Indicator 6 – Children and youth at the end of primary education achieving at least a minimum proficiency level in mathematics (%): Measures the quality of mathematics education students are receiving. The original source of assessment data and student population (grade assessed, coverage of population) varies by country. Individual countries may use assessments from the Program for the Analysis of Education Systems (PASEC); the Trends in International Mathematics and Science Study (TIMSS); the Programme for International Student Assessment (PISA); the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ); the Third Regional Comparative and Explanatory Study (TERCE); or national assessments. Note that assessment design can vary among national assessments and across international assessments. Data were obtained from UNESCO Institute for Statistics (UIS) (<http://data.uis.unesco.org/>) in December 2018 and represent the most recent year for which data are available, between 2011 and 2018.

Indicator 7 – Expected years of schooling (#): The number of years of school a child can expect to obtain by age 18 given the prevailing pattern of enrollment rates, calculated as the sum of age-specific enrollment rates between ages 4 and 17. Data were obtained from the World Bank (<http://databank.worldbank.org/>) in December 2018 and reflect the World Bank's estimates for 2017. Data represent World Bank staff estimates based on data from UNESCO Institute for Statistics (UIS), supplemented with data provided by World Bank staff, both of which may be older than 2017.

Indicator 8 – Learning-adjusted years of schooling (#): Reflects recent efforts at the World Bank to quantify the quality of education students receive. The calculation adjusts expected years of school (Indicator 7) based on the harmonized results of student achievement tests. A small gap between learning adjusted years of school and expected years of school is better, while a large gap indicates room for improvement. Data were obtained from the World Bank (<http://databank.worldbank.org/>) in December 2018 and reflect the World Bank's estimates for 2017. Data represent World Bank staff estimates based on data from UNESCO Institute for Statistics (UIS), supplemented with data provided by World Bank staff, both of which may be older than 2017. Original assessment data source and year vary by country and range primarily from 2010 through 2017. An explanation of the methodology to calculate learning adjusted years of schooling is available at: <http://documents.worldbank.org/curated/en/390321538076747773/Global-Dataset-on-Education-Quality-A-Review-and-Update-2000-2017>.

At-Risk Populations

Indicator 9 – Working Children (%. #): The rate (expressed as a percentage) and number of children considered working. Working children are defined by the United States Department of Labor (U.S. DOL) as children engaged in any economic activity for at least 1 hour during the survey reference period. Economic activity includes market production and certain types of non-market production, principally the production of goods and services for their families' use. The work children perform may be in the formal or informal economy, inside or outside family settings, whether paid or unpaid. It should be noted that "working children" are not the same as "children involved in child labor." The exact definition of child labor depends on each country's national legislation whereas the definition of working children is consistent, making cross-country comparison possible. Data presented here was obtained from the *2017 Findings on the Worst Forms of Child Labor* country profiles published by the U.S. DOL's Bureau of International Labor Affairs and available at: <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/findings>. It is drawn from four primary survey types: (1) the International Labour Organization's Statistical Information and Monitoring Programme on Child Labour surveys (SIMPOC); (2) UNICEF's Multiple Indicator Cluster Surveys (MICS); (3) national Labor Force Surveys; and 4) other national and regional level household surveys, including Demographic and Health Surveys. Because surveys collect data differently, most but not all data is reported for children between the ages of 5 and 14. Specifically, Rwanda and Turkmenistan report on children ages 6 to 14; Ethiopia and Guatemala report on children ages 7 to 14; and Dominican Republic, El Salvador, Indonesia, Nicaragua, and Paraguay report on children ages 10 to 14. All data presented in this table is from the most recent year available between 2010 and 2016.



Indicator 10 – Refugees and people in refugee-like situations (#): Reflects (though does not necessarily entirely capture) those affected by conflict and crisis. The United Nations High Commissioner for Refugees (UNHCR) defines refugees as individuals recognized under the 1951 Convention relating to the Status of Refugees; its 1967 Protocol; the 1969 Organization of African Unity (OAU) Convention Governing the Specific Aspects of Refugee Problems in Africa; those recognized in accordance with the UNHCR Statute; individuals granted complementary forms of protection; and those enjoying temporary protection. The refugee population also includes people in refugee-like situations. This refers to groups of people who are outside their country or territory of origin and who face protection risks similar to those of refugees but for whom refugee status has, for practical or other reasons, not been ascertained. In the absence of government figures, UNHCR estimates the refugee population in many industrialized countries based on 10 years of individual asylum-seeker recognition. Data were obtained from *Global Trends Forced Displacement in 2017*, published by UNHCR June 25, 2018 and available at: <https://www.unhcr.org/statistics/unhcrstats/5b27be547/unhcr-global-trends-2017.html>. Data are generally provided by governments, based on their own definitions and methods of data collection. Note: In Latin America, 15 countries included the refugee criteria recommended by the Cartagena Declaration on Refugees. While UNHCR also recognizes refugees under this regional refugee definition, no distinction is made for statistical purposes.

Indicator 11 – Internally Displaced People (IDPs) and people in IDP-like situations (#): Reflects (though does not necessarily entirely capture) those affected by conflict and crisis. IDPs are people or groups of people who have been forced to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, or natural or man-made disasters, and who have not crossed an international border. For the purposes of UNHCR's statistics, this population includes only IDPs displaced by conflict or violence and of concern to UNHCR to whom the Office extends protection or assistance. The IDP population also includes people in an IDP-like situation including groups who are inside their country of nationality or habitual residence and who face protection risks similar to those of IDPs but who, for practical or other reasons, could not be reported as such. Data were obtained from *Global Trends Forced Displacement in 2017*, published by UNHCR June 25, 2018 and available at: <https://www.unhcr.org/statistics/unhcrstats/5b27be547/unhcr-global-trends-2017.html>. Data are generally provided by governments, based on their own definitions and methods of data collection.

State Stability and Violent Extremism

Indicator 12 – Global Terrorism Index (GTI): Scores each country on a scale from 0 to 10; where 0 represents no impact from terrorism and 10 represents the highest measurable impact of terrorism. GTI defines terrorism as “the threatened or actual use of illegal force and violence by a non-state actor to attain a political, economic, religious, or social goal through fear, coercion, or intimidation.” As GTI recognizes that the psychosocial impact terrorism has on a society can be felt for years after a physical attack, its index accounts for terrorist attacks that have occurred over the prior five years. Data were obtained from the *Global Terrorism Index 2018: Measuring the Impact of Terrorism*, published by the Institute for Peace in November 2018 and available at: <http://visionofhumanity.org/app/uploads/2018/12/Global-Terrorism-Index-2018-1.pdf>. The index reflects incidents of terrorism through December 31, 2017.

Indicator 13 – Fragile States Index (FSI): Produced by The Fund for Peace (FFP) includes indicators designed to measure security, factionalized elites, group grievance, economic decline, uneven development, human flight and brain drain, state legitimacy, public services, human rights and rule of law, demographic pressures, refugees and IDPs, and external interventions. Data were obtained from the *2018 Fragile States Index*, published by the Fund for Peace in 2018 and available at: <http://fundforpeace.org/fsi/wp-content/uploads/2018/04/951181805-Fragile-States-Index-Annual-Report-2018.pdf>. The index reflects data collected between January 1, 2017 and December 31, 2017.



Indicator 14 – Labor Force Ages 15-24 Unemployed (%): Refers to the share of the labor force ages 15 to 24 without work but available for and seeking employment. The standard definition of unemployed persons is those individuals without work, seeking work in a recent past period, and currently available for work, including people who have lost their jobs or who have voluntarily left work. Persons who did not look for work but have an arrangement for a future job are also counted as unemployed. Data are based on International Labor Organization (ILO) estimates and harmonized to ensure comparability across countries and over time by accounting for differences in data source, scope of coverage, methodology, and other country-specific factors. The estimates are based mainly on nationally representative labor force surveys, with other sources (population censuses and nationally reported estimates) used only when no survey data are available. Data were obtained from the World Bank (<https://data.worldbank.org/>) in December 2018 and represent 2017 projections made by World Bank staff based on data retrieved from the ILO in September 2018.

Government Effectiveness

Indicator 15 – Government Effectiveness Index: As measured in the World Bank's Worldwide Governance Indicators, the Index draws on nearly 50 indicators from 16 sources and captures perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies. Governments that are unable to provide basic services or are perceived as extremely corrupt can potentially alienate those populations within a country that feel most excluded from basic services or feel particularly affected by corruption. The Government Effectiveness indicator attempts to show the extent to which governments are viewed as legitimate and can provide services for citizens. Data were obtained from the *Atlas of the Journey to Self-Reliance: Fiscal Year 2019 Country Roadmaps* published by USAID (<https://www.usaid.gov/selfreliance/>), which uses World Bank data from 2016. The original World Bank indicator is reported on a -2.5 to 2.5 scale; USAID adjusted the scale to 0 to 1. On both, higher numbers correspond to better governance outcomes. For more information see USAID Self-Reliance Metrics FY 2019 Methodology Guide, published September 2018 (https://selfreliance.usaid.gov/docs/USAID_Self-Reliance_Metrics_FY_2019_Methodology_Guide.pdf). Additional information about the methodology and calculation of the World Bank Development Indicators is available at <http://info.worldbank.org/governance/wgi/#home>.