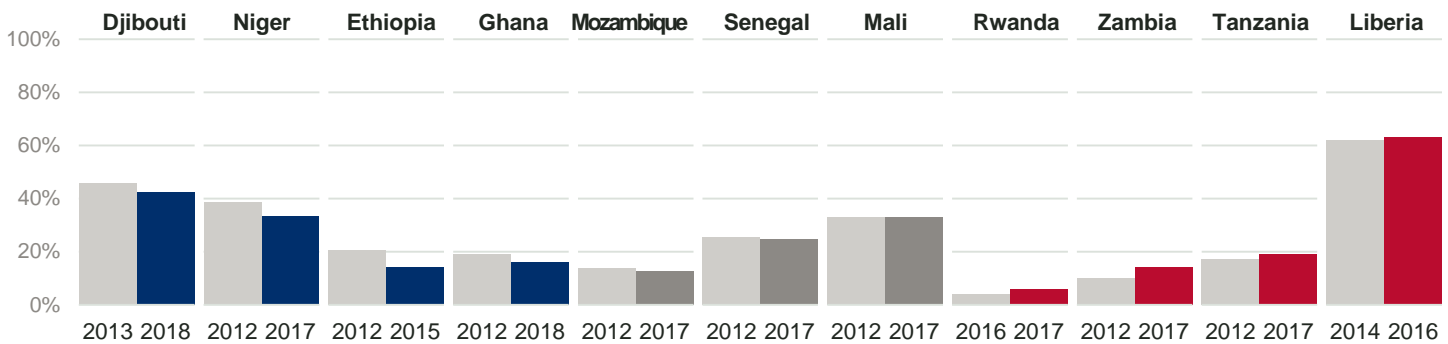




This brief was designed to provide a snapshot of the region's present situation in the education sector, by gathering information from various sources such as UNESCO, the World Bank, ILO, and USAID. In addition to these sources, this report contains Performance Plan and Report (PPR) data contributed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

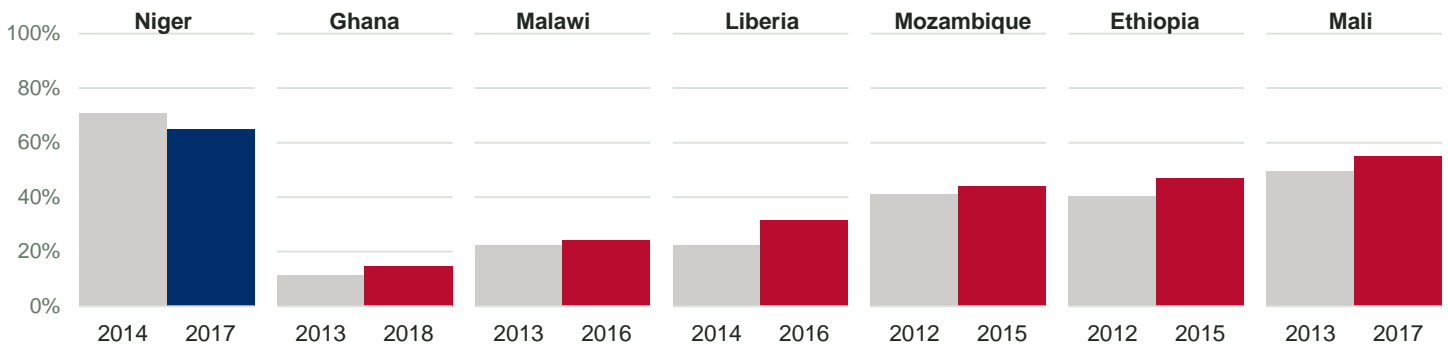
NEED | Access

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



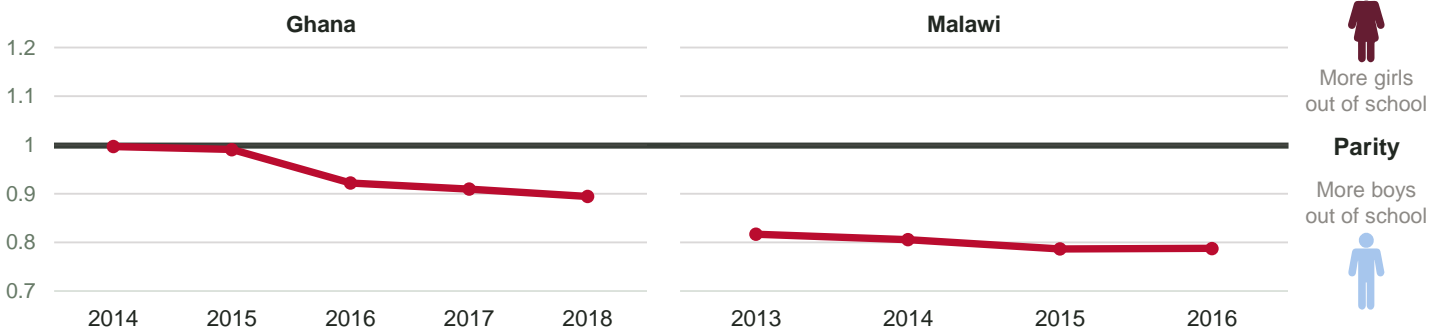
Source: UIS, 2012-2018

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



Source: UIS, 2012-2018

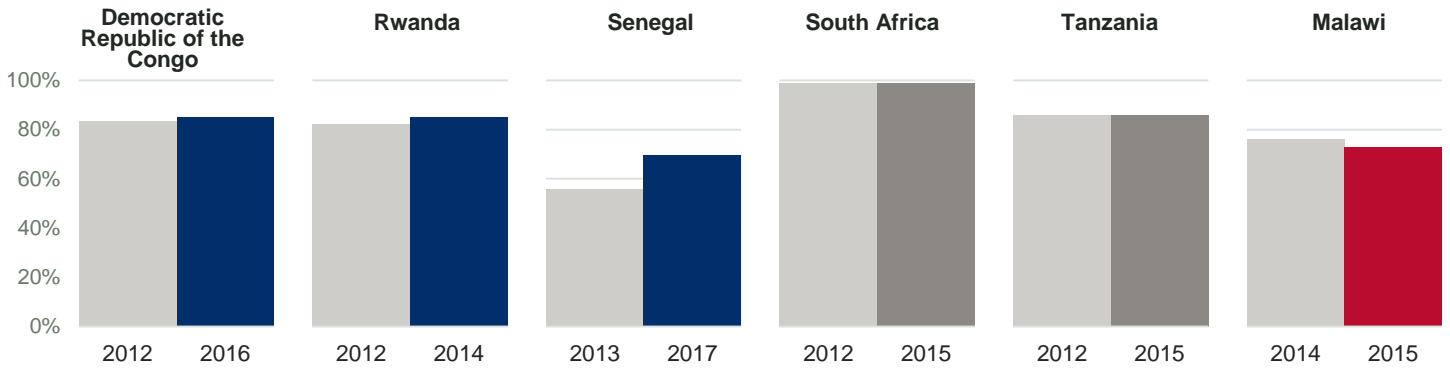
Girls' access to schooling in particular at the primary school level has increased substantially over the decades. The gender parity index (GPI) measures the equity in access between male and female students. A GPI of 1 indicates that the out-of-school rate is the same for boys and girls. The regional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



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

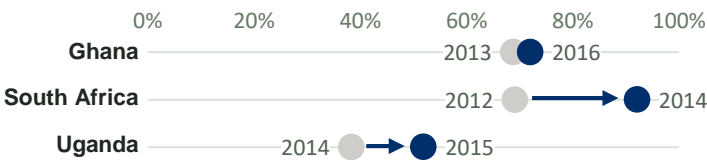
NEED | Learning

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



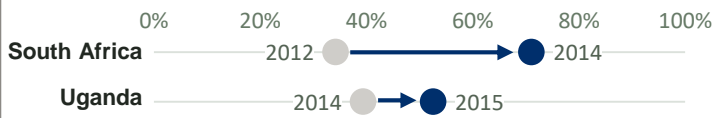
Source: UIS, 2012-2018

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



Source: UIS, 2012-2018

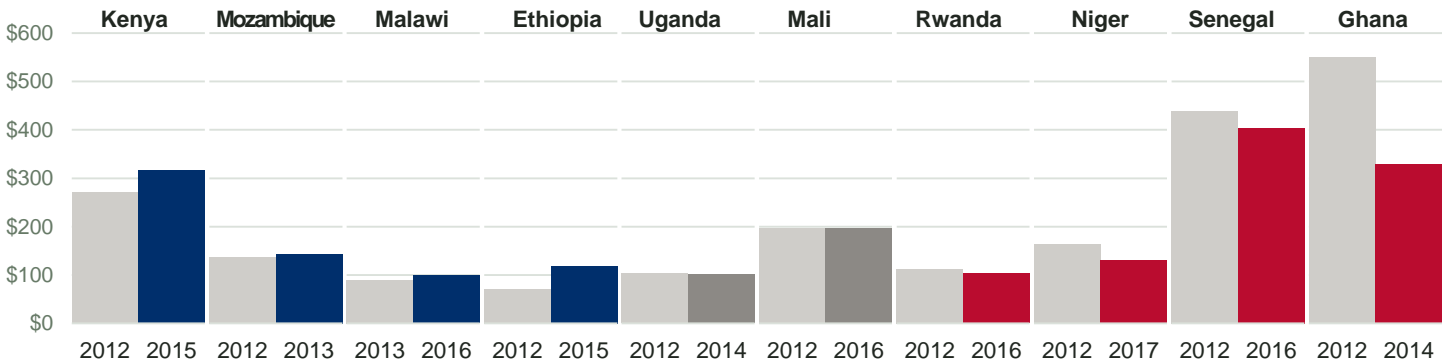
In the countries reporting, the proportion of students at the end of primary education achieving at least a minimum proficiency in mathematics has significantly **improved**.



Source: UIS, 2012-2018

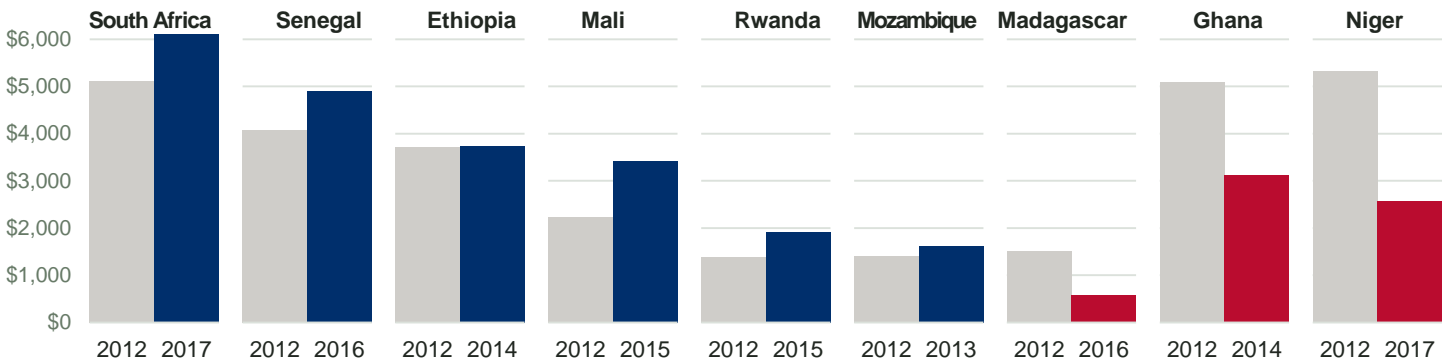
COMMITMENT | Funding

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



Source: UIS, 2012-2018

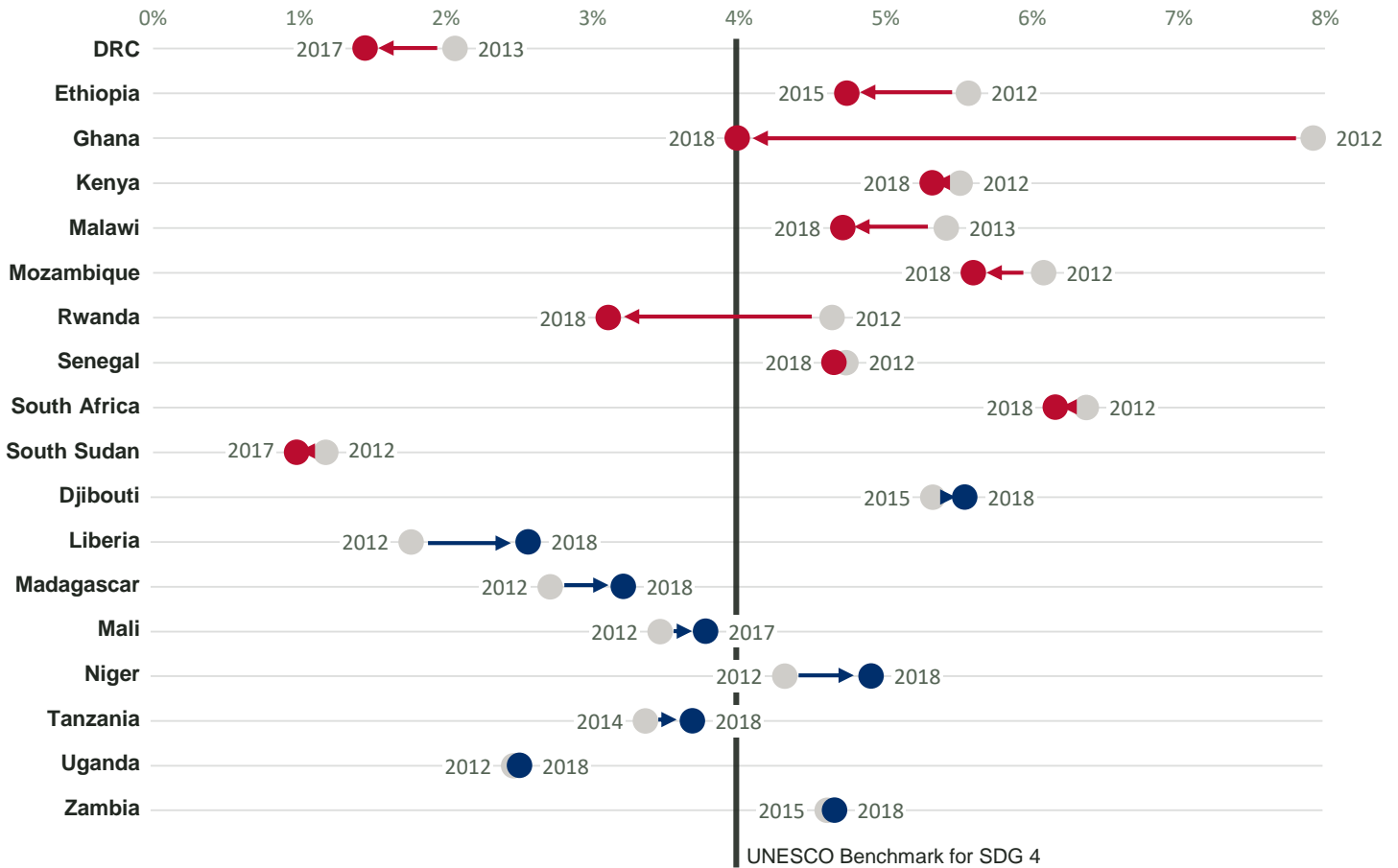
In tertiary education, initial government funding per student averages \$3,109 in the latest year available, and has **increased** in many reporting countries in recent years. Exceptions include Ghana, Madagascar, and Niger, where rates have substantially **decreased**.



Source: UIS, 2012-2018

COMMITMENT | Expenditures

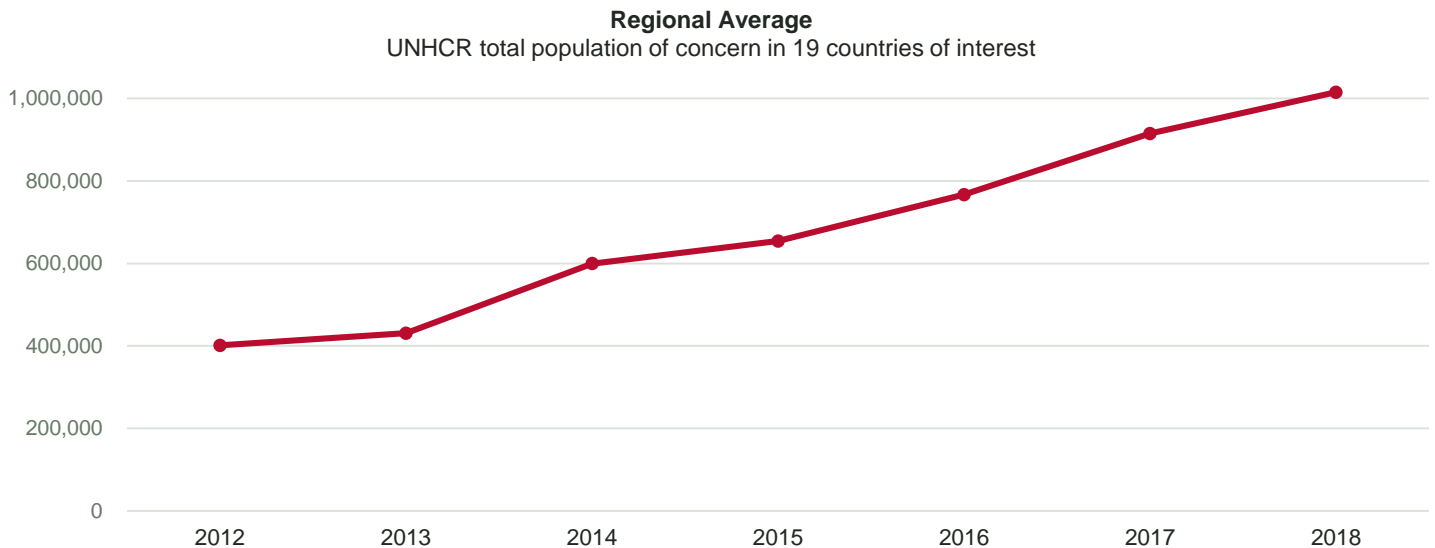
The SDGs have set a target for all governments to budget the equivalent of at least 4% of their GDP in order to support equitable education for all. While the government expenditure on education as a percentage of GDP has overall **decreased**, with the regional average dropping slightly from 4.63 percent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



Source: UIS, 2012-2018; UNESCO, 2015

FRAGILITY | Population of Concern

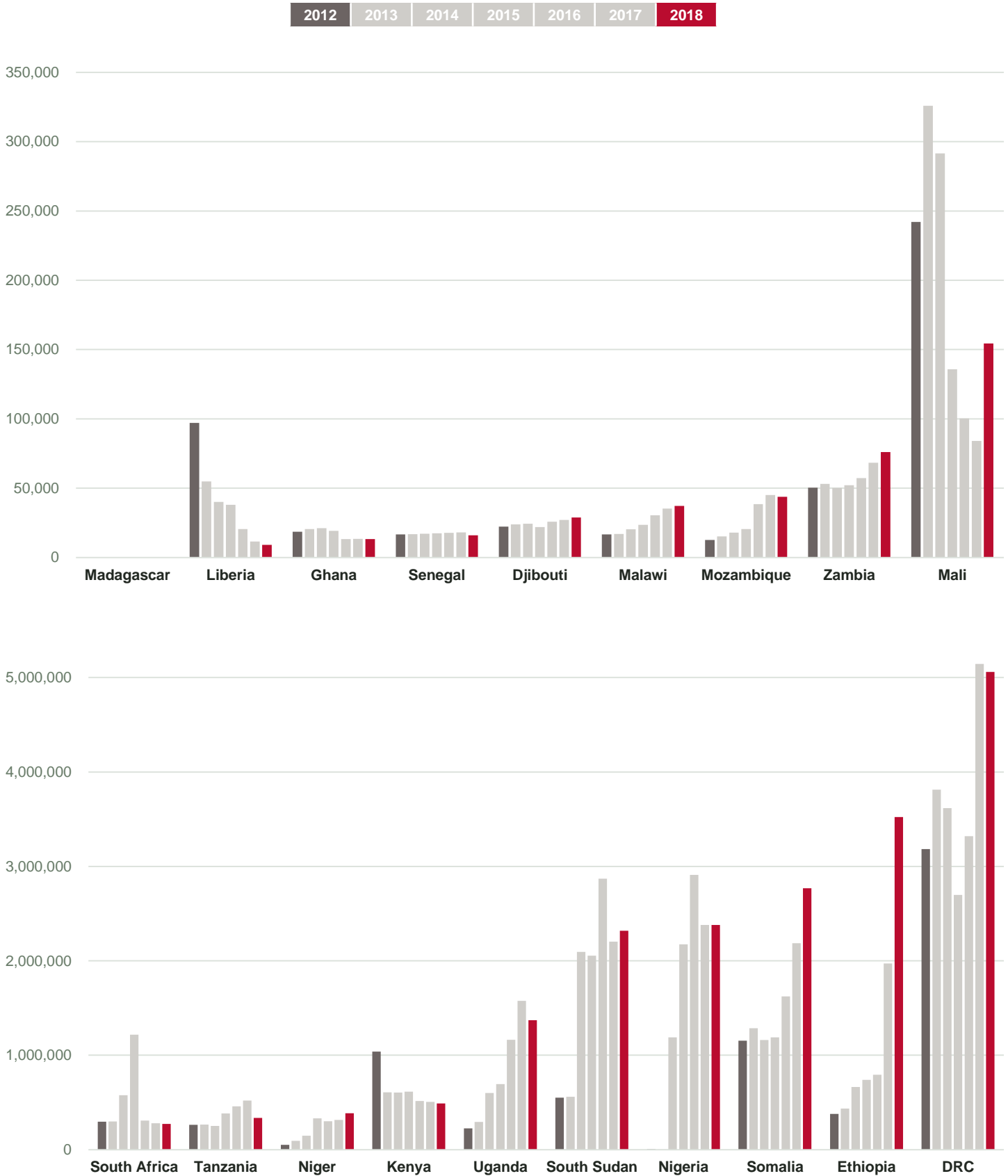
The number of UNHCR total population of concern – refugees, asylum-seekers, stateless persons, and returned IDPs – has overall increased in the region. The Democratic Republic of the Congo (DRC), Ethiopia, Nigeria, Somalia, South Sudan, and Uganda have all seen sharp increases between 2012 and 2018.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



Source: UIS, 2012-2018

FRAGILITY | Population of Concern

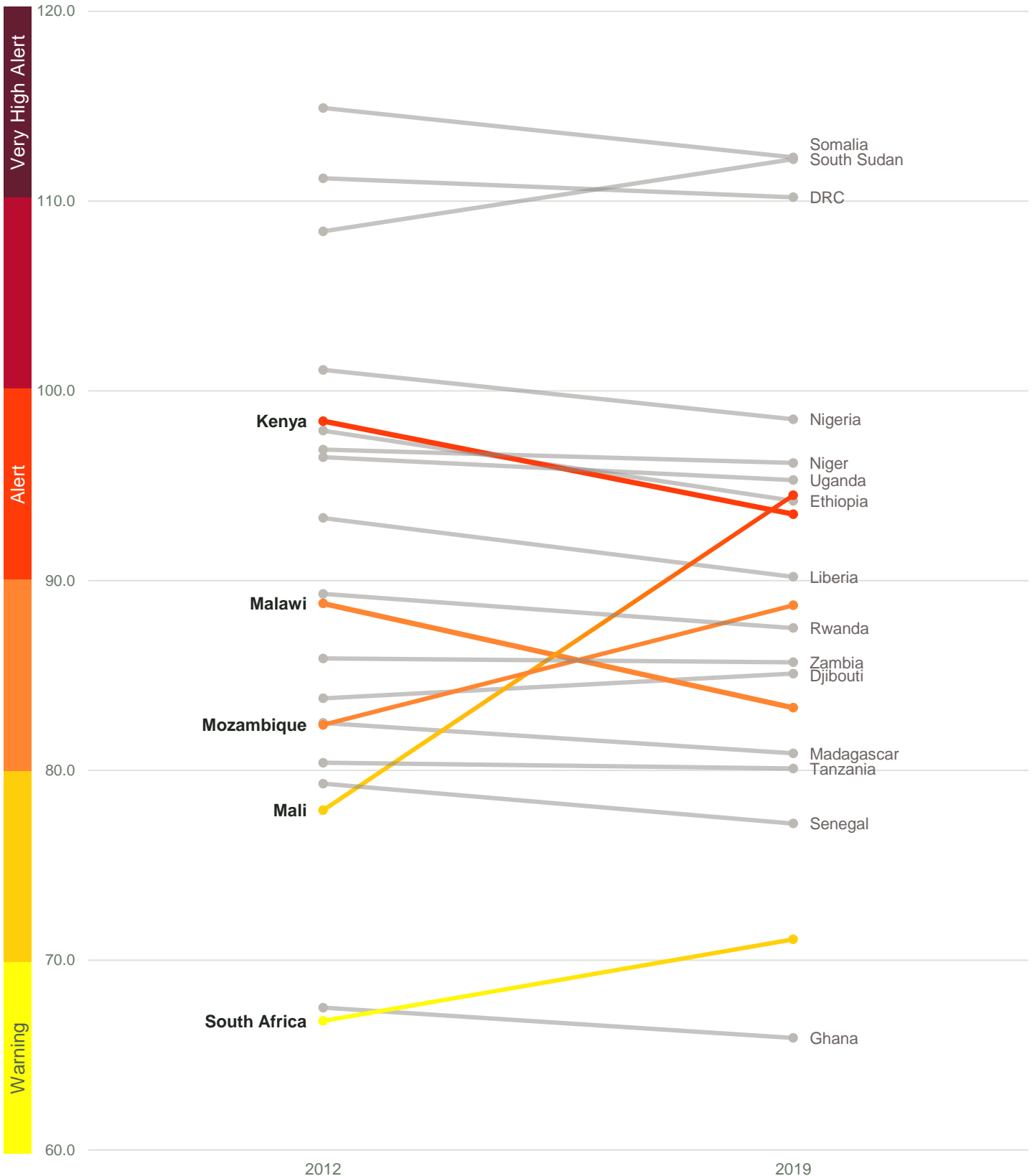
Note: to account for the range of UNHCR total population of concern across countries, the country-level data below is presented in two groups, which are displayed at different scales (350,000 and 5,000,000).



Source: UIS, 2012-2018

FRAGILITY | State Stability

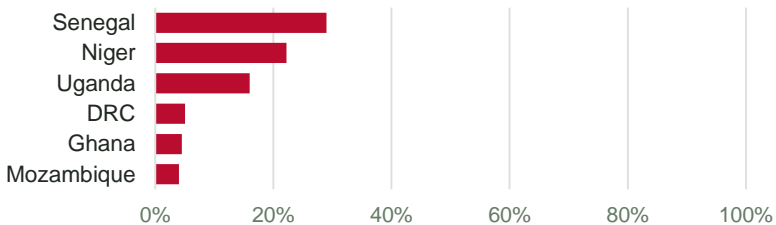
The Fragile States Index aims to assess states' vulnerability to conflict or collapse. The index's ranks are based on twelve indicators of state vulnerability, grouped by category: Cohesion, Economic, Political, Social, and Cross-cutting. Each indicator is scored on a scale of 0 to 10, with 0 being the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



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

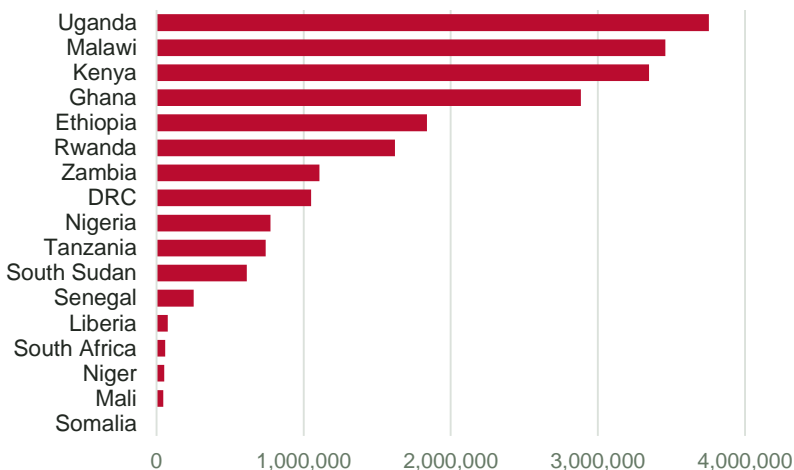
In 2019, Sub-Saharan Africa continued to be a priority for USG education programming, primarily focusing on increasing the quality of learning in primary and (to a lesser extent) secondary education. Teachers and administrators received training, schools were supported with the development and distribution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

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



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

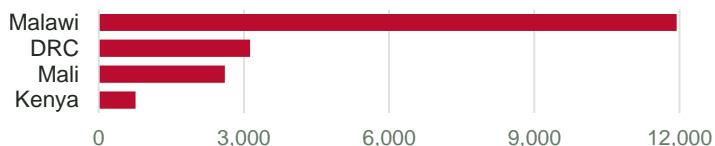
ES.1-3 + Custom | # of learners in primary schools or equivalent non-school based settings reached with USG education assistance



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

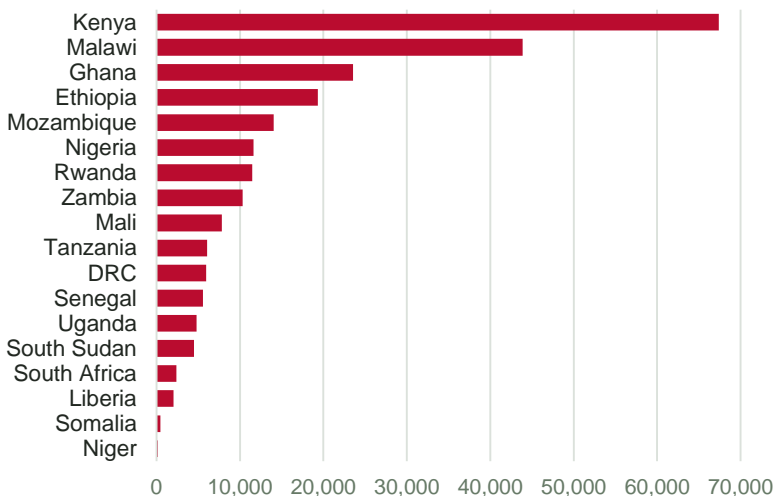
USG programming reached the largest number of female students in Uganda (1,882,358), Kenya (1,636,207), Rwanda (802,264), and Zambia (558,527).

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



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

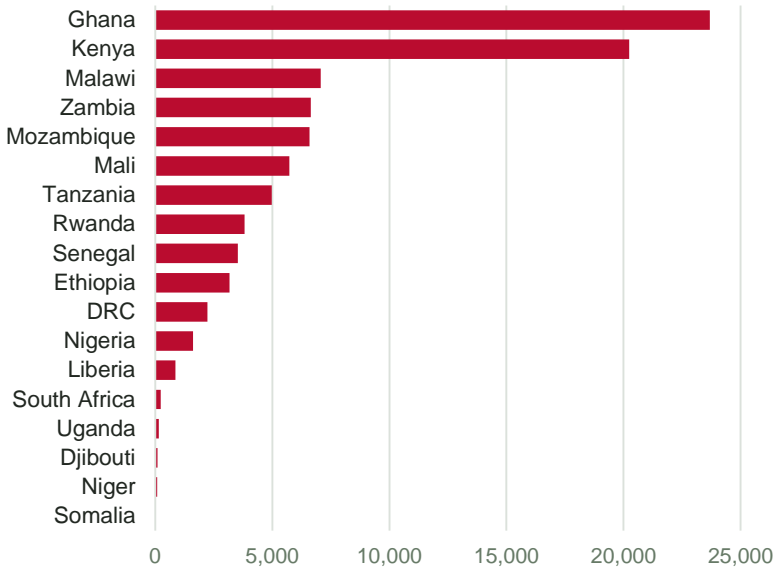
ES.1-6 | # of educators who complete professional development activities with USG assistance



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

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

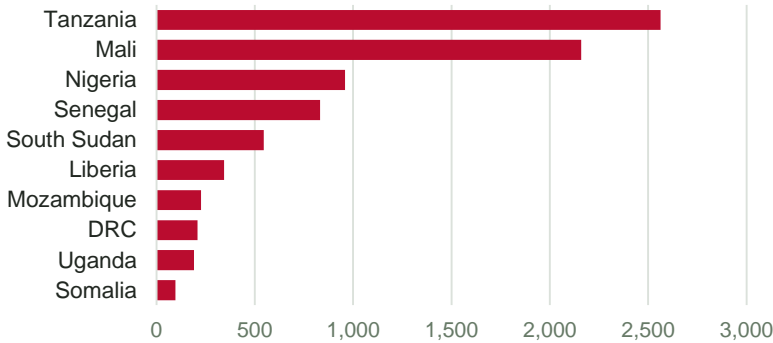
ES.1-12 | # of education administrators and officials who complete professional development activities with USG assistance



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

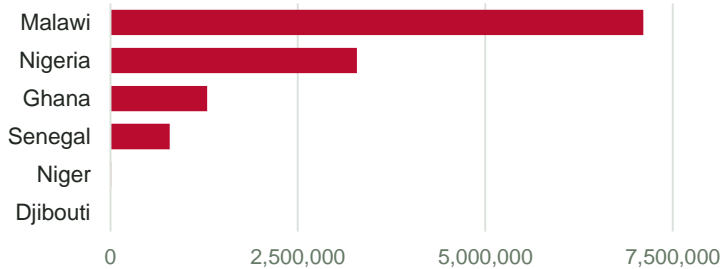
The number of administrators and officials supported in countries reporting ranged from 2 in Somalia to 23,686 in Ghana.

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



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

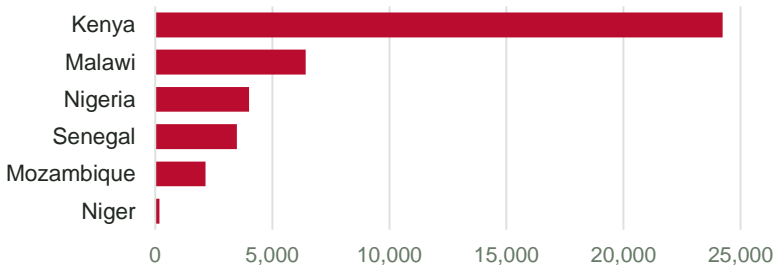
ES.1-49 | # of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance



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

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

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



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

This section analyzes four major themes in USAID education programming in Sub-Saharan Africa: community engagement, conflict- and crisis-response, gender-based violence, and systems strengthening. These themes were identified through the basic education PPR narratives submitted for fiscal year (FY) 2019. Eighteen Sub-Saharan African countries provided FY 2019 PPR narratives for basic education activities: Democratic Republic of the Congo, Djibouti, Ethiopia, Ghana, Kenya, Liberia, Malawi, Mali, Mozambique, Niger, Nigeria, Rwanda, Senegal, Somalia, South Africa, South Sudan, Tanzania, and Uganda. In some cases, countries also reported on education activities under other PPR narratives, such as youth, gender-based violence (GBV), gender, or inclusive development. When possible, these programs are included here, which has resulted in the inclusion of Zambia and Zimbabwe. Programs that did not clearly describe a school-based component in the PPR narratives were excluded, so there may be some relevant programming not captured here. The most frequently mentioned themes across PPR narratives were community engagement, conflict- and crisis-response, and systems strengthening. GBV is elevated as a fourth theme because it is a major priority for USAID and because school-based GBV programs are frequently described in the GBV and gender PPR narratives, even when not included in the basic education narratives. Each thematic area is divided in two sections: 1) background on the theme and its importance, and 2) a snapshot of USAID’s work in these areas, including a list of programs, high-level observations about the nature of the work, and summaries of exemplar projects. Country PPR narratives provide more information on all programs described here.

PARENT AND COMMUNITY PARTICIPATION/ENGAGEMENT | Sub-Saharan Africa

Parent And Community Engagement In Education Programs

Community and parent engagement has been widely recognized as a necessary component of effective education programs around the world and specifically in Sub-Saharan Africa. According to a report by UNESCO and the International Institute for Capacity Building in Africa, “a core driver of quality school improvement initiatives is the generation of meaningful connection between teachers, parents, students, and community members” (2017). Engaging communities in education programs has been shown to foster local ownership and embrace of education for children, increase the quality of education, enhance support between parents and teachers, maximize learning opportunities, leverage local resources, and strengthen community relations (Education Quality Improvement Program [EQUIP] I and USAID 2011). USAID recognizes the importance of community engagement in education, stating that “programs that take a comprehensive approach by engaging families, community members, and key stakeholders, including policymakers, through social and behavior change communication or family and community engagement, see more successful outcomes” (USAID 2018).

The U.S. Government (USG) Strategy on International Basic Education commits to engaging and empowering parents and caregivers, students and youth, and community leaders, among others, as a part of the effort towards local self-reliance (2018). In alignment with the USG Strategy, USAID has committed to supporting missions in setting bold targets to strengthen capacity in the engagement of parents and families. Specifically, USAID uses a standard indicator that measures the number of parent-teacher associations (PTAs) or community governance structures engaged in USG-supported primary or secondary education.

Current USAID Parent and Community Engagement in Education Programs in Sub-Saharan Africa

COUNTRY	USAID ACTIVITY WITH COMMUNITY/PARENT ENGAGEMENT
Democratic Republic of the Congo	<ul style="list-style-type: none"> ACCELERE! 1 (A!1) Integrated Youth Development
Djibouti	<ul style="list-style-type: none"> Djibouti Early Grade Reading Activity (DEGRA)
Ethiopia	<ul style="list-style-type: none"> Reading for Ethiopia’s Achievement Developed II (READ II) READ Community Outreach (READ CO)
Liberia	<ul style="list-style-type: none"> Read Liberia Accelerated Quality Education (AQE)
Malawi	<ul style="list-style-type: none"> National Reading Program (NRP) Malawi Early Grade Reading Improvement Activity (MERIT) Assess the Learners (YESA) Give Girls a Chance to Learn (AMAA)
Mali	<ul style="list-style-type: none"> Selective Integrated Reading Activity (SIRA) Education Recovery Support Activity (ERSA) Girls Leadership and Empowerment through Education (GLEE)
Mozambique	<ul style="list-style-type: none"> Vamos Ler! (“Let’s Read!”) (VL) Eu Leio (I Read) Nikhalamo (I’m Here to Stay)
Niger	<ul style="list-style-type: none"> Niger Education and Community Strengthening (NECS)
Rwanda	<ul style="list-style-type: none"> Mureke Dusome
Senegal	<ul style="list-style-type: none"> Lecture Pour Tous (“Reading for All”) Our Children Read
Somalia	<ul style="list-style-type: none"> Alternative Basic Education (ABE)
South Africa	<ul style="list-style-type: none"> Story Powered Schools (SPS)
Tanzania	<ul style="list-style-type: none"> Tusome Pamoja (“Let’s Read Together”)
Uganda	<ul style="list-style-type: none"> Literacy Achievement and Retention Activity (LARA)

*Based on FY19 PPR Narrative Responses

USAID's Approaches to Community and/or Parent Engagement in Sub-Saharan Africa in FY 2019

- Engagement of PTAs
- Parent and community training sessions
- Information dissemination to community members
- Community events

The majority of community engagement initiatives focus on increasing skills and understanding around reading education and the importance of girls' education.

Examples of USAID-supported Community and Parent Engagement Work in Sub-Saharan Africa

In **Tanzania**, USAID's **Tusome Pamoja** ("Let's Read Together") activity has developed school scorecards as a community-based performance monitoring tool. These scorecards, which capture key indicators of school performance, were painted on the outside of school buildings in an effort to provide community members with access to information, and increase the transparency, quality, efficiency, and accountability of school performance. The Tusome Pamoja project also creates and maintains 2,563 PTAs or community-based school structures.

USAID **Somalia's Alternative Basic Education (ABE)** activity partners with a local nongovernmental organization to support an annual book fair, book forums, and writers' and artists' workshops, where experienced authors mentor young writers.

In **Mozambique**, USAID's **Eu Leio** ("I Read") activity has held training sessions with parents and community members in an effort to remove cultural barriers to school enrollment and encourage parents to enroll their children in formal schooling beginning at age 6. Eu Leio staff specifically discuss with community members the importance of enrolling girls in school. This activity has also provided coaching to PTAs that resulted in reduced teacher and student absenteeism.

USAID **Mali's Selective Integrated Reading Activity (SIRA)** has trained 304 community development agents to engage the broader community. The community development agents have mobilized parents and community members to encourage reading and distributed home reading kits to 264,169 parents. To further engage the community and spread awareness, SIRA has established more than 100 community libraries, and supported a local radio campaign that raised awareness on reading, mother tongue instruction, and girls' education.

CONFLICT AND CRISIS RESPONSE | Sub-Saharan Africa

Conflict-sensitive Education Responses

In times of conflict and other crises, education systems are among the first services disrupted and the last reestablished. At the primary school level, more than half of out-of-school children live in conflict- or crisis-afflicted areas. 104 million children ages 5–7, around 34% of all out-of-school children of that age globally, live in a country affected by emergencies (UNICEF 2018). Countries experiencing emergencies in Sub-Saharan Africa are hit particularly hard. The 11 countries with the highest rates of out-of-school secondary-age young people are all in Sub-Saharan Africa, and of these 11 countries, 10 experienced conflict or other crises as recently as 2018 (UNICEF 2018). Many of these crises remain ongoing. Further, among students in conflict settings, girls are more than 2.5 times as likely as boys to be out of school (ODI 2016).

Conflict and crises place burdens both on countries experiencing these emergencies and their neighbors. The majority of refugees remain in countries neighboring their home country, which means that the burden of the current global refugee crisis is primarily met by developing nations. Many of the countries that host refugees face internal conflict and crisis themselves. Just seven countries host more than half the world's out-of-school refugee children, and four of them (Chad, Democratic Republic of Congo, Ethiopia, and Kenya) are in Sub-Saharan Africa (UNHCR 2016). Even when refugee children are able to access and enter schools, they face severe challenges. For example, these children experience difficulties in the classroom because they are often dealing with the physical, emotional and psychological effects of trauma. Further, the curricula in their host-country schools may not align with those in their home country and teachers often instruct in a language that refugee students are only beginning to learn. Despite evidence of these challenges, the full range of refugee students' challenges and successes in school are often missed because they are rarely included within national education monitoring systems (UNHCR 2016).

At its best, education holds the promise of helping children in emergencies cope with trauma, and gain the knowledge and skills they need to rebuild their countries (UNICEF 2018). Quality education has been shown to reduce child marriage, child labor, and teenage pregnancy—particularly fraught issues for refugee and internally displaced youth (UNHCR 2016). In addition, mobilizing to keep children in schools through improved service delivery, community engagement in children's schooling, and education to employment activities can help reduce recruitment by extremist groups because high dropout rates contribute to extremists' recruitment efforts (Alvares de Azevedo et al. 2018; De Silva 2017).

The U.S. Government has committed to supporting quality, protective education services at the onset of humanitarian emergencies. To do so, the United States seeks to strengthen local institutions; provide safe, accessible, supportive learning environments; support teachers and other education personnel to acquire the skills to work with conflict-affected children; work to ensure education programs consider both short- and long-term humanitarian and development needs; and foster local accountability to students, parents, and communities (USG 2018).

USAID Conflict- and Crisis-sensitive Education Responses in Sub-Saharan Africa

In Sub-Saharan Africa, USAID has supported several education initiatives to meet the needs of children, youth, parents, communities,

and countries affected by conflict and crises. Many countries in Sub-Saharan Africa where USAID works experienced armed conflict, outbreaks of major diseases such as Ebola, or natural disasters such as cyclones and flooding over the last few years.

In FY 2019, at least nine sub-Saharan African countries had education programs that responded to conflict.¹

COUNTRY	USAID ACTIVITY ADDRESSING CONFLICT AND CRISIS
Democratic Republic of the Congo	<ul style="list-style-type: none"> Improving Reading, Equity, and Accountability in the DRC (ACCELERE!) (I-READ) Accelere! 4 (A!4) Integrated Youth Development Activity (IYDA)
Ethiopia	<ul style="list-style-type: none"> Reading for Ethiopia's Achievement Developed (READ) II activity Local Education Monitoring Approach (LEMA)
Liberia	<ul style="list-style-type: none"> Read Liberia Accelerated Quality Education (AQE) for Liberian Children Learning Links
Mali	<ul style="list-style-type: none"> Selective Integrated Reading Activity (SIRA) Education Recovery Support Activity (ERSA) Girls Leadership and Empowerment through Education (GLEE) Inclusion education for Visually Impaired primary school Children in Mali
Nigeria	<ul style="list-style-type: none"> Northern Education Initiative (NEI) Plus Nigeria Center for Reading Research & Development Addressing Education in North East Nigeria (AENN) Support to the University of Maiduguri (UoM) Strengthening Education in Northeast Nigeria States (SENSE) Partnership with USAID to Address Post Conflict Activities To Counter Violent Extremism in Borno State (UNIMAID)
Niger	<ul style="list-style-type: none"> Niger Education and Community Strengthening Participatory Responsive Governance - Principal Activity
Senegal	<ul style="list-style-type: none"> Passerelles
Somalia	<ul style="list-style-type: none"> Alternative Basic Education (ABE) DFID Delegated Cooperation Agreement Girls Education Challenge Transition (GEC-T)
South Sudan	<ul style="list-style-type: none"> Integrated Essential Emergency Education Services

*Based on FY19 PPR Narrative Responses

USAID's Approaches to Respond to Ongoing or Recent Conflict in Sub-Saharan Africa in FY 2019

- Providing school materials such as textbooks, teaching aides, or other equipment
- Setting up temporary learning spaces to meet the needs of displaced populations
- Providing training for teachers who work with refugees, internally displaced students, and other conflict-affected students
- Creating opportunities for student-led community engagement activities in conflict settings
- Working to strengthen the education system in countries affected by conflict

Examples of USAID-supported Conflict-responsive Work in Education Programs in Sub-Saharan Africa

In **South Sudan**, the **Integrated Essential Emergency Education Services** project provided safe, temporary learning spaces in areas that shelter internally displaced children and youth. These services enrolled 126,804 learners this year and provided training in supporting students' psychosocial well-being to 1,911 teachers. USAID also trained these teachers on how to recognize signs of violence and abuse, and provided linkages to psychosocial support services for teachers to refer students to. In addition to students in temporary learning spaces, USAID provided similar support in schools, reaching a total of more than 613,000 students. The program also provided textbooks and other teaching materials to temporary learning spaces and schools.

In **Nigeria**, the **Addressing Education in Northeast Nigeria (AENN)** activity provides safe formal and non-formal education opportunities to students in two conflict-affected states, while also building the capacity of education authorities in those states to plan, manage, and oversee education services. This has included data collection and support in the use of data and evidence to identify and fill service gaps.

In **Mali**, the **Education Recovery Support Activity (ERSA)** worked to bring young people ages 10–14 back into the school system, and prepare youth ages 14–18 to build pathways to economic productivity and social integration. One way that ERSA did this was through 35 youth clubs that carried out community service projects. These projects were designed and led by youth who were trained by ERSA to conduct community needs assessments and engage in ongoing monitoring. To qualify for financial support from ERSA, projects had to be conflict-sensitive, gender-equitable, and environmentally protective.

¹ As described in their PPR narratives, education programs that responded to conflict and crisis generally focused on responding to armed conflict rather than disease or natural disasters. This does not mean that the programs did not react to these crises; it means they could have been reported in locations other than the basic education PPR narratives. Additionally, programs from several countries where there are active conflicts did not report implementing conflict-responsive programming. This does not mean that they did not do so, but rather that it was not clear in their PPR narratives.

Gender-based Violence Prevention in Education Programs

School-related gender-based violence (SRGBV) is a global phenomenon the education sector must address. This violence, which is defined in USAID’s 2018 Education Policy as “threats of physical, sexual, or psychological violence or abuse that are based on gendered stereotypes or that target students on the basis of their sex” is a violation of children’s rights, and a significant barrier to their access to and participation in education (United Nations Girls’ Education Initiative [UNGEI] 2019).

SRGBV adversely affects children of all genders; boys experience higher rates of corporal punishment, while girls more often face sexual violence, harassment, psychological bullying, and cyber-bullying (UNESCO and UN Women 2016). Sexual violence and harassment are of particular issue for girls. Worldwide, around 120 million girls (1 in 10) under the age of 20 have experienced sexual violence (UNESCO and UN Women 2016). Some areas in Africa specifically have reported high rates of sexual harassment. For example, in research from the Southern and Eastern Africa Consortium for Monitor Educational Quality (SACMEQ), 41 percent of school principals surveyed in Sub-Saharan Africa acknowledged sexual harassment between pupils in their schools (cited in UNESCO and UNGEI 2015). In this region, girls with disabilities are even more vulnerable to sexual violence (African Child Policy Forum [ACPF] 2011). Additionally, data from seven countries in Sub-Saharan Africa from the Violence Against Children Survey show that the perpetrator of the first incident of sexual violence is more likely to be a classmate or schoolmate than an authority figure (teacher, policy/security person, neighbor, or religious leader) (UNESCO 2019).

SRGBV compromises a child’s well-being, and has physical, emotional, cognitive, and educational consequences. Children who have experienced SRGBV are more likely to have poor school performance, be absent from school, or drop out of school (UNESCO and UN Women 2016, USAID 2018, U.S. Government [USG] 2018). In fact, SRGBV is one of the factors that causes 62 million girls aged 6–15 to be out of school (USG 2018). Furthermore, “evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence, as they may grow up to repeat the behaviour that they have ‘learned’ and to regard it as acceptable” (UNESCO and UN Women 2016). Besides SRGBV, other forms of GBV can also affect girls’ educational attainment. For example, parents, teachers, school administrators, and girls themselves often cite child marriage—defined as marriage before the age of 18—as a reason for school dropout, and early marriage is strongly correlated with a girls’ non-completion of secondary school (Wodon et al. 2017). The Sub-Saharan African region includes 17 of the 20 countries with the highest rates of marriage before the age of 18, ranging from Niger with 76 percent of girls married by age 18 to Liberia with 36 percent (UNICEF 2019).

Notably, all forms of GBV are the product of sociocultural and structural inequalities, and thus, are not “inevitable.” Attitudes toward this violence have significantly changed over time in many areas and can continue to change (Messner et al. 2015).

SRGBV is a pressing issue addressed in the Sustainable Development Goals (Education [4], Gender Equality [5], and Violence against Children [16.2]), as well as in the USG Strategy on International Basic Education and the USAID Education Policy (UNESCO and UN Women 2016, UNGEI 2019, USAID 2018, USG 2018). The USG commits to working with partner countries and stakeholders to prevent GBV in and around schools, and USAID states that learning environments should not be places of danger (USAID 2018, USG 2018).

USAID Gender-based Violence Prevention in Education Programs in Sub-Saharan Africa

In FY 2019, at least 15 Sub-Saharan African countries had education programs that addressed SRGBV.

COUNTRY	USAID ACTIVITY WITH GENDER-BASED VIOLENCE PREVENTION
Democratic Republic of the Congo	<ul style="list-style-type: none"> ACCELERE! 1 (A!1) Counter-Gender Based Violence (C-GBV)
Kenya	<ul style="list-style-type: none"> Yetu Community Philanthropy Initiative
Liberia	<ul style="list-style-type: none"> Accelerated Quality Education (AQE) Learning Links
Malawi	<ul style="list-style-type: none"> Give Girls a Chance to Learn (AMAA) Malawi Early Grade Reading Improvement (MERIT)
Mali	<ul style="list-style-type: none"> Girls Leadership and Empowerment through Education (GLEE)
Mozambique	<ul style="list-style-type: none"> PEPFAR DREAMS
Nigeria	<ul style="list-style-type: none"> Advancing Education in Northeast Nigeria
Senegal	<ul style="list-style-type: none"> Our Children Read Passerelles
Sierra Leone	<ul style="list-style-type: none"> Protection of Women through Empowerment and Response (POWER)
Somalia	<ul style="list-style-type: none"> Alternative Basic Education (ABE)
South Africa	<ul style="list-style-type: none"> Public Affairs Section
South Sudan	<ul style="list-style-type: none"> School-based GBV Prevention Clubs Integrated Emergency Education Services (IEES)
Tanzania	<ul style="list-style-type: none"> Waache Wasome (“Let them Learn”) Dropout Early Warning System (DEWS) PEPFAR DREAMS Tusome Pamoja
Uganda	<ul style="list-style-type: none"> Literacy Achievement and Retention Activity (LARA)
Zimbabwe	<ul style="list-style-type: none"> PEPFAR DREAMS

*Based on FY19 PPR Narrative Responses

USAID's Approaches to Gender-based Violence prevention in Education Programs in Sub-Saharan Africa in FY 2019

- Disseminating information and improving knowledge of SRGBV
- Building capacity for schools and communities to prevent, respond to, and manage incidences of SRGBV
- Working to empower children and adolescents to support and protect themselves and one another

Examples of USAID-supported Gender-based Violence Prevention Work in Sub-Saharan Africa

In **Tanzania**, USAID's **Waache Wasome ("Let Them Learn")** activity helped to form Protect Our Youth clubs in 36 secondary schools. The clubs, which help build protective communities around these youth, empower the adolescent members with information, skills, and support networks to better navigate risks such as SRGBV. The Waache Wasome activity also held a 3-week computer coding camp for girls, where girls learned computer skills they then used to develop websites and mobile applications to disseminate messages about GBV and other issues girls face.

USAID's **Give Girls a Chance to Learn** activity in **Malawi** conducted advocacy that led to increased reporting of SRGBV cases, counseling for girls affected by SRGBV, and 309 girls returning to school after having dropped out.

In **Uganda**, USAID's **Literacy Achievement and Retention Activity** worked with students, teachers, and community members to build their capacity to be catalysts in transforming gender norms to reduce incidences of SRGBV. The activity also cooperated with schools and communities to strengthen the structures for managing, investigating, and responding to cases of SRGBV.

In Liberia, the **Accelerated Quality Education (AQE)** activity worked to create safe learning spaces by 1) systematically articulating what a safe learning environment is, 2) creating a teacher code of conduct, 3) including SRGBV themes in the curriculum, 3) rehabilitating learning sites to make them safe and secure, and 4) exploring partner engagement activities.

EDUCATION SYSTEMS STRENGTHENING | Sub-Saharan Africa

Systems Strengthening with Country Governments to Build Self-reliance

Strong education systems are essential for a country's capacity to achieve self-reliance in the education sector. Weaker systems reduce the stakeholders' ability to communicate with and support each other to promote a students' learning (World Bank Group 2018; Education Commission 2016). As USAID's education policy, states,

self-reliance in the education sector is the ability of a country to sustainably finance and equitably deliver services that measurably improve learning outcomes and skill acquisition for all children and youth, from early childhood and primary education to secondary and higher education. The journey to self-reliance in education depends upon the capacity for, and commitment to, plan, finance, and deliver education and related services effectively, inclusively, and accountably (USAID 2018).

To promote self-reliance in the education sector, it is imperative to build the strength of education systems—"the people, public and private institutions, resources, and activities whose primary purpose is to improve, expand, and sustain learning and educational outcomes," so all actors in those systems can coordinate together at national, regional, and local levels (USAID 2018).

Interventions in this area can focus on range of topics: strengthening school and education system management and governance; supporting curriculum development and implementation; training and supporting teachers (including teacher training at local universities); supporting increased coordination between state and non-state education providers; and institutionalizing effective financial management and allocation systems (Snilstveit et al. 2015; USAID 2018; World Bank Group 2018). Undergirding all of these is a drive to increase accountability for student learning, which requires improved access to data and the capacity to analyze and use those data.

Accountability also requires the use of data to track learning-related indicators. Although many country education systems focus on indicators related to school access, attendance, and completion, more work remains to track and prioritize indicators related to learning; otherwise, countries risk making systemic reforms that lead to students' attending classrooms where learning does not occur (World Bank Group 2018). Systems focused on learning results are essential to making sure investments in education are well spent (Education Commission 2016).

USAID Initiatives to Strengthen Education Systems with Local Governments in Sub-Saharan Africa

USAID has shown a strong commitment to education systems strengthening in Sub-Saharan Africa. The systems strengthening initiatives bolster the other themes identified as critical in the PPR narratives.

In fiscal year (FY) 2019, at least 19 Sub-Saharan African countries had education programs that included a systems-strengthening component.

COUNTRY	USAID ACTIVITY WITH EDUCATION SYSTEMS-STRENGTHENING COMPONENTS
Democratic Republic of the Congo	<ul style="list-style-type: none">• ACCELERE! 1 (A!1)• Teacher Incentives and Motivation Study• Integrated Youth Development
Djibouti	<ul style="list-style-type: none">• Djibouti Early Grade Reading Activity (DEGRA)
Ethiopia	<ul style="list-style-type: none">• Reading for Ethiopia's Achievement Developed II (READ II)• READ Community Outreach (READ CO)• READ Monitoring and Evaluation (READ M&E)

COUNTRY	USAID ACTIVITY WITH EDUCATION SYSTEMS-STRENGTHENING COMPONENTS
Ethiopia (continued)	<ul style="list-style-type: none"> Local Education Monitoring Approach (LEMA) General Education Quality Improvement Program (GEQIP) II
Ghana	<ul style="list-style-type: none"> Partnership for Education
Kenya	<ul style="list-style-type: none"> Tusome Agile and Harmonized Assistance to Devolved Institutions (AHADI)
Liberia	<ul style="list-style-type: none"> Learning Links Read Liberia Accelerated Quality Education (AQE)
Malawi	<ul style="list-style-type: none"> National Reading Program (NRP) Malawi Early Grade Reading Improvement Activity (MERIT) Strengthening Early Grade Reading in Malawi (SEGREM) Assess the Learners (YESA) Reading for All Malawi Give Girls a Chance to Learn (AMAA) Local Government Accountability and Performance (LGAP)
Mali	<ul style="list-style-type: none"> Selective Integrated Reading Activity (SIRA) Education Recovery Support Activity (ERSA) Girls Leadership and Empowerment through Education (GLEE) Inclusion of Deaf and Blind Children into Mainstream Schools Inclusion education for Visually Impaired primary school Children in Mali Sub-National Governance Project (SNGP)
Mozambique	<ul style="list-style-type: none"> Vamos Ler! (VL) Support for Unidade de Assistência Técnica de Alfabetização Funcional (UATAF) Eu Leio Nikhalamo Strengthening School Councils Capacity for Sustainable Organizational Development
Niger	<ul style="list-style-type: none"> Niger Education and Community Strengthening (NECS)
Nigeria	<ul style="list-style-type: none"> Northern Education Initiative (NEI) Plus Addressing Education in North East Nigeria (AENN) Strengthening Education in Northeast Nigeria States (SENSE) Establishment of the Nigeria Center for Reading Research and Development (NCRRD)
Rwanda	<ul style="list-style-type: none"> Soma Umenye Mureke Dusome Itegure Gusoma Huguka Dukore Akazi Kanoze (HDAK)
Senegal	<ul style="list-style-type: none"> DRG Integration Activity: Governance for Local Development (GOLD) Lecture Pour Tous Passerelles Nos Enfants Lisent All Children Reading G2G Activity
Somalia	<ul style="list-style-type: none"> Alternative Basic Education (ABE) Partnership with New Horizons DFID Delegated Cooperation Agreement Girls Education Challenge Transition (GEC-T)
South Africa	<ul style="list-style-type: none"> Reading Support Project (RSP) Teacher Assessment Resource for Monitoring and Improving Instruction Version 3.0 (TARMII 3.0) Accelerated Progress in Early Grade Learning (APEGL) Early Grade Reading Study II (EGRS II) Practical Education Research for Optimal Reading and Management: Analyze, Collaborate, Evaluate (PERFORMANCE)
South Sudan	<ul style="list-style-type: none"> Integrated Essential Emergency Education Services
Tanzania	<ul style="list-style-type: none"> Tusome Pamoja Waache Wasome
Uganda	<ul style="list-style-type: none"> School Health and Reading Program (SHRP) Literacy Achievement and Retention Activity (LARA) GPE FUNDED - Uganda Teacher and School Effectiveness Project
Zambia	<ul style="list-style-type: none"> Let's Read Zambia Teaching at the Right Level in Zambia

*Based on FY19 PPR Narrative Responses

USAID's Approaches to Strengthen Education Systems in Sub-Saharan Africa in FY 2019

- Building the capacity of national, regional, and local civil society and education authorities to conduct needs assessments and administer education programs
- Working to build monitoring systems, set benchmarks, and increase use of data in school and education system management
- Working with national, regional, and local governments to identify sustainable cost structures, improve financial management, and leverage innovative financing for educational activities
- Partnering with private-sector schools and governments to support the private education system to make it both effective and accountable
- Partnering with institutions of higher learning to increase their role in preparing the teacher workforce, and improving technical and vocational offerings as alternative education pathways

Examples of USAID-supported Systems-strengthening Work in Sub-Saharan Africa

In **Kenya**, **Tusome** (“**Let’s Read**” in Swahili) is a USAID-supported early grade reading program that has come increasingly under the ownership of the Kenyan government. In addition to interventions with youth, in FY 2019, Tusome provided technical support to help the Kenyan Ministry of Education develop textbook content. The ministry now owns this content, increasing self-reliance and reducing costs. Tusome is now implemented in every public primary school in Kenya, and other countries are considering adopting its approach.

The **Djibouti Early Grade Ready Activity (DEGRA)** focuses on improving students’ reading ability, enhancing community participation in education, and improving the policy environment to support reading. Under this last theme, DEGRA led meetings with the Djiboutian Ministry of Education to launch a national evaluation framework. Adopting measurement tools and setting benchmarks will enable more evidence-informed decision making and accountability for the ministry.

In **Rwanda**, the **Hukuga Dukore Akazi Kanoze** (“**Get Trained and Ready to Work**” in Kinyarwanda) activity builds youths’ soft skills and links them with technical and vocational training. In FY 2019, this USAID activity partnered with the Rwandan Workforce Development Authority and Rwanda Polytechnic to develop the Rwanda Technical Vocational Education and Training (TVET) Qualification Framework Level 2 curriculum for students who leave school in grades 6–9. This bridged a gap that would otherwise stop student progression in TVET; it also strengthened Rwandan institutions’ capacity to maintain this system.

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