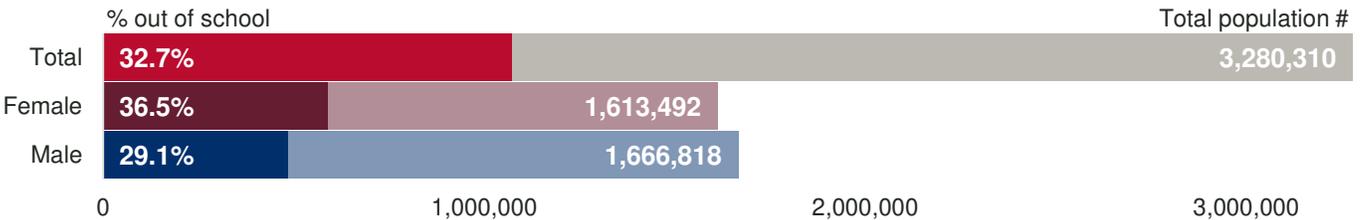This brief was designed to provide a snapshot of the country's present situation in the education sector, by gathering information from various sources such as UNESCO, the World Bank, ILO, and USAID. In addition to these sources, this report contains Performance Plan and Report (PPR) data and targets contributed by USAID, which are collected for internal learning and external reporting, and convey progress against mission objectives. Last, this document provides data from 20 Sub-Saharan countries across several indicators to allow the reader to compare and understand the country's position in the education sector at the national and regional level.
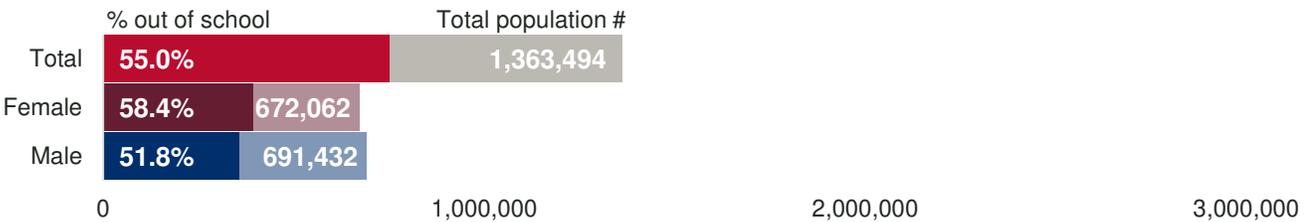
Mali

NEED | Access

Primary school age population and out-of-school children

% out of school   Total population #

Total	32.7%	3,280,310
Female	36.5%	1,613,492
Male	29.1%	1,666,818

0   1,000,000   2,000,000   3,000,000

Source: UIS, 2017/2018

Lower secondary school age population and out-of-school children

% out of school   Total population #

Total	55.0%	1,363,494
Female	58.4%	672,062
Male	51.8%	691,432

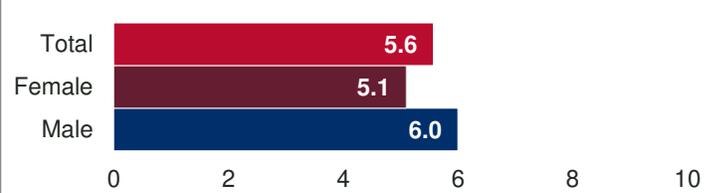0   1,000,000   2,000,000   3,000,000

Source: UIS, 2017/2018

Out-of-school gender parity index, primary and lower secondary children

1.17

Source: UIS, 2017

Average years of schooling (years)

Total	5.6
Female	5.1
Male	6.0

0   2   4   6   8   10

Source: World Bank, 2017

NEED | Learning

Youth literacy rate, population 15-24 years, both sexes (%)
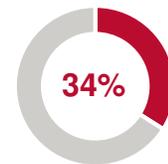
49%
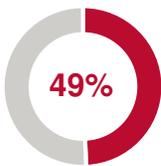
Source: UIS, 2015

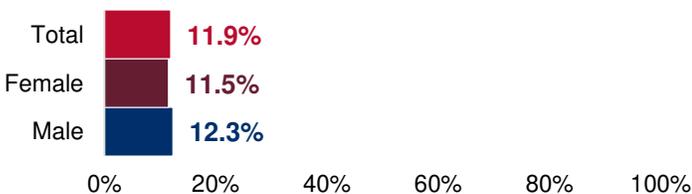**Youth literacy rate gender parity index, population 15-24 years**

.65

Source: UIS, 2015

Share of youth (15-24 years) not in employment, education, or training (%)

34%

Source: ILO (Labor Force Survey, 2016)

Proportion of children & youth at the end of primary education achieving at least a minimum proficiency in reading (%)

Total	11.9%
Female	11.5%
Male	12.3%

0%   20%   40%   60%   80%   100%

Source: UIS (PAL Network, 2016)

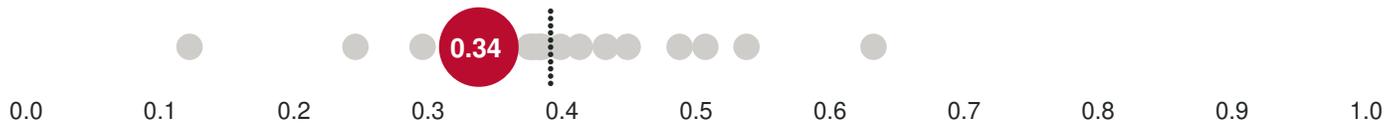**Proportion of children & youth at the end of primary education achieving at least a minimum proficiency in mathematics (%)**

Total	12.7%
Female	12.8%
Male	12.6%

0%   20%   40%   60%   80%   100%
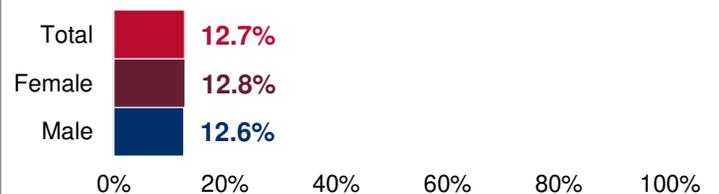
Source: UIS (PAL Network, 2016)

CAPACITY | Governance

USAID self-reliance capacity, overall score (scale: 0–1, least to most advanced globally)

0.34

0.0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1.0
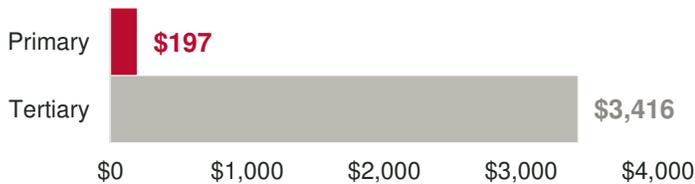
○ Other countries reporting data to Bureau for Africa in FY2018
⋮ Average of countries reporting data to Bureau for Africa in FY2018

Source: USAID Country Roadmaps, 2018

COMMITMENT | Governance

USAID self-reliance commitment, overall score (scale: 0–1, least to most advanced globally)

0.55

0.0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1.0

○ Other countries reporting data to Bureau for Africa in FY2018
⋮ Average of countries reporting data to Bureau for Africa in FY2018
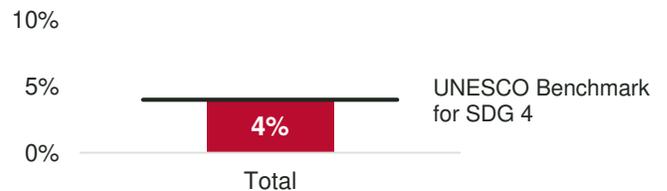
Source: USAID Country Roadmaps, 2018

COMMITMENT | Funding and Expenditures

**Initial government funding per student, constant PPP$**

Primary — **$197**
Tertiary — **$3,416**

$0 $1,000 $2,000 $3,000 $4,000

Source: UIS estimation, 2015/2016*

Government expenditure on education as percentage of GDP (%)

10%
5% — UNESCO Benchmark for SDG 4
4%
0%
Total

Source: World Bank, 2015; UNESCO, 2015

FRAGILITY | State Stability

Fragility Index: a proprietary index (scale: 0–120, sustainable to very high alert)
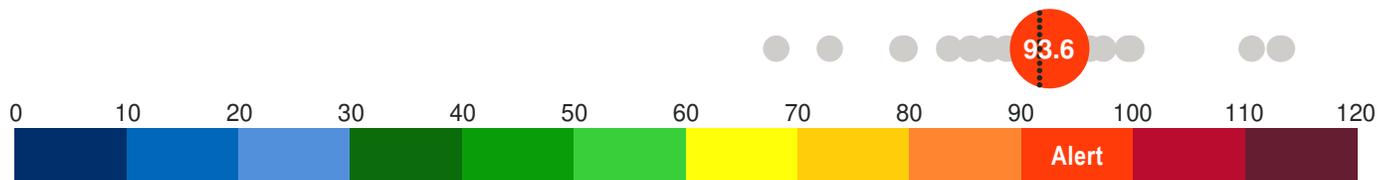
93.6

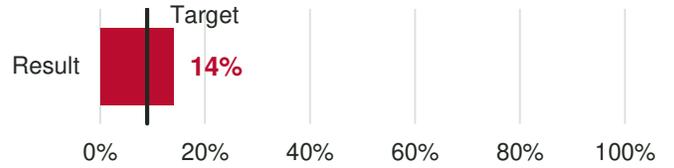0   10   20   30   40   50   60   70   80   90   100   110   120

Alert

○ Other countries reporting data to Bureau for Africa in FY2018
⋮ Average of countries reporting data to Bureau for Africa in FY2018

Source: Fund for Peace Fragile States Index Annual Report, 2018

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*Data on education expenditure are collected through the UIS' Annual Survey on Formal Education which compiles national statistics from annual financial reports from the Ministry of Finance and/or Ministries of Education and/or national accounts from the National Statistical Office. GDP per capita data and conversion factors from national currency to US$ and PPP$ are sourced from the World Development Indicators, The World Bank.
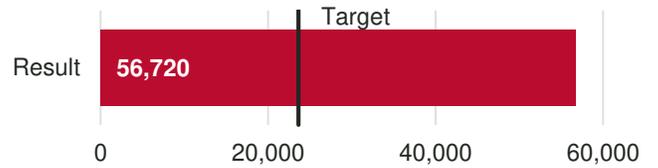
ES.1-1

Percent of learners who attain a minimum grade-level proficiency in reading at the end of grade 2 with USG assistance
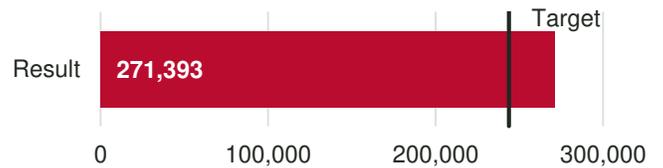
Result — **14%**

0% 20% 40% 60% 80% 100%

ES.1-3

Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance

Result — **56,720** — Target
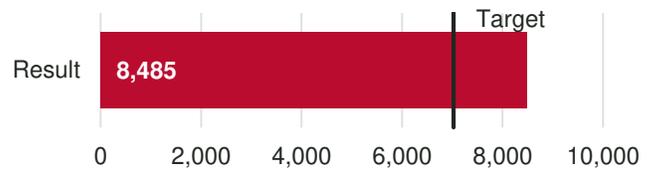
0 20,000 40,000 60,000

ES.1-5

Number of learners reached in reading programs at the primary level with USG assistance
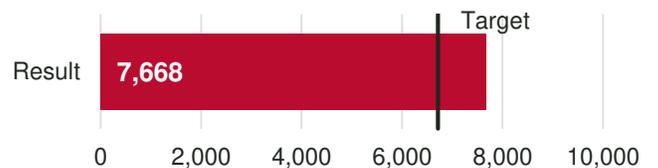
Result — **271,393** — Target

0 100,000 200,000 300,000

ES.1-6

Number of primary or secondary educators who complete professional development activities with USG assistance

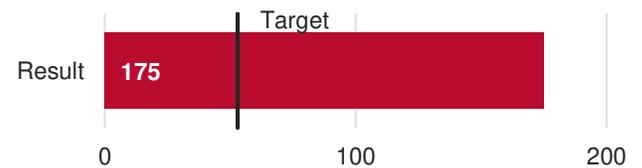Result — **8,485** — Target

0 2,000 4,000 6,000 8,000 10,000

ES.1-7

Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance

Result — **7,668** — Target

0 2,000 4,000 6,000 8,000 10,000

ES.1-8

Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance

Result — **175** — Target

0 100 200

ES.1-9

Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance

Result — **1,705** — Target

0 500 1,000 1,500 2,000

ES.1-10

Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance

Result — **577,858** — Target

0 200,000 400,000 600,000

ES.1-11

Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance
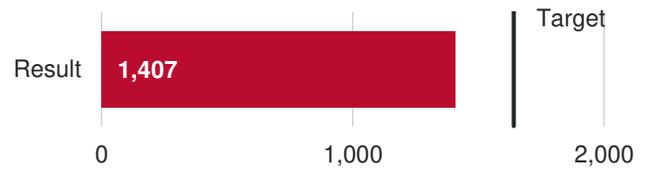
Result: 5,694

Target

ES.1-12

Number of education administrators and officials who complete professional development activities with USG assistance
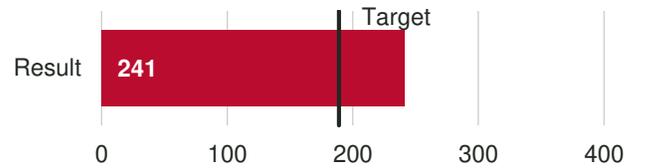
Result: 3,778

Target

ES.1-13

Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance

Result: 1,407

Target

ES.1-14

Number of primary or secondary classrooms built or repaired with USG assistance

Result: 241

Target

PPR INDICATOR DESCRIPTIONS | Basic Education

ES.1-1 Percent of learners who attain a minimum grade-level proficiency in reading at the end of grade 2 with USG assistance

ES.1-2 Percent of learners attaining minimum grade-level proficiency in reading at the end of primary school (or grade 6, whichever comes sooner) with USG assistance

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

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

ES.1-5 Number of learners reached in reading programs at the primary level with USG assistance

ES.1-6 Number of primary or secondary educators who complete professional development activities with USG assistance

ES.1-7 Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance

ES.1-8 Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance

ES.1-9 Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance
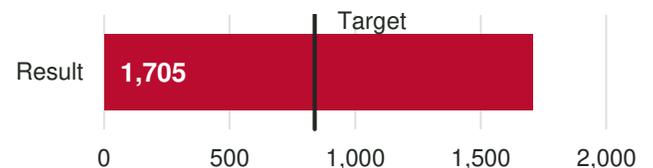
ES.1-10 Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance
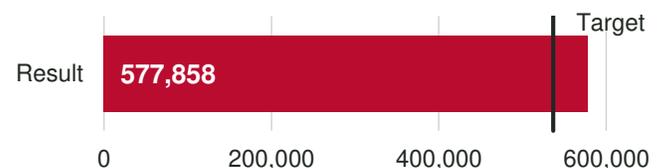
ES.1-11 Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance
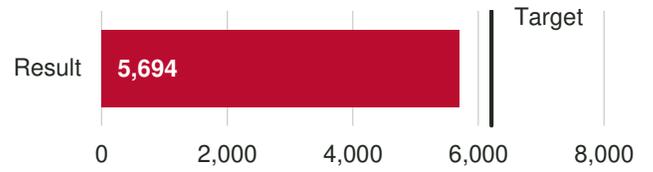
ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance
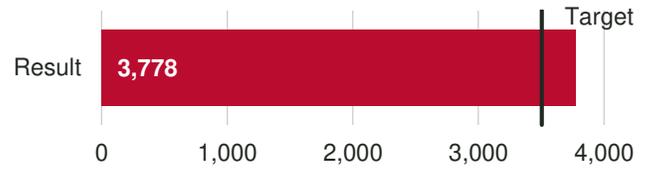
ES.1-13 Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance

ES.1-14 Number of primary or secondary classrooms built or repaired with USG assistance

PPR INDICATOR DESCRIPTIONS | Higher Education

ES.2-1 Number of host country tertiary education institutions receiving capacity development support with USG assistance

ES.2-2 Number of individuals attending tertiary education institutions with USG scholarship or financial assistance

PPR INDICATOR DESCRIPTIONS | Workforce Development

EG.6-1 Number of individuals with new or better employment following completion of USG-assisted workforce development programs

EG.6-2 Number of individuals with improved skills following completion of USG-assisted workforce development programs

EG.6-3 Number of individuals who complete USG-assisted workforce development programs

EG.6-5 Number of individuals with increased earnings following completion of USG- assisted workforce development programs