

Global Catholic Education Report 2020



Achievements and Challenges at a Time of Crisis

Quentin Wodon
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OIEC

INTERNATIONAL OFFICE OF CATHOLIC EDUCATION
OFICINA INTERNACIONAL DE LA EDUCACIÓN CATÓLICA
OFFICE INTERNATIONAL DE L'ENSEIGNEMENT CATHOLIQUE

Global Catholic Education Report 2020

Abstract

Catholic schools serve 62.2 million students globally at the preschool, primary, and secondary levels. As the largest non-governmental school network in the world, the schools play an important role in efforts to achieve SDG4, especially in low-income countries. This report documents some of the contributions of Catholic schools globally, as well as some of the challenges they face in the context of the current COVID-19 crisis. The potential impacts of the crisis and responses implemented by Catholic schools globally are documented considering both developing and developed countries.

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Disclaimer

This report was written by the author in a personal and volunteer capacity, and not as part of his employment with the World Bank. The author is a Lead Economist with the World Bank and, as part of his volunteer work, a Project Manager with OIEC and a Distinguished Research Affiliate with the Kellogg Institute at the University of Notre Dame. The views expressed in the report are those of the author only and need not represent the views of the World Bank, its Executive Directors, of the countries they represent. Similarly, the views in the report need not represent those of OIEC or the Kellogg Institute.

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Cover photo: Students in a Catholic school in Burundi. © Ilaria Schnyder von Wartensee.

Global Catholic Education Report 2020

Acknowledgments

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The idea for the report emerged from discussions with Philippe Richard at OIEC and colleagues at the University of Notre Dame. The work benefited from discussions with colleagues at the World Bank and data collected by the author with OIEC from representatives of national Catholic education associations. The statistical annex builds in part on data collated from annual statistical yearbooks of the Church by students at the University of Notre Dame under the guidance of TJ d'Agostino and Mike Szopiak. Any errors or omissions are those of the author alone.

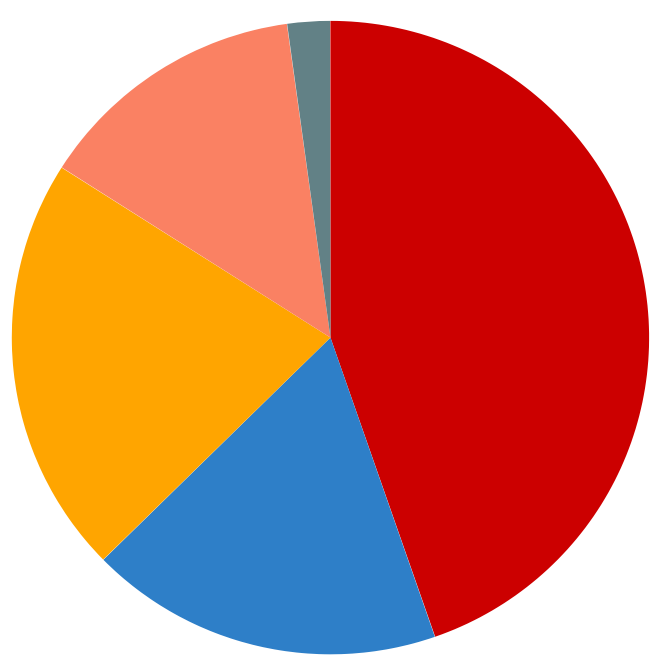
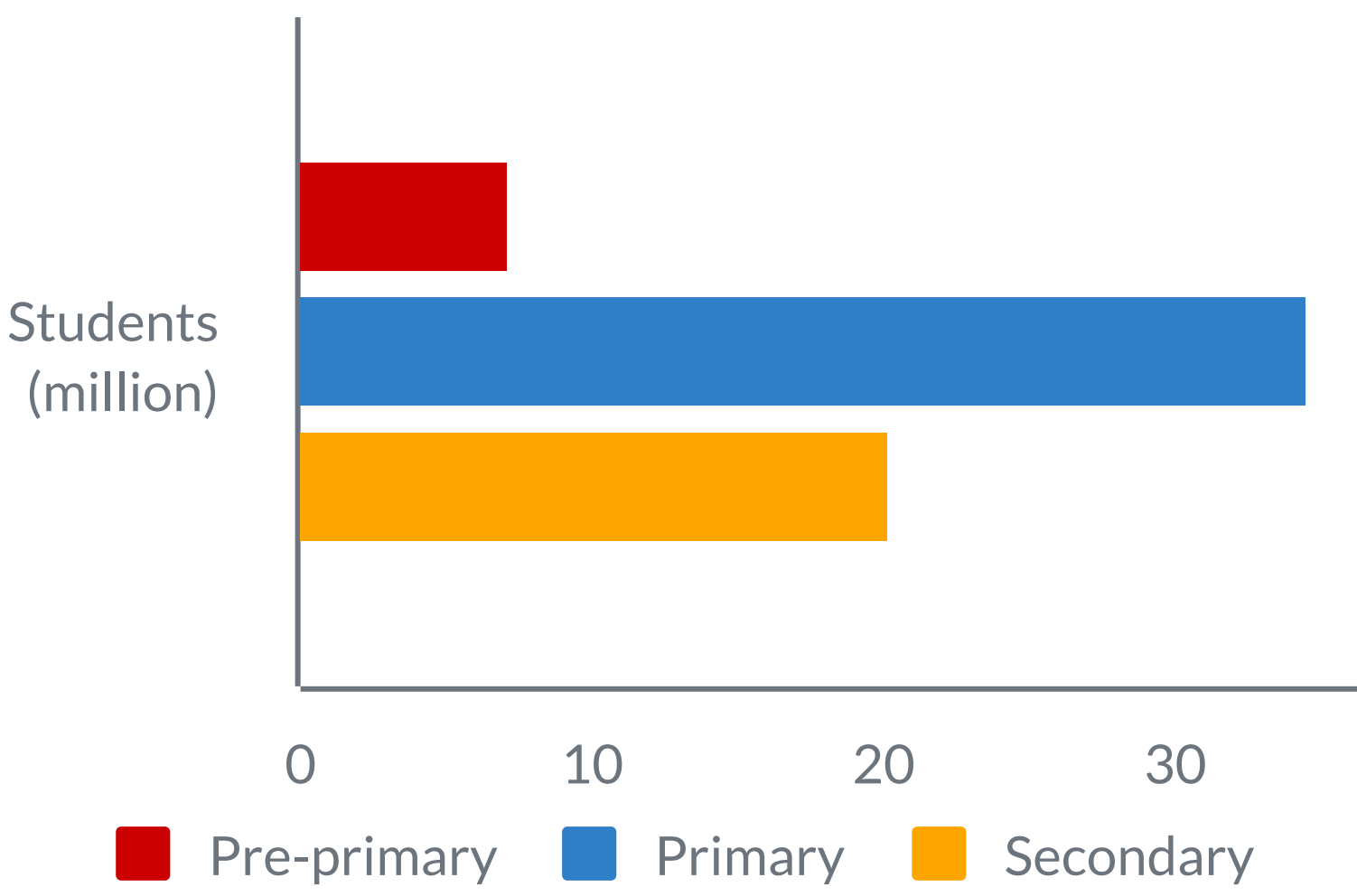
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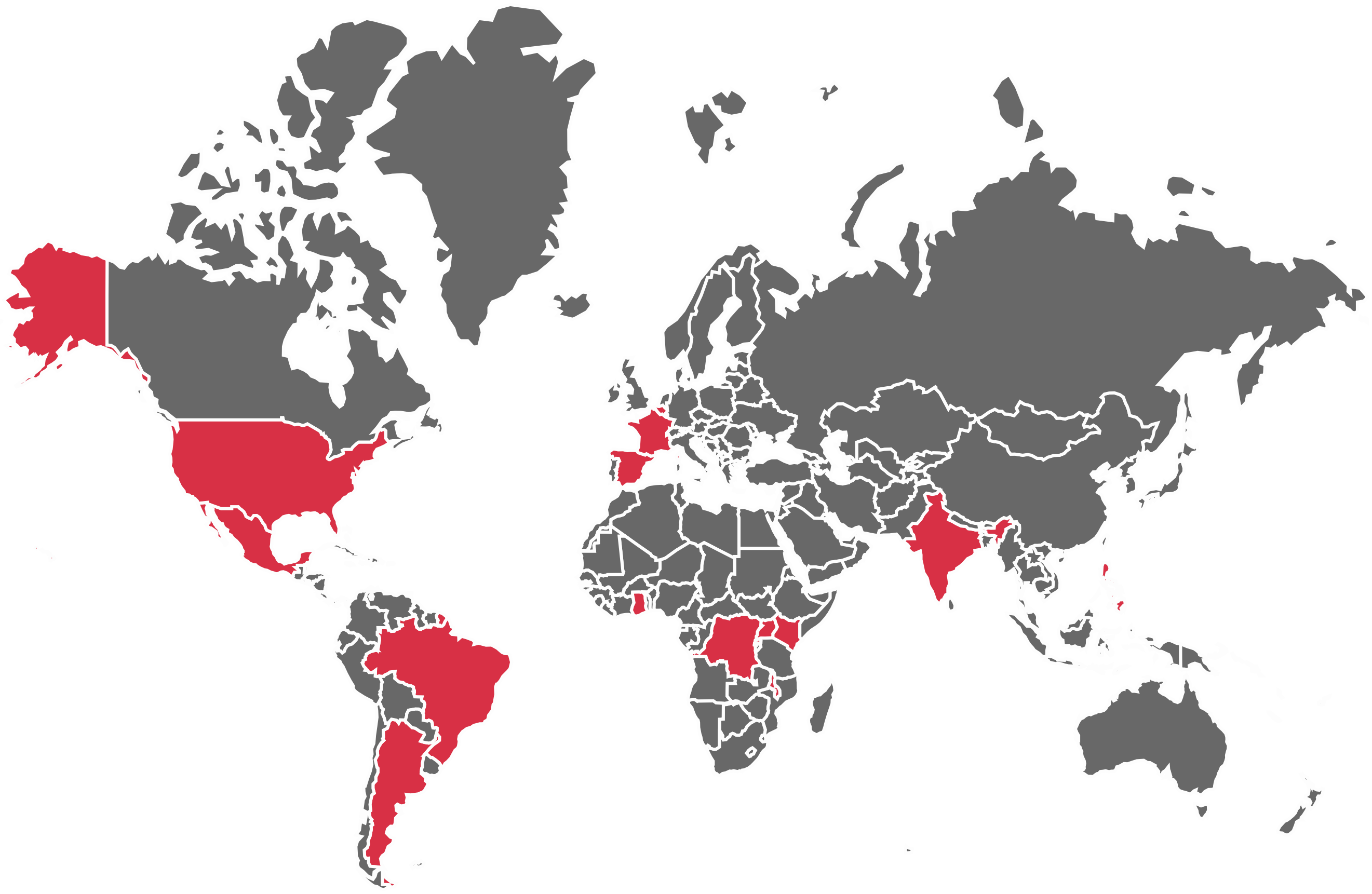
Achievements: Contributions of Catholic Schools

Student enrollment in K12 Catholic schools: 62.2 million (2017)



■ Africa (44.69%) ■ Americas (17.95%)
■ Asia (21.4%) ■ Europe (13.8%)
■ Oceania (2.17%)

Top 15 Countries



Selected contributions of K12 Catholic schools

Economic contributions

- Budget savings for states of US\$ 63 billion (PPP) in 38 countries
- Contribution to human capital wealth (measured as the present value of the future earnings of the labor force) of US\$12 trillion

Contributions to education systems

- Comparatively good student performance in many countries
- Parental choice likely to contribute to higher enrollment

Contributions to communities

- Emphasis on values and integral human development
- Respect for faith with many children from other faiths enrolled

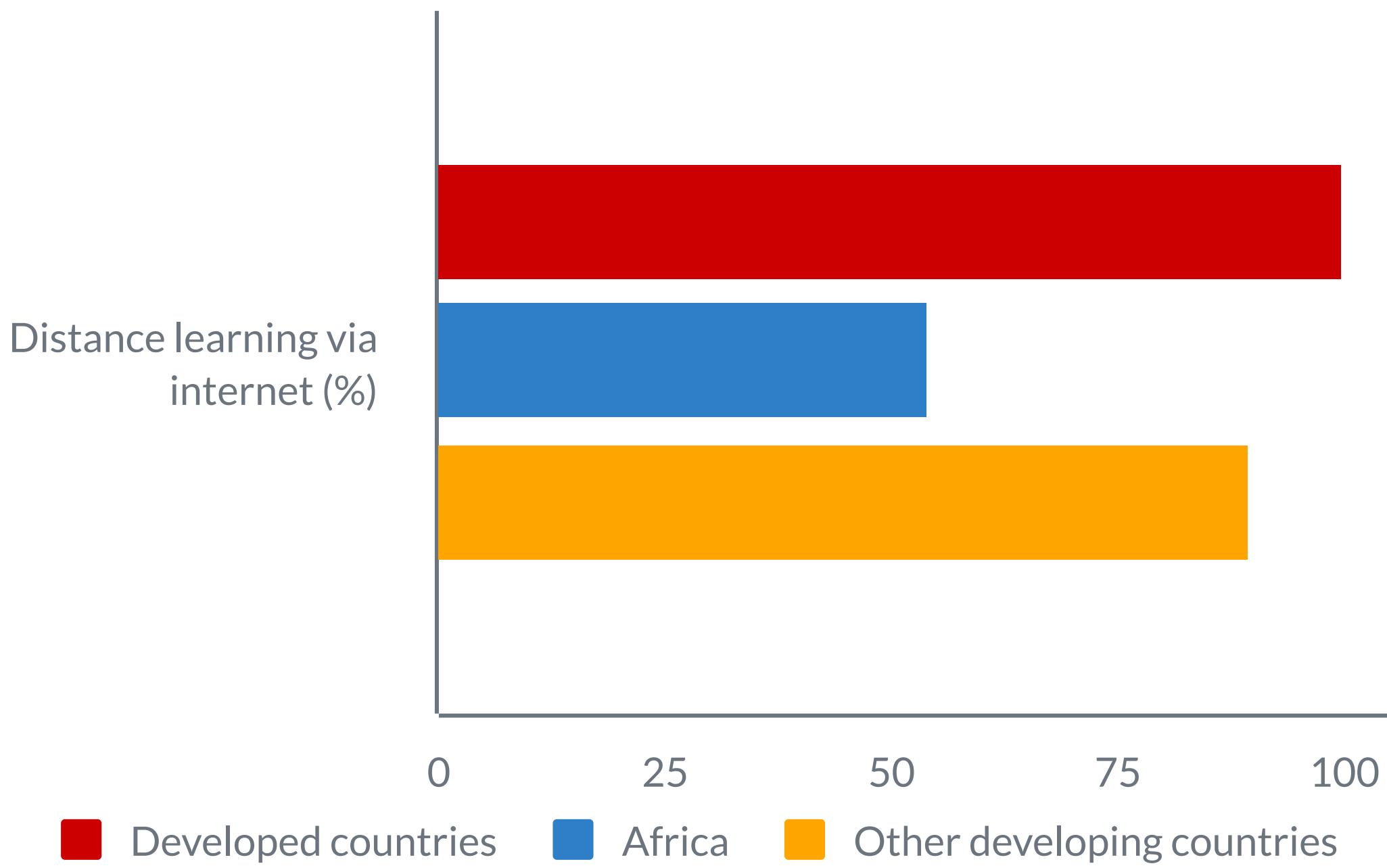
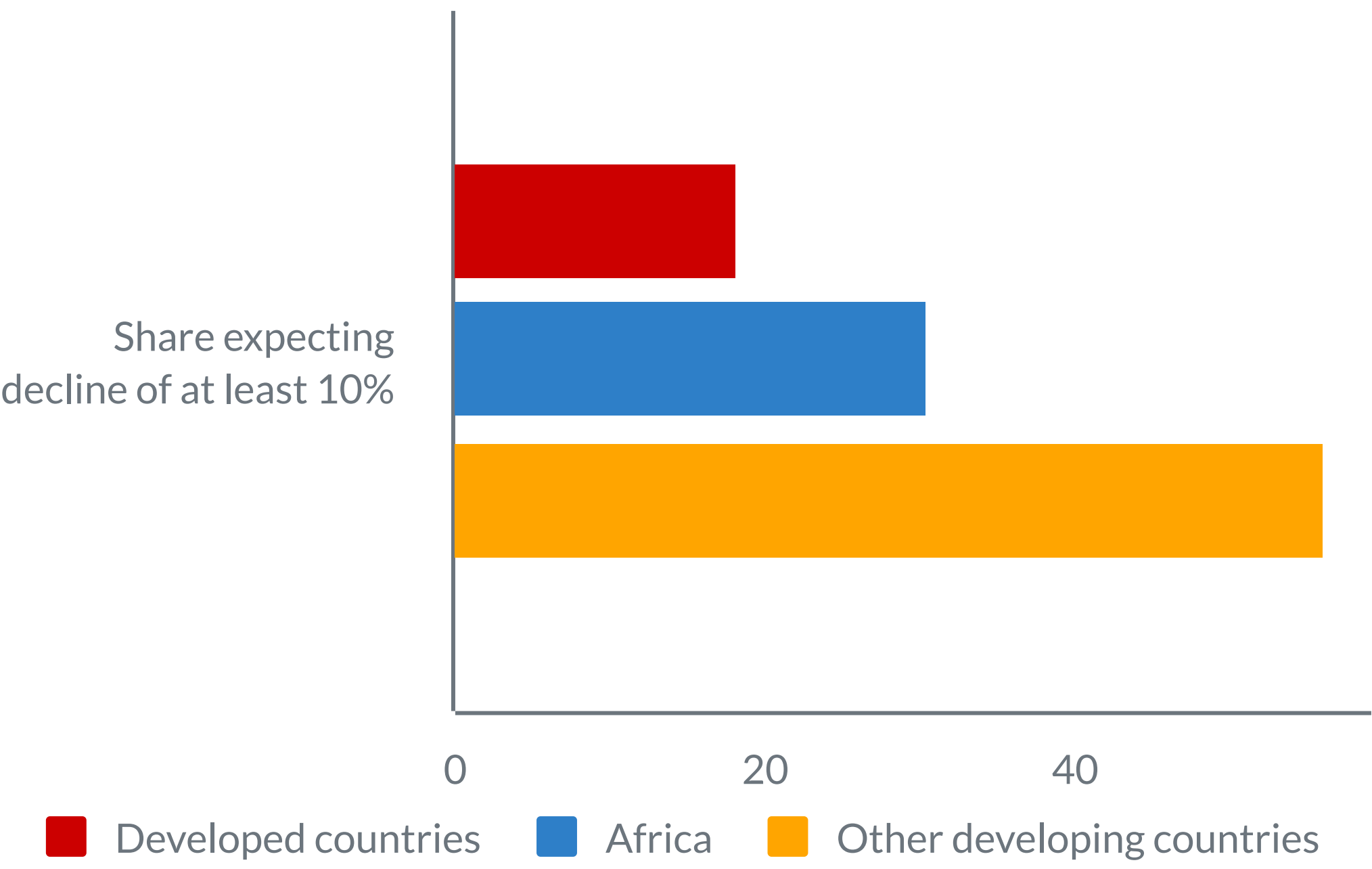
"We need to place at the center of the educational action the person in her full integrity. To this end, the educator must be competent, qualified, and at the same time rich in humanity, capable of mingling with the students in order to promote their human and spiritual growth."

Pope Francis, June 2019 message to OIEC's World Congress participants in New York.

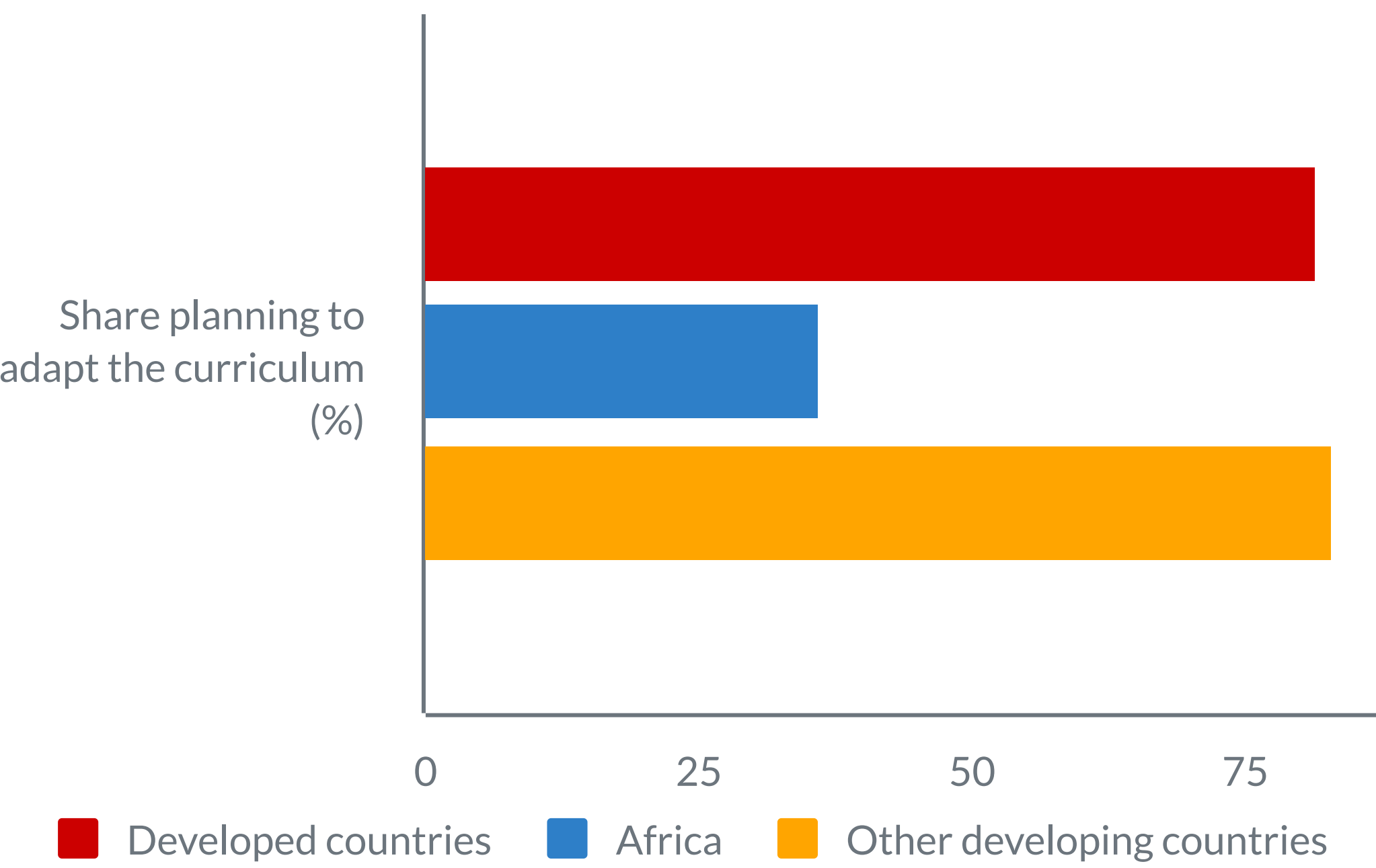
Challenges: COVID-19 Crisis Impacts and Responses

Survey of national Catholic education associations
(171 respondents from 31 countries)

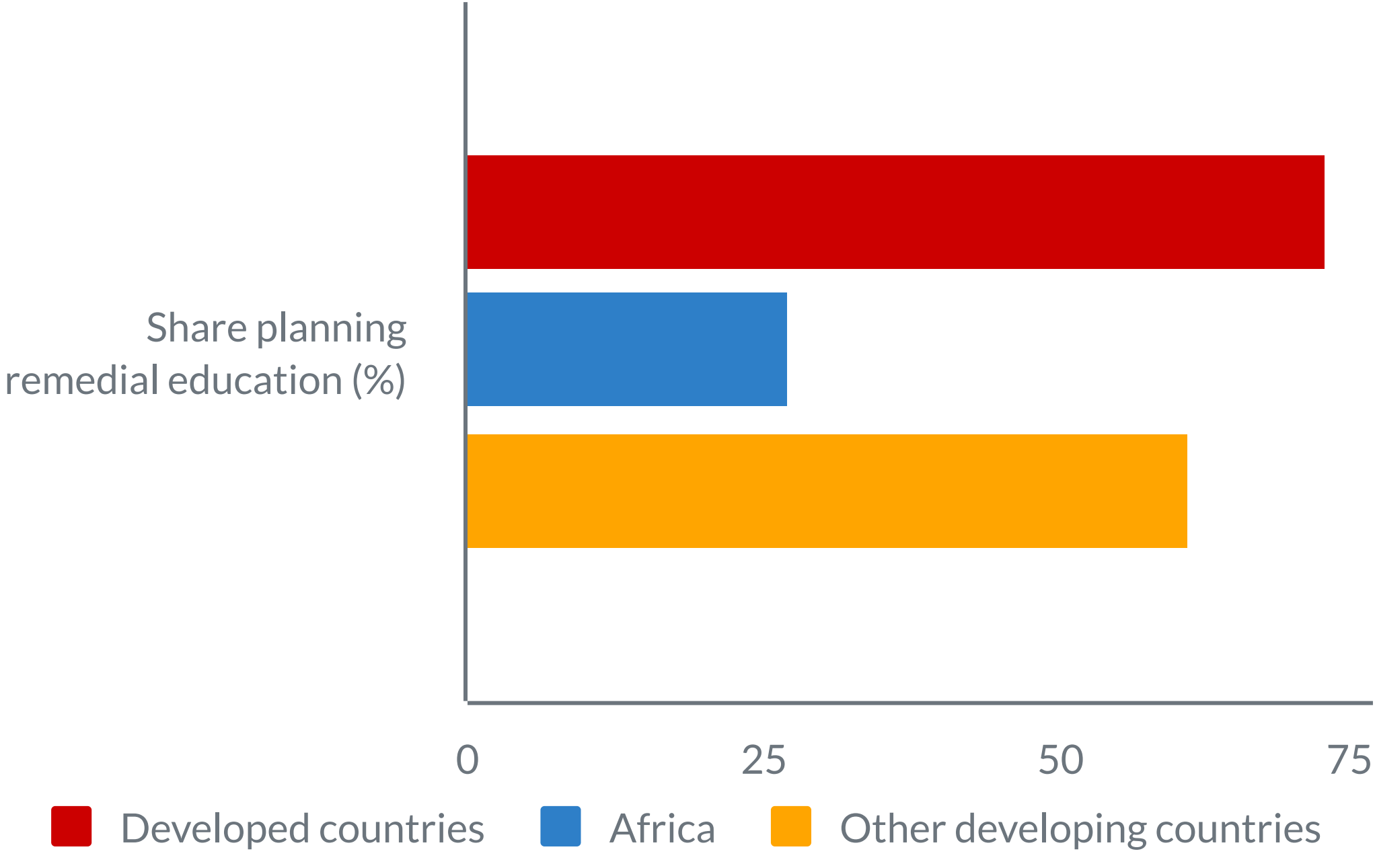
Risk of large decline in enrollment (%) Distance learning via internet (%)



Planning to adapt curriculum (%)



Planning remedial education (%)



Rebuilding back better

- Improving pedagogy in the classroom to end the learning crisis
- Considering blended learning by combining distance and face-to-face learning
- Ensuring sustainability through country-specific appropriate positioning

"Teaching is a deep responsibility. It is like a calling, a commitment. As a Franciscan, I believe that it is by giving that you are able to receive. As teachers, we should try to do our best. We have the power to transform society."

Peter Tabichi, Global Teacher Prize Winner, October 2019 interview with Quentin Wodon.

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FOREWORD

Less than a year ago, close to 600 participants from more than 80 countries participated in OIEC's World Congress in New York to share their experiences and aspirations on how to educate to fraternal humanism in order to build a civilization of love.

Today, such exchanges are not feasible anymore as travel between countries, and in many cases within countries, has come to a standstill. The COVID-19 crisis has been devastating, leading to countless illnesses and deaths. It is affecting communities all over the world. It is also a threat for Catholic schools.

As is the case for students in other schools, students in Catholic schools are being affected by school closures. Many do not have the means at home to engage in distance learning. In Africa, access to the internet remains rare, especially at home. Many children may also suffer from hunger as they may not benefit any more from school lunches. Many are also likely to be affected psychologically. For example, the risk of exposure to violence at home is increasing in many settings. When schools reopen, special efforts will be needed to ensure that children, and especially those from disadvantaged schools, are ready to learn again.

While most schools will reopen, some may not. Catholic schools are particularly at risk, especially when they rely on tuition from parents for their operating costs. The economic crisis is severe, affecting the ability of many parents to keep their children in the schools. Some children may shift to public schools. Worse, some may drop out of school, especially in low- and lower-middle income countries where many Catholic schools are located.

This *Global Catholic Education Report 2020*, which we hope will be the first in a new

series, documents the potential impacts of the crisis on Catholic schools and their students, as well as responses being implemented by schools to help students and their families cope with the crisis. The analysis is based in part on data collected from OIEC's members – the national Catholic education associations that manage more than 220,000 schools globally, serving more than 62 million students at the preschool, primary, and secondary levels.

There is no magic solution to the challenges faced by Catholic schools and their students in the current context. Ensuring that students can learn, and schools can thrive will require special commitment and efforts.

At OIEC's World Congress held in New York in June 2019, participants made commitments for Catholic schools globally in 8 areas: (1) For a new format of education, adapted to change, and grounded in a culture of dialogue; (2) For a Christian identity of the school, based in an evangelical root; (3) For an inclusive school, open to all and especially to the outskirts; (4) For training of leaders and teachers adapted to contemporary educational realities; (5) For quality education, inspired by the Gospel and oriented towards the safeguarding of the Common House; (6) For a positive and constructive presence in international organizations; (7) For the design of tools and resources adapted to the objective of preservation of the Common House inspired by *Laudato Si*; and (8) For work through networks and formal education around child protection.

These commitments remain valid today. Catholic schools have long contributed to strong communities and societies, serving children from all faiths. At OIEC, ensuring that they can continue to do so is our utmost priority.

Philippe Richard
Secretary General
OIEC

INTRODUCTION

At the time of writing this report, close to six million cases of coronavirus infections have been identified globally, and the official number of deaths from COVID-19 is above 350,000. Actual figures are likely much larger due to lack of testing in many countries and underreporting of deaths. The impacts of the COVID-19 crisis on students and education systems, including Catholic schools, are massive, both immediately due to school closures, but also in the short and medium term due to the economic crisis and the risk of multiple surges from the pandemic.

To assess the potential impacts of the crisis on Catholic schools and their students as well as potential responses, this report relies on a wide range of data. The focus is on primary and secondary schools – the area of focus of the International Office of Catholic Education (*Office International de l'Enseignement Catholique* or OIEC in French), as opposed to preschools and tertiary education, even though preschools and colleges and universities will also suffer from the crisis.

The report consists of three main chapters and a brief conclusion, as well as a statistical annex. Before assessing the potential impact of the current crisis on Catholic schools and students, in order to set the stage, the report considers in Chapter 1 long-term trends in enrollment in Catholic schools as a measure of the role played by the Church towards achieving the fourth Sustainable Development Goal, which is to ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all

Globally, according to data from the latest annual statistical yearbook of the Church¹, 34.6 million children were enrolled in Catholic primary schools in 2017, while 20.3 million were enrolled in secondary schools. Adding preschools (7.3 million children), the

Church provides education services to 62.2 million students in K12 schools globally. This estimate is probably a lower bound because it does not account for other services, such as technical and vocational education and training. Overall, the Catholic Church is the largest non-governmental education provider in the world. Based on the literature, Chapter 1 also discusses briefly three types of contributions from Catholic schools to society: economic contributions, contributions to education systems, and contributions to communities.

Catholic schools have an especially large and growing footprint in sub-Saharan Africa. After India, the next four countries with the largest enrollment in K12 schools (preschools, primary, and secondary schools) are the Democratic Republic of Congo, Uganda, Kenya, and Malawi. According to the World Bank's classification of countries by income groups, these are all low income countries, except for Kenya which is a lower-middle income country. The needs for education provision in those countries are massive and growing, and the Catholic Church contributes to meeting these needs. Yet in the current context, these are also the countries that have fewer resources at their disposal to be able to respond to the COVID-19 crisis.

In Chapters 2 and 3, the focus shifts to the impacts of the COVID-19 crisis on Catholic schools and their students and the potential responses that schools can implement to mitigate these negative impacts. Because contexts are different depending on the level of economic development of countries, following a two-part article in the *Journal of Catholic Education*², the analysis is split into two chapters. Chapter 2 focuses on developing countries, while in Chapter 3 the focus is on developed countries. Both immediate impacts

¹ Secretariat of State of the Vatican (2019).

² Wodon (2020a, 2020b). See also Wodon (2020c) for a brief introduction to the two-part paper.

due to school closures and short to medium term impacts due to the economic crisis are considered.

Consider first impacts due to school closures. More than nine in ten students in schools globally have been affected by temporary school closures. While some countries have started to progressively reopen their schools, many have not done so and there is a risk that in countries with partial or full reopening, schools may have to be closed again later depending on the evolution of the pandemic. Globally, at least 1.6 billion students, including those in Catholic schools, have been affected, thereby impacting learning.

Consider next the economic impacts of the crisis that are also likely to be massive. The International Monetary Fund³ suggests that globally, GDP may decrease by three percent or more in 2020 (the decrease in the second quarter will be much larger). This would represent the deepest recession since the Great Depression. In percentage points from the base, advanced economies will suffer from larger losses in GDP than emerging and developing economies, but the gap between both sets of countries is smaller when considering changes in GDP per capita since population growth is lower in advanced economies. Furthermore, emerging and developing economies are less equipped in terms of fiscal space and institutional capacity to respond to the crisis. As a result, the effects of the crisis on children and households will probably be more severe in emerging and developing economies where a larger share of the population already lives in extreme poverty.

The implications of the crisis will be wide-ranging, but apart from learning losses, a key risk especially in developing countries is that many children, and in particular girls, may drop out of school. In developed countries, this risk is less severe, but due to the economic crisis, parents may shift their children from Catholic to public schools in countries where Catholic schools do not benefit from financial

support from the state. In order to mitigate the impact of the crisis, Chapters 2 and 3 consider both immediate responses with a focus on distance learning using various media, and short to medium term responses with a focus on ensuring that all children go back to school and that Catholic schools are financially sustainable.

For the Church, Catholic schools contribute to its salvific mission. Noting the pluralism that characterizes today's societies and the fact that many students in Catholic schools are not themselves Catholic, the Congregation for Catholic Education calls for an education that leads to fraternal humanism and a civilization of love⁴. For society at large, a robust network of Catholic schools may be beneficial in several ways. In comparison to other schools, Catholic schools often provide an education of good quality. Catholic and other faith-based schools also provide valuable options to parents, thus contributing to healthy pluralism in the educational choices available to them. An argument can also be made that Catholic and other faith-based schools contribute to building stronger communities.

Perhaps most importantly, Catholic schools have a long tradition of serving the poor, or at least trying to do so. Unfortunately, the challenges of implementing the preferential option for the poor will be magnified by the current crisis. In some countries, the ability of Catholic schools to serve the poor may be threatened, not only because some children in poverty may drop out of schools or shift to public schools, but also because the resources available to Catholic schools to provide free or subsidized education are likely to be reduced.

Ensuring that Catholic schools can pursue their mission in the current context will be challenging, but the benefits of doing so will be reaped for many years to come.

³ International Monetary Fund (2020).

⁴ Congregation for Catholic Education (2017).

CHAPTER 1

MEASURING THE CONTRIBUTIONS OF CATHOLIC SCHOOLS

Introduction

As the largest non-governmental network of schools in the world, Catholic schools contribute in a major way to achieving the fourth of the Sustainable Development Goals (SDGs), which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Yet because of the centrality of education in the human rights and development agendas, by providing education to so many children especially in low income countries, Catholic schools are also achieving much more.

Just over 30 years ago, the Convention on the Rights of the Child (CRC) was adopted by the United Nations General Assembly. The right to education, mentioned in Article 28, is essential not only because of the intrinsic benefits that education provides, but also because it is fundamental for the enjoyment of many other rights recognized in the CRC.

Education is truly a cornerstone in a child's development from early childhood to adulthood. It is a key driver for future opportunities in life – or the lack thereof. A similar point can be made about the SDGs adopted in 2015. The fourth goal, or SDG4, is one of 17 goals, but it has major implications for the ability to achieve many of the other goals.

Based on recent work at the World Bank⁵, Box 1 shows how lack of educational attainment has lifelong implications for boys as well as girls, among others for labor earnings in adulthood and thereby poverty. But for girls the negative impacts can be especially severe. In low and lower-middle income countries, when girls drop out of school, they are at a much higher risk of child marriage and early

childbearing. In turn, marrying or having children too early has a wide range of negative impacts not only for the girls themselves, but also for their children, their communities, and societies as a whole.

Unfortunately, as will be discussed in Chapter 2, we still have a long way to go to achieve SDG4 and make the right to education a reality. This was the case even before the COVID-19 crisis. The negative impacts of the current crisis will set us back further. Today is a time of concern for Catholic schools and their students. But before discussing the challenges brought about by the current crisis, in order to set the stage, it is useful to first review the contributions of Catholic schools globally.

It has long been recognized that faith-based organizations play a major role in providing basic services that contribute to human development globally. Many of these organizations are Christian, and among those, in part for historical reasons, the Catholic Church tends to have the largest networks of schools and health facilities. In health, a prominent example is that of the Christian Health Associations in sub-Saharan Africa⁶. In of education, the networks of schools managed by dioceses and religious orders are also large, again especially in sub-Saharan Africa⁷.

To set the stage for the analysis of the impacts of the current crisis, this chapter first documents trends in enrollment in Catholic schools globally and by region using data from the annual statistical yearbooks of the Church. Thereafter, the chapter discusses some of the contributions made by Catholic schools that benefit students, families, and communities.

⁵ Wodon et al. (2018).

⁶ Olivier and Wodon (2014). See also Olivier et al. (2015) and Dimmock et al. (2017).

⁷ Wodon (2014, 2015).

Box 1: The Imperative of Investing in Education

Ensuring the right to education is simply essential for the enjoyment of human rights in their indivisibility. The benefits from education for human development are especially wide-ranging.

Labor market earnings and poverty reduction. Education is key to escaping poverty. Men and women with primary education (partial or completed) earn only 20- 30 percent more on average than those with no education at all. But men and women with secondary education may expect to make almost twice as much as those with no education at all, and those with tertiary education may expect to make three times as much as those with no education⁸. In addition, secondary and tertiary education are often associated with higher labor force participation (especially full-time work for women) and a lower likelihood of unemployment. Since labor earnings are key to avoid poverty, improving education outcomes – both in terms of educational attainment and learning – can reduce poverty dramatically.⁹

Child marriage, fertility, and women's health. Not educating girls is especially costly. When girls drop out of school, they are more likely to marry or have children at an age when they are not yet ready to do so, physically or emotionally. This leads to a wide range of negative consequences not only for them, but also their children and societies as a whole.¹⁰ Keeping girls in school is one of the best ways to end child marriage and early childbearing.¹¹ Universal secondary education for girls could virtually eliminate child marriage and reduce early childbearing by three fourths.¹² By reducing child marriage and early childbearing, and providing agency for women, universal secondary education could indirectly reduce fertility rates in many developing countries.¹³ This, in turn, would reduce population growth, accelerate the demographic transition, and generate a large demographic dividend. Universal secondary education for girls would increase women's health knowledge and their ability to seek care, improve their psychological well-being, and reduce the risk of intimate partner violence.¹⁴

Child health and nutrition. After controlling for other factors affecting under-five mortality and stunting, children born of educated mothers have lower risks of dying by age five or being stunted. By contrast, children born of very young mothers face a higher risk of dying by age five or being stunted. Thus, better education reduces these risks both directly and indirectly through its impact on early childbearing. By reducing household poverty, universal secondary education for mothers (and fathers) would again help reducing under-five mortality and stunting rates. Finally, children born of educated mothers are more likely to be registered at birth¹⁵, a key right for children that affects other rights.

Agency, decision-making, and social capital. Better educated men and women tend to have more agency in their lives. Achieving universal secondary education would increase by one tenth women's reported ability to make decisions in their household. Better educated women and men report lower satisfaction rates with basic services, which may reflect better agency through a more realistic assessment of their quality. Educational attainment is also associated with being able to rely on friends when in need, and a stronger ability to engage in altruistic behaviors. This is not because those who are better educated are more altruistic, but because they are in a better position to be able to help others.

⁸ Montenegro and Wodon (2020).

⁹ UNESCO Institute of Statistics (2017).

¹⁰ Wodon et al. (2018).

¹¹ Botea et al. (2017).

¹² Wodon, Male et al. (2020).

¹³ Onagoruwa and Wodon (2018).

¹⁴ Wodon et al. (2018).

¹⁵ Onagoruwa and Wodon (2020).

Trends in Enrollment¹⁶

Data on the number of students in K12 Catholic schools are available in the Catholic Church's annual statistical yearbooks, with the most recent data available for 2017¹⁷. The yearbooks provide data by country on enrollment in K12 schools by level, considering separately preschools, primary schools, and secondary schools for each country and some territories. Data are also provided for enrollment in institutions of higher learning, but this is not considered in this report.

Data are self-reported by the chancery offices of ecclesiastical jurisdictions that fill an annual questionnaire. While some estimates may be approximative in countries with limited administrative capacity, the data seem to be of good quality and reliable over time. In a typical year, about five percent of the ecclesiastical jurisdictions do not fill the questionnaire, but this is the case mostly for small jurisdictions, so that missing data should not affect the overall results substantially.

Figures 1 through 4 provide estimates of enrollment in Catholic schools for preschools, primary schools, and secondary schools, as well as total enrollment for all three levels combined. Trends are visualized for five regions: Africa, the Americas, Asia, Europe, and Oceania. The analysis is kept at that level to keep the Figures manageable, but data are available at the country level in the statistical yearbooks (see the statistical annex). For primary and secondary schools, data are provided from 1975 to 2017. For preschools, data are not available for 1975, so the series starts in 1980. Estimates are provided by region – as defined in the yearbooks, and globally. The regions identified in the Figures are Africa, the Americas, Asia, Europe, and Oceania. A more detailed breakdown for some sub-regions is available in the yearbooks, for example

considering North America, Central America, and South America.

In 2017, 7.3 million children were enrolled in Catholic preschools globally, 34.6 million children attended primary schools, and 20.3 million children attended secondary schools, for a total across the three levels of more than 62.2 million children. Overall, the Church managed 221,392 schools worldwide, including more than 100,000 primary schools, close to 50,000 secondary schools, and over 70,000 preschools (detailed data are provided in the statistical annex to this report).

In 2017, 62.2 million children were enrolled in K12 Catholic schools globally: 7.3 million in preschools, 34.6 million in primary schools, and 20.3 million in secondary schools.

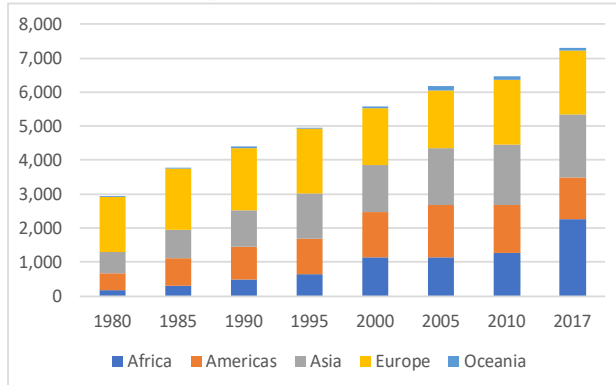
In some countries that are large and complex, estimates of enrollment in Catholic schools could be on the low side due to the difficulty of collecting comprehensive data from multiple organizations managing Catholic schools beyond Dioceses¹⁸. While additional work could be conducted at the country level to check estimates with other data sources country by country, this would be a major undertaking beyond the scope of this report. Still, despite necessary caution, important stylized facts emerge from the data on broad trends in enrollment over more than 40 years.

¹⁶ This section is based on Wodon (2018a). Data have been updated to reflect the latest available data.

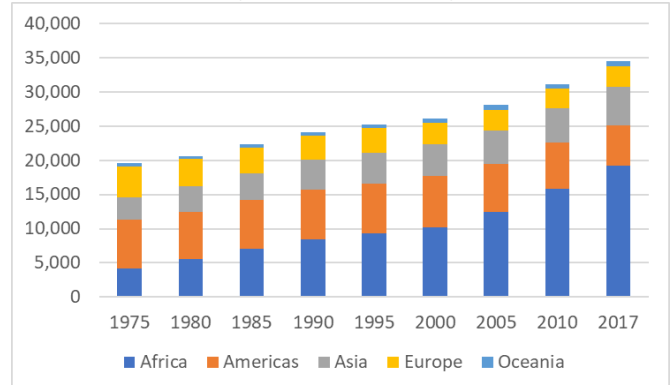
¹⁷ Secretariat of State of the Vatican (2019).

¹⁸ Consider the case of India, the country with the largest number of students in Catholic schools. The statistical yearbook indicates that India had 7,448 preschools, 10,071 primary schools, and 7,038 secondary schools in 2017. Yet data from Manipadam (2018) suggest that while these estimates are of the right order of magnitude at the preschool and primary level, they may be too low at the secondary level since he notes the existence of 10,500 middle schools, 15,000 high schools, and 5,500 junior colleges (which serve 11th and 12th grade students in a few states). In addition, the Church also manages about 3,500 vocational training schools. Overall, the estimates for India in the statistical yearbook may be on the low side.

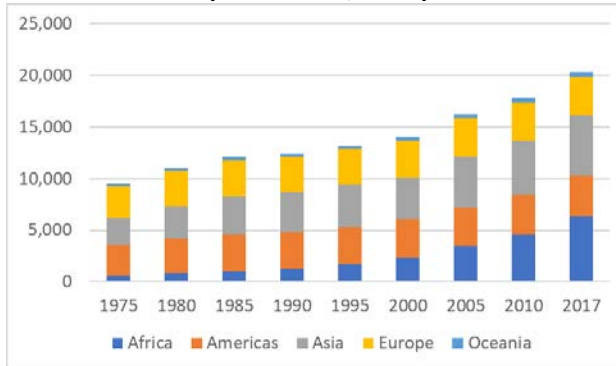
**Figure 1: Enrollment in Catholic Preschools
(Thousands, 2017)**



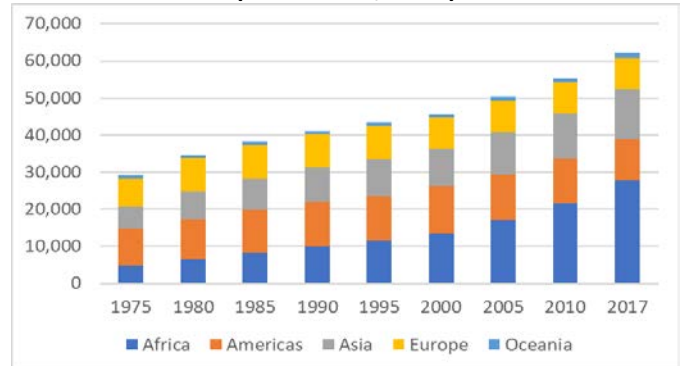
**Figure 2: Enrollment in Catholic Primary Schools
(Thousands, 2017)**



**Figure 3: Enrollment in Catholic Secondary Schools
(Thousands, 2017)**



**Figure 4: Total Enrollment in Catholic K12 Schools
(Thousands, 2017)**



Source: Statistical Yearbook of the Church.

Note: Preschools not included in 1975.

Key Findings on Enrollment Trends¹⁹

Six main findings emerge from the data. First, trends in enrollment suggest healthy growth over time. Total enrollment in K12 education more than doubled between 1975 and 2017 globally, from 29.1 million to 62.2 million students. Most of the growth in enrollment in absolute terms was concentrated in Africa, and within that region, in sub-Saharan Africa. This is not surprising, given that the continent has a high rate of population growth and that thanks to efforts to achieve education for all, enrollment rates have risen substantially,

especially at the primary level, even if gaps remain. As a result, by 2017, the Africa region had 27.8 million children enrolled in Catholic K12 schools. Of those, 19.2 million were in primary schools. This accounted for 55.5 percent of all children enrolled in Catholic schools at that level globally.

Most of the growth in enrollment took place in Africa, and within that region, in sub-Saharan Africa. This is not surprising, given high rates of population growth and gains in educational attainment over time in the region.

¹⁹ This section is based on Wodon (2018a). Data have been updated to reflect the latest available data.

The numbers of children in preschools and secondary schools in Africa were estimated at respectively 2.3 million and 6.4 million, accounting in both cases for three in ten children enrolled at those levels in Catholic schools globally. The other region with a large increase in enrollment in absolute terms over time is Asia, mostly due to gains in India, especially at the secondary level.

Second, there are differences between regions in the share of students by level (see Figure 5). Globally, primary schools account for 55.8 percent of total enrollment in 2017, versus 32.8 percent for secondary schools, and 11.4 percent for preschools. In Africa however, primary schools still account for 69.0 percent of total enrollment, mostly because the transition to secondary schools is still weak in many countries (only four in ten students in sub-Saharan Africa complete their lower secondary school according to the World Bank's the World Development Indicators).

By contrast, in Europe, primary schools account for only a third (35.8 percent) of total enrollment in Catholic schools. This is due not only to substantial enrollment at the secondary level, but also to high enrollment rates in preschools. Globally, 11.7 percent of all children in K12 There has been a progressive decline in the share of students enrolled at the primary level globally from 67.3 percent in 1975 to 55.8 percent in 2017 given gains in educational

attainment and more opportunities for children to benefit from pre-primary education.

Third, in proportionate terms, as a percentage change from the base, the highest growth rates are observed for Africa (see Figure 6), as was the case for absolute gains in enrollment. But growth rates are also high in Asia and Oceania. The annual growth rates for the period from 1975 to 2017 for primary, secondary, and total enrollment, and from 1980 to 2017 for enrollment in preschools, are computed taking into account compounding.

In Africa, the annual growth rates are estimated at 7.4 percent for preschools, 3.7 percent for primary schools, 5.8 percent for secondary schools, and 4.3 percent for total enrollment in K12 Catholic schools. These growth rates are two to three times larger than those observed globally. In Asia, growth rates in Catholic school enrollment are slightly above those observed for the world, at 3.1 percent for preschools, 1.3 percent for primary schools, 2.0 percent for secondary schools, and 2.0 percent for total enrollment in K12 Catholic schools. By contrast, in the Americas and in Europe at all levels, growth rates tend to be much smaller, and in some cases are negative. The only exception is the growth in the Americas in enrollment in preschools. For the Americas, a difference between the United States and other countries should be noted.

Figure 5: Proportion of K12 Students in Catholic Schools by Level (Percentage, 2017)

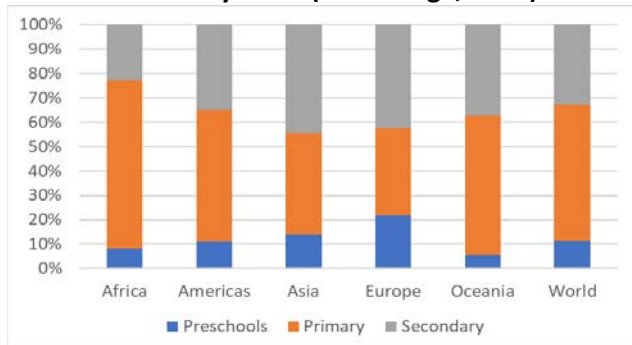
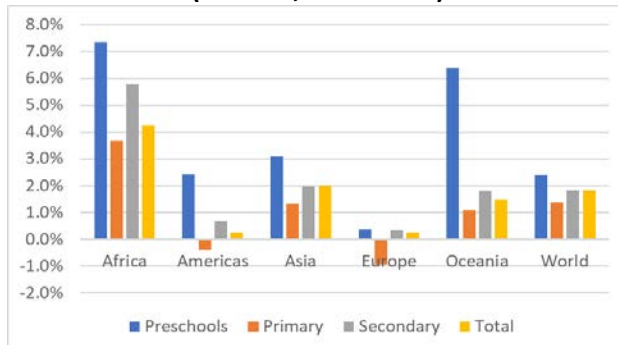


Figure 6: Annual Growth Rates in Enrollment (Percent, 1975-2017)



Source: Statistical Yearbook of the Church.

While enrollment continues to grow in many countries in Central and Latin America, there has been a steep decline in enrollment in the United States at the primary and secondary levels from more than five million students in the early 1960s to 1.8 million today²⁰. The decline in enrollment has affected private schools more generally²¹, with the middle class facing increasing difficulties given stagnant wages to afford private schools due to their cost in the absence of state or federal subsidies (in contrast to private schools, charter schools have expanded over time thanks to public funding – these are formally public schools but they are privately managed).

Fourth, the share of students enrolled in Catholic schools globally has remained somewhat stable over time. To compute this share, estimates of enrollment in Catholic schools can be compared to data on the total number of pupils enrolled in school from the UNESCO Institute of Statistics. This can be done for primary and secondary schools as data for preschool enrollment are less reliable. Globally, 4.8 percent of all students at the primary level were enrolled in Catholic schools in 2016. For secondary school the proportion was 3.5 percent²². Over time, this share has decreased slightly at the secondary level, but it has increased slightly at the primary level.

In Africa, one in ten children enrolled at the primary level is enrolled in a Catholic school.

There are differences however between regions. In Africa (combining sub-Saharan and North Africa), the share of students in Catholic schools is much higher, with one in ten children enrolled in a Catholic primary school. In Oceania, the shares are even larger, with one in five students in primary schools enrolled in a Catholic school. This is due in part to Australia, where Catholic schools benefit from state

funding. In many other countries by contrast, only a relatively small share of students enroll in Catholic schools, and in some cases (such as China), there are no Catholic schools.

It is worth noting that gains (or losses) in enrollment can come from building new schools (or closing schools in cases of losses), or accommodating more students in existing schools (or less students in the cases of losses). Analysis suggests that gains were achieved for the most part from creating new schools²³. This is not surprising since there is a limit to ability of existing schools to accommodate more students. But it may be a source of concern in some countries where the Church or communities may not have the means to build new schools, especially at the secondary level. As governments and low cost for-profit providers expand the coverage of their secondary schools in low and lower-middle income countries, even if enrollment in Catholic secondary schools increased, the share of students enrolled in Catholic schools may not.

Fifth, there is a lot of heterogeneity between countries in the size of their Catholic school networks. Table 1 provides data on 15 countries that had close to one million students or more in K12 Catholic schools in 2017. Together, these countries account for two thirds of global enrollment in K12 Catholic schools. Enrollment is largest in absolute terms in India due in part to the sheer size of the country. The next four countries with the largest enrollment are all from sub-Saharan Africa: the Democratic Republic of Congo (DRC), Uganda, Kenya, and Malawi. Three of these four countries are classified as low-income by the World Bank, with Kenya classified as lower-middle income, as is the case of India. In other words, many of the largest Catholic school networks are located in countries with substantial poverty, contributing to the mission of Church to serve disadvantaged groups.

²⁰ Wodon (2018c).

²¹ Murnane et al. (2018).

²² Wodon (2018a).

²³ Wodon (2019e).

Table 1: Top 15 Countries by Enrollment, 2017
(Thousands of students)

Country	Preschool	Primary	Secondary	Total
India	1,218	3,828	3,905	8,951
DRC	77	4,426	1,716	6,219
Uganda	153	4,643	405	5,201
Kenya	397	2,686	1,073	4,156
Malawi	451	1,486	223	2,161
France	330	578	1,152	2,059
USA	158	1,159	568	1,885
Rwanda	158	1,239	366	1,763
Spain	252	601	595	1,448
Argentina	204	624	508	1,335
Philippines	99	392	799	1,290
Belgium	202	464	567	1,233
Mexico	164	534	425	1,122
Ghana	213	526	299	1,038
Brazil	188	587	202	977
Total	4,263	23,773	12,803	40,838
Share	58.4%	68.8%	63.0%	65.7%

Source: Statistical Yearbook of the Church.

In several low income countries such as the DRC and Uganda, many Catholic schools are publicly funded and considered as part of the network of public schools²⁴. In the DRC for example, Catholic schools are part of *écoles conventionnées*. The schools have a large footprint due to historical factors including weak state provision during periods of conflict. The share of students in Catholic schools is also especially high in Belgium, the smallest of the countries in Table 1, because of a system that ensures school choice in the Constitution. By contrast, in the United States, public funding for Catholic schools is very low and takes place only through state programs such as vouchers.

After India, the countries with the largest enrollment in Catholic schools are the Democratic Republic of Congo, Uganda, Kenya, and Malawi. In total, 15 countries have enrollment above one million children.

Sixth, the fact that the highest growth rate in enrollment over the last four decades is observed for preschools is good news. Early

childhood is a critical period in the life of children and investments at that age tend to have high returns. This is the case especially for the first 1,000 days in the life of children when brain development occurs, but also later, including to make sure that children are ready to enter primary school²⁵. Early stimulation and preschools have been identified as key interventions that governments should promote to invest in human development²⁶.

Economic Contributions²⁷

The important role that Catholic schools play in education systems in many countries has implications for government policy. One of them relates to state budgets. In many countries parents pay some or all the cost of sending their children to Catholic schools. When this is the case, enrollment in Catholic schools reduce budget outlays that states must finance to provide basic education to children. These savings represent a shift of the economic burden of providing education to households.

To estimate education budget savings for governments from Catholic schools, information is needed on the number of children enrolled in Catholic schools and the level of funding per student provided by states to Catholic schools in comparison to funding provided to public schools. Information on enrollment in Catholic schools is available from the annual statistical yearbooks of the Church. Information on state funding for private and public schools is available for OECD and partner countries through data collected for Education at a Glance reports. Assuming for simplicity that Catholic schools are funded by states at the same level as other private schools (in some countries such as the United States, funding for Catholic schools is lower), the data can be combined with data on enrollment in Catholic

²⁴ On benefits but also challenges that this may create, see D'Agostino et al. (2019) on Kenya.

²⁵ Black et al. (2017).

²⁶ Denboba et al. (2014).

²⁷ This section is based on Wodon (2019d, 2019f).

schools to measure budget savings for states generated by Catholic schools.

Estimates for 38 OECD and partner suggest that overall, budget savings from Catholic schools in these countries are valued at US\$ 63 billion per year in purchasing power parity terms²⁸. When comparing those estimates to those for private schools overall, Catholic schools account for 35.4 percent of the total budget savings from private schools at the primary level, and 19.2 percent at the secondary level. The country that accounts for the largest budget savings from Catholic schools is the United States, with savings valued at US\$ 12 billion for primary schools and US\$ 7 billion for secondary schools. Similar analysis was conducted for Catholic colleges and universities. It suggests that Catholic tertiary education institutions help generate in the same set of countries another \$43 billion in savings for state budgets versus a situation in which the students were to enroll in public institutions instead²⁹.

Budget savings reaped by states in 2016 thanks to primary and secondary Catholic schools were estimated at \$63 billion in purchasing power parity terms for 38 OECD and partner countries.

Another way to show the economic contribution of Catholic schools is to compute the share of human capital wealth created by the schools using recent World Bank data on the changing wealth of nations. Wealth is the assets base that enables nations to generate future income. Human capital wealth is defined as the present value of the future earnings of a country's labor force. The other two main sources of wealth are produced capital and natural capital. Estimates suggest that human capital wealth accounts for two thirds of global wealth, a much larger proportion than natural capital and produced capital³⁰.

²⁸ The estimates are based on budget data for 2014 and enrollment data for 2016. See Wodon (2019f).

²⁹ Wodon (2018b).

³⁰ Lange et al. (2018).

To estimate the contribution of Catholic schools globally to human capital wealth, analysis can rely on an assessment of the share of human capital wealth attributed to educational attainment, and in turn the share of the contribution of Catholic schools to educational attainment. Such an analysis for 141 countries accounting for about 95 percent of the world's population suggests that Catholic schools may contribute globally US\$ 12 trillion to the changing wealth of nations. The main objectives of Catholic schools are not economic, but their economic contribution for societies' development are clearly massive.

Analysis for 141 countries accounting for 95 percent of the world's population suggests that Catholic schools may contribute US\$ 12 trillion in wealth to the changing wealth of nations.

Contributions to Education Systems

There is a debate in many countries as to whether states should provide funding for low cost nonprofit private schools, which would include Catholic schools. Discussing arguments related to this debate is beyond the scope of this report, but it should be noted that a robust network of Catholic schools, whether they benefit from public funding or not, may be beneficial to societies in several ways.

First, it is often believed that Catholic schools perform comparatively well in terms of learning outcomes. In the United States where much of the research has been conducted, multiple studies have suggested positive outcomes for students attending Catholic schools³¹. Whether the schools themselves perform better than other types of schools remains debated, and a few studies have

³¹ See among others Coleman et al. (1982), Greely (1982), Coleman and Hoffa (1987), Bryk et al. (1993), Evans and Schwab (1995), Evans et al. (1995), Sander and Krautman (1995), Sander (1996), Neal (1997), Altonji et al. (2005), Carbonaro (2006), Hallinan and Kubitschek (2013), and Freeman and Berends (2016).

suggested that this may not be the case³². Yet overall, the evidence seems to point to a Catholic school advantage linked to core values espoused by the schools such as those of community, high expectations for students, and a concern for social justice leading schools to reach out to low-income and minority students. In developing countries, the evidence is weaker. Yet, the fact that in many countries there is a strong demand from parents for a Catholic education due in part to perceptions of comparatively high quality cannot be denied.

The ability of Catholic schools to empower principals and create a positive school culture may be one of the reasons why they seem to perform well. This relates to conditions for school autonomy and accountability emphasized in the literature.³³ The importance of school management can be illustrated with the case of Fe y Alegría schools in Latin America.³⁴ Evidence in Peru suggest that the schools perform well:³⁵

According to focus groups and interviews³⁶, factors contributing to the good performance of Fe y Alegría schools include a high degree of independence at the school level for generating and managing resources, a favorable institutional climate, an emphasis on the proper selection, tutoring, supervision, and training of teachers, autonomy and authority for school principals, and the capacity to adapt to local realities. Principals convey the mission of the schools in order to engage students, teachers, and the whole community. Fe y Alegría teachers are motivated by the sense of purpose they witness in the schools and experienced teachers enjoy the opportunity to coach and mentor younger teachers. These various elements of the culture of the schools

are mutually reinforcing, leading to better teaching and student learning.

Second, Catholic schools and the Church more generally have a long tradition of serving the poor³⁷. Today, implementing the preferential option for the poor is challenging for many schools. Congregations which used to be able to provide quasi-free education a few decades ago may not anymore have the personnel and resources to do so today. In the absence of state support, cost recovery may lead the schools to be unaffordable for the very poor. These pressures are unlikely to change, and may become more severe. One of the ways to reach the poor is to locate schools in poor areas, but this is not necessarily where new schools are being built³⁸. Still, even if Catholic schools are not primarily serving the poor today as is the case for most other types of schools, they do reach millions of children in poverty³⁹.

Third, Catholic and other faith-based schools provide options for parents, thus contributing to healthy pluralism in the educational choices available to them. One benefit is that parents may be more comfortable with faith-based schools for their adolescent girls⁴⁰. Another benefit relates to the concepts of integral growth or integral human development used in Catholic social thought refer to the growth of the whole person, including in terms of the values that the person acquires. By emphasizing those aspects, even if the evidence to that effect remains limited, Catholic schools may help build stronger communities with higher levels of civic participation from their members, the last topic to be considered in this chapter next.

³² See Jepsen (2003) and Elder and Jepsen (2014).

³³ Demas, A. and G. Arcia (2015).

³⁴ Wodon (2019g).

³⁵ Lavado et al. (2016). See also the essays in Parra Osorio and Wodon (2014).

³⁶ Alcázar and Valdivia (2014).

³⁷ See Pontifical Council for Justice and Peace (2004), Francis (2015), and McKinney (2018).

³⁸ See Wodon (2020j) on Uganda.

³⁹ On sub-Saharan Africa, see Wodon (2014, 2015, 2019c, 2020g).

⁴⁰ Gemignani and Wodon (2017). See also Gemignani et al. (2014) on parental perceptions of schools.

Contributions to Communities

Education systems should help children to become engaged citizens respectful of others and of the earth. This was recognized in Article 29 of the CRC.⁴¹ It is also recognized by most school networks, whether of public, private, secular or faith-based nature. What exactly the call for promoting values and character education in educational systems entails may differ depending on the school system considered. But respect for others and for pluralism (which does not imply relativism) should be one of the core values being taught.

According to the Congregation for Catholic Education⁴², Catholic schools should strive towards *“the development of man's psychological and moral consciousness... as a pre-condition for the reception of the befitting divine gifts of truth and grace”*. The Congregation defines a school as a place where integral formation occurs through a living encounter with a cultural inheritance. Given the pluralism that characterizes today's societies and the fact that many students in Catholic schools are not themselves Catholic, the Congregation calls for an education that leads to fraternal humanism and a civilization of love.

⁴¹ Article 29 states that: *“States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.”*

⁴² Congregation for Catholic Education (2017).

Ensuring that education is provided ‘in a Catholic key’ should be a key aim of Catholic schools⁴³. Such an education is based on a personal encounter with others who pass on faith and wisdom; it is sacramental, permeated by an intentional culture; it is Eucharistic in affirming the communal nature of the person; and it is unitive, combining faith and reason. When they are successful, the schools create an environment that fosters not only academic excellence, but also spiritual growth – for children who are Catholics and those who are not, so that all can pursue their own journey towards the fullness of human flourishing.

The respect for faith, including other faiths than the Catholic faith, and the emphasis on values that are shared with students in Catholic schools may contribute to civic engagement⁴⁴ and more broadly build stronger communities⁴⁵. As schools invest in the spiritual capital of staff, teachers, and principals, this may have lasting benefits for students⁴⁶.

As Catholic schools invest in the spiritual capital of staff, teachers, and principals, this may have benefits for students and communities.

Conclusion

The purpose of this chapter was to set the stage for the rest of this report on the impact of the current crisis by documenting some of the broad characteristics of Catholic schools globally as they stood before the crisis. In terms of enrollment trends, several findings emerge from the data. First, enrollment in Catholic schools increased substantially over the last four decades. Combined enrollment in primary and secondary schools almost doubled between 1975 and 2017 globally. Second, primary schools, while still accounting for a majority of total enrollment, account for a

⁴³ DelFra et al. (2018).

⁴⁴ Dee (2005).

⁴⁵ Brinig and Garnett (2015).

⁴⁶ Grace (2002a, 2002b).

smaller share of the total over time as enrollment is rising faster in preschools and secondary schools. This was expected given that enrollment was already high at the primary level in many countries, so the potential for growth was smaller. Third, the highest growth rates in enrollment are observed in Africa, both in absolute terms and in percentage terms from the base. This was again expected given that apart from high rates of population growth, Africa has the lowest enrollment rates and thus the largest potential for growth. Fourth, the share of students in Catholic schools has remained fairly stable over time. It decreased slightly at the secondary level, but increased at the primary level. Fifth, there is heterogeneity between countries in the size and growth of Catholic school networks. One should not assume that global or regional patterns are valid at the country level. Sixth, the highest growth rates in enrollment are observed for preschools. This is good news given the importance of investing in early childhood.

This chapter also considered three contributions by Catholic schools: their economic contribution, their contribution to education systems, and finally their contribution to communities. These contributions are substantial. In many ways, Catholic schools appear to have done comparatively well. But doing well in comparison to other types of schools does not imply doing well in absolute terms. Especially for student learning, much remains to be done.

The World Bank report on the learning crisis⁴⁷ and companion studies⁴⁸ demonstrate that many education systems, including in all likelihood many Catholic schools, have not yet succeeded in ensuring that all the children enrolled in school actually learn. Education systems especially in developing countries were already facing a learning crisis before the COVID-19 crisis (see Box 2). The challenges brought about by the new crisis on top of those

that already prevailed are discussed in the next two chapters, together with potential responses that Catholic (and other) schools could implement to mitigate the negative impacts.

Box 2: The Learning Crisis Before COVID-19

Apart from low levels of educational attainment, children suffer in many countries from a global learning crisis, with too many students not acquiring the foundational skills that education systems should provide. Data from international student assessments suggest that many students are not learning enough, especially in Africa. Among East African students in 3rd grade, three in four do not understand a simple sentence. In rural India, three in four of these students cannot solve a two-digit subtraction. On average, a student in a low-income country performs worse on basic literacy and numeracy, than nine in ten students in high-income countries. The situation is only slightly better in some middle-income countries.⁴⁹ Performance on socio-emotional skills is harder to measure, but if education systems fail on basic cognitive skills such as literacy and numeracy, it is unlikely that they succeed in nurturing socio-emotional skills.

The severity of the learning crisis is clear data on harmonized learning outcomes.⁵⁰ The education component of the World Bank's Human Capital Index combines data on the average number of years of schooling that children are likely to complete and how much they learn in school. This leads to a measure of learning-adjusted years of schooling. Globally, across countries with available data, children are likely to complete 11.2 years of schooling on average, but only 7.9 years under the learning-adjusted measure, so that 3.3 years of schooling are lost due to lack of learning. In low-income countries, the measures are much lower.⁵¹

⁴⁷ World Bank (2018a).

⁴⁸ See Bashir et al. (2018) for sub-Saharan Africa.

⁴⁹ World Bank (2018a).

⁵⁰ World Bank (2018b).

⁵¹ World Bank (2019a). On the importance of human capital for labor markets, see World Bank (2019b).

CHAPTER 2

COVID-19 CRISIS AND RESPONSES IN DEVELOPING COUNTRIES

Introduction⁵²

As mentioned in the introduction, because contexts are different depending on the level of economic development of countries, following a two-part article in the *Journal of Catholic Education*⁵³, the analysis is split into two chapters. This Chapter focuses on developing countries, while in Chapter 3 the focus is on developed countries. Both immediate impacts due to school closures and short to medium term impacts due to the economic crisis are considered, together with potential responses for each type of impact.

Temporary school closures have been near universal. UNESCO suggests that as of mid-April, at least 1.6 billion students were affected by the closures. Even if some countries reopen schools before the end of the school year, there is a risk of back and forth, whereby after a reprieve, the pandemic surges again. Research suggests that children are less likely than adults to be infected by the coronavirus, but that they have more contacts with others when schools reopen, thus leading to potentially as much spreading of the virus than adults⁵⁴.

The risk of new surges in the spread of the virus may force schools to close once more, or adopt special operating procedures, for example using double shifts to reduce class size and the risk of transmission of the coronavirus among students and from them to the broader population. This points to the need for immediate responses to the crisis, but also for ensuring that education systems become

resilient to the risk of future closures, among others through distance learning options.

School closures may lead to substantial losses in learning for children and some may never return to school when the schools reopen. These risks are especially salient for disadvantaged children, including girls who may be married as children or have children early. The risks will be exacerbated by the fact that apart from school closures, the pandemic has led to a global recession. The April 2020 World Economic Outlook on *The Great Lockdown*⁵⁵ suggests severe contractions in all regions of the world, and a decline in GDP of three percent globally. Many countries face multiple challenges — not only a health crisis, but also a collapse in tourism and commodity prices including for oil. In some countries with already high levels of debt and weak banking systems, the pandemic may lead to a financial crisis. Globally, the Great Lockdown is likely to be the worst recession since the Great Depression.

In sub-Saharan Africa where the largest number of children are enrolled in Catholic schools, the crisis may lead to GDP contracting by -2.1 to -5.1 percent depending on the scenarios used.

In sub-Saharan Africa, the region with the largest number of children enrolled in Catholic schools, a World Bank report⁵⁶ suggests a large negative shock, with GDP contracting by -2.1 percent to -5.1 percent depending on the scenarios used. The region would face its first recession in 25 years. Between \$37 billion and \$79 billion in output would be lost this year. In addition, a severe food security crisis could take hold, with

⁵² This chapter is adapted and shortened from a more detailed analysis available in Wodon (2020b).

⁵³ Wodon (2020a, 2020b). See also Wodon (2020c).

⁵⁴ See Zhang et al. (2020) on China and Jones (2020) on Germany.

⁵⁵ International Monetary Fund (2020).

⁵⁶ World Bank (2020a).

agricultural production expected to contract by -2.6 percent to -7 percent. Impacts are being felt quickly. A phone survey in Senegal⁵⁷ suggests that as early as in April, up to 87 percent of the population had seen a reduction in income, leading over a third of the population to reduce food intake. Because of school closures, a third of children were not engaging in any learning activity. The ability of parents to support learning at home varied greatly, as did access to distance learning online or through television. The crisis also led to movements back to rural areas.

Global simulations suggest that more than 100 million people may fall into poverty⁵⁸. Of those, half are children. Households are likely to also suffer from a drop in international remittances⁵⁹, and the number of people suffering from acute hunger may double⁶⁰.

What may be the consequences for children? Although health risks from the Ebola pandemic in West Africa a few years ago were much more severe, a review⁶¹ of some of the impacts of the Ebola outbreak suggests that effects on children were severe. In Sierra Leone, in areas affected by the outbreak, teenage pregnancies for adolescent girls increased while school enrollment dropped by a third⁶². Antenatal care visits and hospital deliveries and C-sections dropped as some facilities closed⁶³. The rate of full immunization for children under one year of age dropped by half, leading to an increase in cases of measles⁶⁴. In one district, diagnoses of severe acute malnutrition among children more than doubled⁶⁵, and a majority of children perceived an increase in violence against children in their community⁶⁶. The

outbreak also led to a drop in birth registrations in Liberia, and visits to health facilities for children with acute respiratory infections and diarrhea dropped in Guinea⁶⁷. In all three countries, the number of orphans increased.

Many of these effects may also be observed with the current crisis. In what follows, both the immediate and short to medium term impacts of the crisis on Catholic schools and their students are discussed, together with suggestions on potential responses to mitigate these impacts.

Immediate Impacts and Responses

Impacts of the Crisis

Three types of losses may be felt by students almost immediately due to school closures: losses in learning, losses in well-being and mental health, and losses of free or subsidized lunches provided in schools.

In developing countries, and especially in Africa, school closures may wipe out much of the learning gains from the school year given that to start with, learning levels are very low.

Students temporarily out of school are at risk of losing what they learned while in school. In developing countries, and especially in Africa, this may wipe out gains from the school year given that to start with, learning levels are already very low. Even before the crisis, as shown in Table 2, more than half of children in low- and middle-income countries suffered from learning poverty defined as the inability to read and understand a short text by age 10. In sub-Saharan Africa, the proportion is none out of ten children. Temporary school closures will exacerbate learning poverty, especially for disadvantaged children without access to distance learning.

⁵⁷ Le Nestour et al. (2020).

⁵⁸ Vos et al. (2020).

⁵⁹ World Bank (2020b).

⁶⁰ Food Security Information Network (2020).

⁶¹ United Nations (2020).

⁶² Bandiera et al. (2019).

⁶³ Ribacke et al. (2016).

⁶⁴ Wesseh et al. (2017).

⁶⁵ Kamara et al. (2017).

⁶⁶ Risso-Grill and Finnegan (2015).

⁶⁷ Bardón-O'Fallon et al. (2015).

Table 1: Learning Poverty (%)

Share of 10 Years Not Able to Read and Understand A Simple Text

Countries	Boys	Girls	Regions	Boys	Girls
High income	8.4	6.6	EAP	29.6	21.1
Upper-middle	44.6	39.5	ECA	10.0	8.2
Lower-middle	55.1	45.9	LAC	53.0	48.9
Low income	93.3	93.5	MENA	66.0	56.8
Low & middle	55.5	49.8	NA	8.0	7.1

Source: World Bank (2019).

Note: Regions are East Asia & Pacific; Europe & Central Asia; Latin America & Caribbean; Middle East & North Africa; and North America. Data missing for South Asia due to low participation in student assessments.

Consider next losses in well-being and mental health. The World Health Organization estimates that up to one in five children and adolescents globally may experience mental disorders. Data from school health surveys also suggest that a substantial share of students suffer from stress for their health and well-being⁶⁸. As conditions of stress are exacerbated by the crisis, the risk for adolescent health and well-being is substantial.

Consider finally losses of free or subsidized school lunches and other threats to nutrition. About a decade ago, 368 million children benefitted from school lunches⁶⁹. Today, the number is likely be higher. These programs matter for children's nutrition⁷⁰. Their loss will deprive children of a meal they may not get at home, especially as the population suffering from acute hunger will increase.

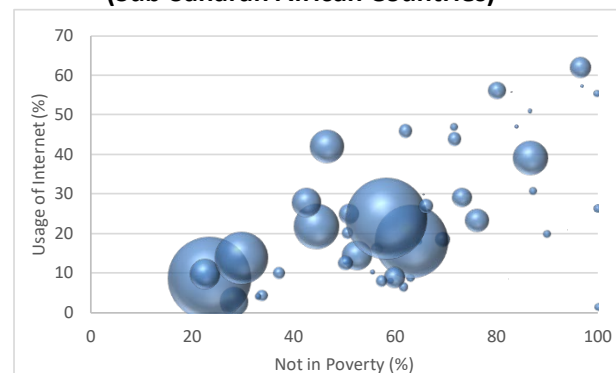
Students in Catholic schools will be exposed to these various losses as is the case for other students, especially in sub-Saharan Africa. Consider especially the risk of learning losses due to lack of access to distance learning and the risk of food insecurity due to the loss in school lunches and the economic crisis. In Figure 1, data on protection against these two risks are visualized for sub-Saharan African countries. The share of households not in poverty is on the horizontal axis, and the share

of the population using the internet on the vertical axis. The size of the bubbles represents the number of students enrolled in Catholic primary and secondary schools.

In Africa, even countries with a smaller share of their population in poverty have limited usage of the internet, suggesting challenges for distance learning through digital resources.

Students in countries towards the upper right of the Figure have more protection against learning losses and food insecurity, while those in the bottom left have less protection. Of the four countries with the largest enrollment, two (Democratic Republic of Congo and Malawi) are located near the bottom left, with Uganda and Kenya located towards the center of the Figure, suggesting that in all four countries, protection from risk factors is fairly limited. Even countries with a comparatively smaller share of their population in poverty have limited usage of the internet, suggesting challenges for distance learning through digital resources. In short, many students in the region, including those in Catholic schools, are at high risk due to the pandemic. Within countries, children from rural areas and those from the bottom quintiles of wellbeing will suffer the most.

Figure 7: Protection from Risk Factors (Sub-Saharan African Countries)



Source: Wodon (2020a).

⁶⁸ Wodon, Fèvre et al. (2020).

⁶⁹ World Food Programme (2013).

⁷⁰ Alderman and Bundy (2012).

Potential Responses

Potential responses can tackle all three losses mentioned above, but Catholic schools themselves probably need to focus on learning losses given that measures to mitigate the effects of the two types of losses are difficult for schools to implement when they are closed.

Multiple organizations have provided guidance on their website on how to scale up distance learning – details and web links are available in the article in the Journal of Catholic Education on which this chapter is based⁷¹. The aim is to implement multi-modal responses using a variety of media such as radio, television, and mobile phones apart from the internet to reach all students, and especially those from disadvantaged backgrounds.

As one example, a guidance note from the World Bank⁷² suggests a dozen action steps for planning multi-faceted remote learning: (1) Developing remote learning plans with stakeholders such as broadcast regulators and companies, and EdTech start-ups; (2) Creating an inventory of existing and ideally free content to be deployed via remote learning; (3) Organizing available content to align with existing curricula so that materials can be used by teachers and parents more easily; (4) Creating a virtual helpdesk possibly in partnership with a local call centre or telecommunications company to support parents, teachers, and students; (5) Promoting offline learning, for example through distribution of printed material that students can use at home; (6) Using educational radio and television programs including through pre-recorded lessons and edutainment; (7) Increasing access to digital resources through improved connectivity in partnership with mobile operators, telecom providers, and other providers; (8) Providing a consolidated, one-stop-shop to access online materials; (9) Making content available through a variety of devices

when feasible; (10) Supporting the use of low bandwidth solutions; (11) Providing assistance to teachers, parents and students on how to use and access remote learning content; and (12) Using multimedia to share information about remote and online learning opportunities across platforms to achieve synergies.

Television and radio offer alternatives to online distance learning, with several countries having implemented successful programs.

Television and radio offer alternatives to distance learning based on online materials, with several countries having implemented successful programs. For television, this includes Telesecundaria in Mexico⁷³. For radio, a prominent example is that of the Education Development Center which has implemented Interactive Radio Instruction in multiple countries through pre-recorded interactive lessons. The organization has published a note on how to repurpose established radio and audio series to address the COVID-19 crisis⁷⁴.

Another issue that must be dealt with is that of final examinations which are often used in developing countries to manage transitions from one cycle to the next. Three main options are available⁷⁵. The first is to simply cancel examinations. The second is to postpone them. The third is to hold examinations, but using a different format, such as online testing, or if that is not feasible basing assessments on students results until schools were closed, but this is often problematic. The right approach depends on country context, and what the purpose of the evaluation is. In some settings and for some grades, it may be appropriate to promote all (or almost all) students, but this in turn has implications for the capacity of schools to welcome larger cohorts in higher grades.

These potential responses are not specific to Catholic schools, but are Catholic

⁷¹ Wodon (2020a).

⁷² World Bank (2020d).

⁷³ Navarro-Sola (2019); Fabregas (2019).

⁷⁴ Education Development Center (2020).

⁷⁵ Liberman et al. (2020).

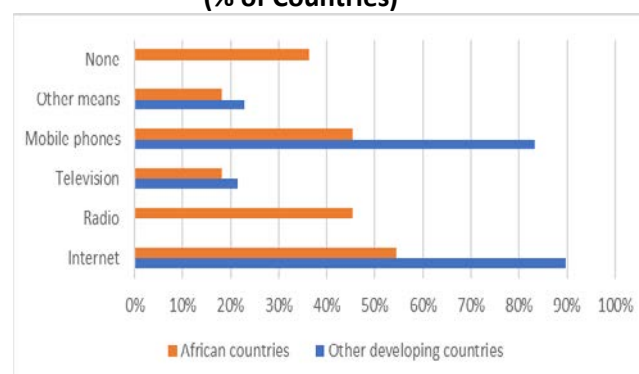
schools implementing them? To find out, a short survey was implemented with OIEC to inform conference calls with representatives of national Catholic education associations held in May 2020. A total of 171 responses were received at the time of writing from 31 countries, including 11 African countries⁷⁶ and 10 other developing countries⁷⁷. Together the 31 countries account for 58.3 percent of all students in Catholic schools globally.

Respondents were asked whether they had been able to implement distance learning solutions for students during school closures, and if so, using which media. As shown in Figure 8, only slightly more than half (54.5 percent) of Catholic school networks in Africa implemented internet-based distance learning, versus 89.8 percent in other developing or emerging countries. Given limitations in access to the internet, the proportion of Catholic school networks that used radio is substantial in Africa at just under half, while it is at zero in other developing countries. For television, about a fifth of countries have implemented television solution in both Africa and other developing and emerging countries. Mobile phone solutions have been implemented in just under half of school networks in Africa versus four in five networks in other developing countries. These differences again reflect gaps in access to the internet in Africa. What is concerning is that almost two in four Catholic school networks in Africa had not implemented any distance learning solutions by the time of the survey, versus none in other developing countries.

Another question of interest – not asked in the survey, is whether beyond Catholic schools, other Catholic institutions including parishes may help in responding to the crisis. Catholic and other religious institutions often play an important role and are trusted by the

population in times of crisis. For the response to the Ebola crisis in West Africa, faith leaders and organizations played a key role⁷⁸. For education specifically, one of the areas where faith leaders could play an important role is through campaigns to promote continued learning while schools are closed and ensure that children go back to school when the schools reopen.

Figure 8: Distance Learning by Medium (% of Countries)



Source: Wodon (2020a).

almost two in four Catholic school networks in Africa had not implemented any distance learning solutions by the time of the OIEC, versus none in other developing countries.

Short to Medium Term Impacts and Responses

Impacts of the Crisis

One major short to medium term risk for students is for some of them to drop out of school because of affordability constraints related to income losses. In other words, the demand for schooling may be affected. Another risk is that on the supply side, schools may not have the resources they need to educate children well when they reopen because of budget constraints for public schools, or lower tuition revenues for private schools, including Catholic schools.

⁷⁶ Burkina Faso, the Democratic Republic of Congo, Djibouti, Mauritius, Kenya, Madagascar, Malawi, Niger, Rwanda, Senegal, and South Africa.

⁷⁷ Albania, Bolivia, Brazil, India, Lebanon, Mexico, Nicaragua, Philippines, Sri Lanka, and Ukraine.

⁷⁸ Christian Aid et al. (2015); Greyling et al. (2016).

Consider first the risk that some students may drop out of school. Although the crisis may affect boys and girls alike, adolescent girls may be especially at risk. During the Ebola outbreak, as schools closed, unwanted pregnancies as well as fertility rates increased among adolescent girls, which made it harder for girls to go back to school⁷⁹. Apart from Sierra Leone, as noted in a World Bank report⁸⁰ on the crisis, negative effects of downturns for girls have been observed in other settings including rural Ethiopia⁸¹, Brazil⁸², and the Philippines⁸³. As girls drop out of school, they are not only more likely to have children early, but they may also marry early⁸⁴. This in turn can have a wide array of negative consequences, not only for the girls' health and that of their young children, but also for their future labour market earnings, the risk of suffering from intimate partner violence, and their ability to make decisions within their households⁸⁵. A parental death may further exacerbate these risks⁸⁶.

Consider next the risk that schools, both public and private, may not be adequately funded. For private schools, the main risk is a reduction in tuition revenues. In low-and middle-income countries, private schools as a whole have an especially large market share at the secondary level, estimated at 28 percent according to the World Development Indicators. This is the education level where school enrollment may drop the most, with low-cost private schools likely to be suffering the most from the loss in tuition revenues. For public schools, the threat comes instead from potential cuts in national education budgets. Even before the crisis, many developing

countries were highly indebted, especially in sub-Saharan Africa. The crisis will require governments to fund measures to protect their population at a time when their tax base will be reduced, thus requiring loans that may further exacerbating their indebtedness. This is why at the G20 meeting and at the annual meetings of the World Bank and the International Monetary Fund, a key focus was on implementing a moratorium on debt service payments for poor countries. Yet even with such a moratorium, pressure to cut education budgets may remain.

How will Catholic schools fare? This depends on local circumstances, but the survey implemented with OIEC provides insights. Respondents were asked if they believed that the COVID-19 and related economic crisis would affect enrollment of students in the next school year. Potential responses were: Yes, with a large decline in enrollment of at least 10 percent; Yes, with a decline in enrollment of 5 percent to 10 percent; Yes, but with a small decline in enrollment below 5 percent; and No, no decline in enrollment is expected.

More than a third of Catholic school networks in Africa and more than half in other developing and emerging countries expect a drop in enrollment of at least 10 percent.

As shown in Figure 9, more than a third of Catholic school networks in Africa and more than half in other developing and emerging countries expect a drop in enrollment of at least 10 percent. One in ten expect enrollment to drop by 5 percent to 10 percent, with others expect a decline between zero and five percent (27.3 percent in Africa and 9.9 percent in other developing countries). Only one in four networks (27.3 percent in Africa and 23.0 percent in other developing countries) expect no decline in enrollment due to the crisis. Thus the crisis may have a major negative effect on enrollment in Catholic schools in many countries.

⁷⁹ United Nations Development Programme (2015); Onyango et al. (2019); Bandiera et al. (2019).

⁸⁰ World Bank (2020g).

⁸¹ Asfaw (2018).

⁸² Dureya et al. (2007); Cerutti et al. (2019).

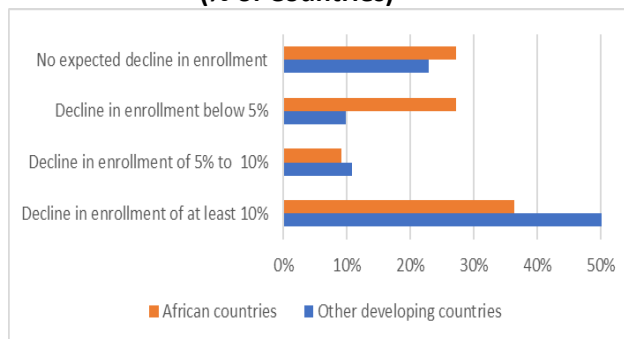
⁸³ Lim (2000).

⁸⁴ Wodon et al. (2016, 2017); Kassa et al (2019).

⁸⁵ Wodon et al. (2018).

⁸⁶ Case and Ardington (2006).

**Figure 9: Expected Decline in Enrollment
(% of Countries)**



Source: Wodon (2020a).

Potential Responses

Because the crisis is having so many different types of impacts for households and firms, as well as communities and societies, a wide range of policy responses are being put in place by governments with the support of the international community, as well as by private actors. The first wave of responses focused on health. As noted by the World Health Organization⁸⁷, strategies include mobilizing communities for ownership of responses and prevention; controlling sporadic cases and clusters and suppressing transmission through prevention and control (including distancing measures); reducing mortality through appropriate clinical care; and developing vaccines and therapeutics that can be delivered at scale. Virtually all countries in the world have engaged in these strategies.

The second wave of responses has focused on social protection and labor market policies to reduce the negative impacts of the crisis on household incomes and livelihoods. At the time of writing this paper, 133 countries had adopted such measures⁸⁸. Social assistance through cash transfers were most common (which makes sense in an immediate context of social distancing), but occasionally public works are being used as well, followed by social insurance programs and supply-side labor

market programs, for example to help firms keep workers on their payroll.

Apart from measures already adopted for distance learning under school closures, education programs and policies should be part of a third wave of responses to the crisis. The challenge will be to ensure that these responses are well designed and well-funded. There is no space to provide a complete overview of these policies here, but a few insights can be provided⁸⁹. Re-enrollment campaigns may be needed to bring students back to school in some areas. These campaigns should be participatory. They should involve not only local schools, but also local leaders, including traditional and faith leaders who are often trusted by communities. There are experiences of such campaigns, both after the Ebola outbreak in West Africa and the genocide in Rwanda⁹⁰. Incentives may be needed to facilitate the return of students, whether this is done by waiving fees, providing cash transfers, or ensuring that students receive school lunches or free school uniforms. Under budget constraints, targeting the most vulnerable children, including girls, may bring the greatest benefits from these programs. In order to prevent drop-outs, early warning systems may be used⁹¹. This may be done again in a participatory way through community-based monitoring where attention is given to children in the community that may be especially disadvantaged and may not return to school, in order to identify those children and provide extra support as needed.

A major concern is to ensure that schools are safe when children return to school, so that reopening schools does not spread the virus.

A major concern is to ensure that schools are safe when children return to school, so that reopening schools does not contribute

⁸⁷ World Health Organization (2020).

⁸⁸ Gentilini et al. (2020).

⁸⁹ See World Bank (2020g) for details.

⁹⁰ UNICEF (2013).

⁹¹ Adelman et al. (2017).

to spread the virus anew. Guidance has been provided in a joint document from UNESCO, UNICEF, the World Bank, and the World Food Programme⁹². The decision to reopen school is complex as multiple considerations must be balanced in terms of maintaining safety but also protecting livelihoods (it is more difficult for parents to go back to work when children are at home). Protocols will need to be put in place. They may include phased reopening for different grades at different dates, using classrooms at different times of the day for different groups so that adequate space can be maintained between students, and ensuring that water, sanitation and hygiene facilities are adequate, including for hand washing. These protocols may in turn have implications for teachers and other staff. Finally, the risk that schools may need to be closed once more if the pandemic surges again must also be taken into account, with adequate planning for distance learning. These are just some of the questions to be concerned about, but the note also discusses other aspects, including how to make sure that marginalized students are not left behind. One of the countries that has already been implementing protocols when reopening its schools is China, with some useful lessons learned in terms of the options that were chosen to do this as safely as possible.

Once students are back in school, given the likelihood of trauma related to the crisis, schools might consider investing in counselling services for students and social and emotional learning programs, which would also help improve academic outcomes. Even more importantly, schools should implement remedial programs to ensure that disadvantaged children are able to catch up, given that many may have suffered larger learning losses than more privileged children. Curricula may need to be adapted to account for materials that were not taught during school closures. The school calendar may also need to

be adapted to account for the possibility of new surges in the spread of the coronavirus.

The above changes necessary to teach at the level of students, which has been shown in the literature to improve learning outcomes, may not be minor. But the response to the crisis can also help education systems become more resilient to future emergencies. And it could even lead to improvements in practice that deliver better learning. Strengthening the capacity of school networks to deliver distance learning solutions may lead to gains in learning through some future combination of in-person and distance learning. For example, independently of the current crisis, interactive radio instructions can help improve teacher pedagogy in contexts where teacher qualifications are low. Distance learning may also result in improved digital skills for both teachers and students. National repositories of resources for distance learning accessible to all school networks, whether public or private, could help enrich materials used to teach the curriculum. Professional development programs training teachers to adapt their pedagogy to the post-COVID level of students may also help, since teaching at the level of students is known to bring learning gains. The crisis may even change regulations that hindered the development of EdTech solutions and partnerships with the private sector.

How are Catholic schools responding to these challenges? Let's turn once again to results from the survey implemented with OIEC. First in terms of context, respondents were asked when they thought Catholic schools may reopen. The potential responses were: Before the end of the school year; Over the summer (for summer school); For the next school year; and Not known yet. As shown in Figure 11, almost half of the Catholic school networks in Africa expect to reopen before the end of the school year, versus just one fourth of the networks in other developing and emerging economies. Correspondingly, a higher share of networks will reopen only during the summer or for the next school year in other developing

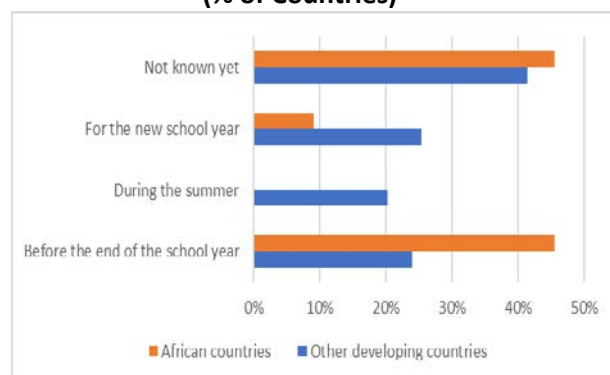
⁹² UNESCO et al. (2020).

countries than is the case in Africa.

This finding is somewhat concerning given that many African countries were affected by the virus later than other countries, so that the surge in the pandemic may also take place in those countries later. In addition, due to crowded classrooms and lack of sufficient water, sanitation, and hygiene facilities in many schools, many African countries also have a limited capacity to ensure that the schools will be safe for the children and their families when they reopen. Finally, for more than four in ten countries, the timing for reopening is not known yet.

Many Catholic school networks do not know yet when they will be able to reopen schools.

Figure 11: Timing for Reopening Schools (% of Countries)



Source: Wodon (2020a).

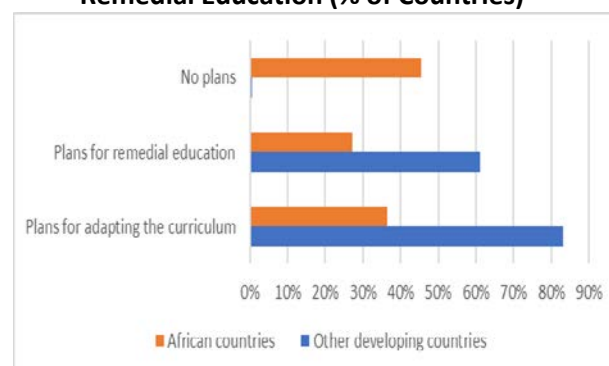
How are Catholic school networks planning to respond to the challenges represented by loss of learning for children when they return to school? Respondents in the survey could indicate whether their school network is planning to adapt the curriculum and/or provide remedial education, or whether none of these actions were being considered at the time of the survey.

As shown in Figure 12, in African countries, only one in three networks were planning to adapt the curriculum, while one in four were planning remedial education. Almost half of the networks were not planning either.

In other developing and emerging economies, the situation is better as very few networks were not planning any action, eight in ten were planning to adapt the curriculum and six in ten were planning to offer remedial education. In Africa, the ability to help students catch up with their learning is limited. In other developing countries, the situation is more promising.

In African countries, only one in three networks were planning to adapt the curriculum, while one in four were planning remedial education. Almost half were not planning either.

Figure 12: Curriculum Adaptation and Remedial Education (% of Countries)



Source: Wodon (2020a).

It is too early (at the time of writing) to assess how adequate Catholic school responses as well as broader national policy responses will be to mitigate the effects of the crisis – not only in education, but also in health and nutrition, and in social protection and labor markets. There is still a bit of time to think about the best options⁹³. Other assets of the Catholic Church for healthcare and social protection may also play an important role in the response to the crisis apart from Catholic schools, but discussing this role is beyond the scope of this paper. In this paper, a stronger emphasis has been placed

⁹³ A useful review of options for education systems is provided in World Bank (2020g), with the analysis being also relevant for Catholic school networks (for a broader policy assessment of potential responses across sectors, see World Bank, 2020i).

on the immediate impacts of the crisis and potential responses, because this is where the immediate challenges are for Catholic and other schools. But many of the principles that apply for the immediate responses and the lessons to be learned especially for distance learning hold promise for improving the education being provided when the schools reopen.

Conclusion

School closures are likely to have a wide array of negative impacts on students, including for learning, nutrition, and wellbeing/mental health. For school networks, whether public or Catholic, a distance learning strategy based on digital materials will be difficult to implement broadly in sub-Saharan Africa given lack of broad-based access to the internet. However, to cope with the immediate impacts of school closures on learning, multi-modal strategies combining digital resources with radio, television, and even text messaging may be an alternative. These strategies are being implemented by governments, but they can also be implemented by Catholic schools. According to a survey of national Catholic education associations implemented with OIEC, many Catholic school networks have already engaged in providing multi-modal distance learning options for students, but some have not yet been able to, especially in some African countries. This is the immediate priority.

Beyond dealing with temporary school closures, education systems, both public and private, will need to adapt to protect students from the short and medium term of the economic crisis. In developing countries and especially in sub-Saharan Africa, these impacts are likely to be severe in part because countries, communities, and students as well as their parents have a limited ability to cope. Many households already live in poverty, and most children in school already start from a low base in terms of their academic achievement. Girls

may be at high risk dropping out of school, with consequently risks of marrying early or having a child early, before they are ready physically and emotionally to do so. For Catholic schools themselves, there is also a risk of a drop in enrollment in the next school year. The OIEC survey suggests that in a third of countries, enrollment may drop by more than 10 percent.

There is still a bit of time for Catholic schools to think about the best options to meet their current challenges before the start of the new school year. In this paper, a unique asset that Catholic schools may be able to rely upon, namely a shared faith with their community, has not been discussed in the context of the current crisis – but this could be a topic of focus for future important work. But how Catholic schools will respond to current challenges will affect the future of millions of children.

For all its negative impacts, the crisis may be an opportunity to implement changes that will result in more resilient education systems.

The crisis, for all its negative impacts in the short and medium term, may be an opportunity to implement changes that will result in better and more resilient education systems. This has been mentioned above in terms of blended learning mixing in-person teaching with online materials as an example. More generally, the need for school networks to work in partnership with other organizations including health clinics to respond to the crisis may also open opportunities, for example for stronger WASH (water, sanitation, and hygiene) in school programs, or a stronger emphasis on school health interventions. Geographic targeting and monitoring mechanisms used during the crisis to reach vulnerable groups may also help lay the foundation for better support to those groups in the future.

CHAPTER 3

COVID-19 CRISIS AND RESPONSES IN DEVELOPED COUNTRIES

Introduction⁹⁴

As is the case for developing countries, the impacts of the COVID-19 crisis on students and education systems in developed countries, and in particular on Catholic schools, are likely to be major, both immediately due to school closures, but also in the short and medium term due to the risk of multiple surges from the pandemic and the associated economic crisis. This chapter discusses impacts and potential responses for developed countries, with more detailed analysis for the United States.

As school systems are starting to reopen, there are health risks not only for families, but also for teachers. In many developed countries, a substantial share of teachers are older than 55 and this age group is especially at risk of serious health complications from the virus. At the national and sub-national levels, various studies are being conducted on the potential impact on the spread of the virus of reopening schools under various scenarios⁹⁵.

School closures are likely to have a wide array of negative impacts on children. Even if school networks have the capability of implementing distance learning programs of high quality, student learning is likely to be affected – both because students will be away from schools for months, but also because student learning suffers during recessions⁹⁶. As in developing countries, lack of access to school meals may also affect children's nutrition, in turn impacting learning negatively. Other potential consequences may include poor

mental health, higher risks of violence at home, and a resulting exposure to toxic stress, as well as the risk for some students to simply drop out of school all together if the crisis makes the cost of schooling unaffordable for parents.

Some of these impacts may be indirect but nevertheless long-lasting. For example, if a lesser emphasis is placed on young children's development at home in order to prioritize activities for children of primary and secondary school age, this may impact young children's future for years to come because of poor early childhood development. Across the board and age groups, children from disadvantaged backgrounds are likely to suffer the most, not only because they often lack access to good distance learning options, but also because income losses for their parents due to unemployment or underemployment will affect them in other ways, including through a higher likelihood of dropping out and not returning to school when the crisis subsides. In low income households, girls may be especially at risk as the prevalence of early childbearing and child marriage often increases during crises.

Consider next the economic impacts of the crisis that are also likely to be massive. The International Monetary Fund⁹⁷ suggests that globally, the downturn will be the deepest recession since the Great Depression, with developed countries suffering from larger losses in GDP than developing countries. In Europe, the European Commission⁹⁸ predicts a contraction in GDP of 7.5 percent for 2020, a much larger shock than during the great recession of 2009. In the United States, revised growth projections from the Congressional Budget Office are not yet available at the time

⁹⁴ This chapter is adapted and shortened from a more detailed analysis available in Wodon (2020b).

⁹⁵ For the Ile de France region which includes Paris in France, see Di Domenico et al. (2020).

⁹⁶ Shores and Steinberg (2019).

⁹⁷ International Monetary Fund (2020).

⁹⁸ European Commission (2020).

of writing, but losses in jobs have been massive, with more than 33 million individuals claiming unemployment benefits in just six weeks, and the unemployment rate for April reaching 14.7 percent, even though this does not include individuals who left the labor force or are underemployed.

The crisis will put pressure on state funding for public schools. It will also affect the financial sustainability of private schools, including many Catholic schools, as large increases in unemployment will lead to income losses for households and thus a reduced ability to afford tuition for a large swath of the population. This impact, which may be severe, is probably already being felt through drops in registrations for the next school year, but it may also hit Catholic schools with a lag.

As in the previous chapter, this chapter considers first the immediate impacts of the crisis and potential responses, and next the short and medium terms impacts, again with potential responses. A conclusion follows.

Immediate Impacts and Responses

Impacts of the Crisis

As in developing countries, immediate challenges from school closures relate among others to losses in learning (and in some cases the risk for children to even drop out of school), losses in well-being and mental health, and losses for children from disadvantaged groups of free or subsidized lunches in school.

Consider first losses in learning. Research for the United States suggests that children suffer substantial from learning losses during the summer, especially if they are from disadvantaged backgrounds⁹⁹. The same is likely to happen during COVID-19 related school closures, especially for disadvantaged children who are less likely to have access to broadband internet for quality distance learning, and are

also less likely to have parents who can supervise their learning at home. These children may also not have conditions at home that are conducive to learning, such as a space to work and study, and they may be exposed to more stress. Estimates suggest that due to the COVID-19 crisis, students may return to school in the fall with only 70 percent of the learning they would have achieved in a typical year for reading, and less than 50 percent of the normal learning for mathematics¹⁰⁰.

Estimates suggest that students may return to school with only 70 percent of the learning they would normally have achieved for reading, and less than 50 percent for mathematics.

Children in Catholic schools will experience learning losses too, and some may be at risk of losing benefits from the so-called Catholic school advantage¹⁰¹. As mentioned in Chapter 1, on average students in Catholic schools often perform better on standardized tests than those in public schools. In the United States, data from the National Assessment of Educational Progress suggest that the difference in test scores is mostly due to a smaller proportion of students performing very poorly in Catholic schools¹⁰². These statistical comparisons however do not necessarily imply that Catholic schools themselves do a better job than public schools. Yet while there is no consensus on this issue in the literature¹⁰³, a majority of the studies suggest that especially for disadvantaged students, there may be some benefits from enrolling in Catholic schools. Unfortunately, in the current context, these are the students who stand to lose the most from school closures, in part because they lack access to digital materials and support for learning at home. Even when students have access to the

⁹⁹ Cooper et al. (1996); Alexander et al. (2007); Gerhenson (2013); Quinn and Polikoff (2017).

¹⁰⁰ Kuhfeld and Tarasawa (2020).

¹⁰¹ See for example Hallinan and Kubitschek (2013) and Freeman and Berends (2016).

¹⁰² Wodon (2018c).

¹⁰³ Jepsen (2003); Elder and Jepsen (2014).

internet, there is no guarantee that they will take advantage of resources available online.

Consider next losses in well-being and mental health. As mentioned in Chapter 2, globally between 10 percent and 20 percent of children and adolescents experience mental disorders. Data from school health surveys suggest that even before the current crisis, many adolescents experienced various forms of distress¹⁰⁴. Some of these conditions may be exacerbated by the current crisis.

Students in Catholic schools may do better on some of these metrics in part because the schools work hard at promoting a sense of community, and parents are often more engaged in a positive way in supporting the schools. This is one of the reasons why the loss of a Catholic school is often a loss for the community¹⁰⁵. In addition, violence in schools plays an important role towards low levels of wellbeing among students, and the prevalence of violence in schools tends to be lower in religious schools, at least in the United States. There is also some evidence that Catholic schools may do a good job at imparting values among their students¹⁰⁶, which may again help for resilience but this remains somewhat conjectural. In any case, even if students in Catholic schools may have some degree of protection against losses in well-being and mental health, many will not be immune to the increase in stress brought about by the crisis and the effects of social distancing.

Consider finally losses of free or subsidized school lunches. In the United States alone, 29.6 million children benefitted in 2019 from the National School Lunch Program. Among those, 20.1 million benefitted from free lunches (these are children in households with incomes at or below 130 percent of the poverty line), and another 1.7 million benefited from subsidized lunches. In addition, 14.8 million children also participated in the breakfast

program run by the Department of Agriculture, including 11.8 million children receiving free breakfasts and 0.7 million receiving subsidized breakfasts. These programs are massive, and their loss can lead to hunger among children who used to benefit from them. States are implementing alternative distribution models, but not all students are being reached.

Results from the COVID-19 Impact Survey suggest that food insecurity affected one in five households in the United States, and an even larger share of households with young children.

The loss of meals will be felt deeply by children in poverty, especially as many low income parents may have lost their job or be at high risk of unemployment due the crisis since workers most at risk are typically those in low pay service sector jobs. Children in or near poverty are thus likely to be impacted twice, not only by the loss of school lunches, but also by income losses in their household. Results from the COVID-19 Impact Survey suggest that food insecurity affected one in five households in the United States, and an even larger share of households with children 12 and under¹⁰⁷.

Children enrolled in Catholic schools will also be affected since the schools can participate in these federal programs, and many do. While the share of low income students in Catholic schools in the United States has decreased over time¹⁰⁸, the schools still welcome many children from disadvantaged background. Data for the 2019-2020 school year from the National Catholic Education Association¹⁰⁹ suggest that at a minimum, 2,717 schools participated in the program with 326,000 students receiving subsidized meals.

Data on how worried staff of Catholic and other private schools are about various risks have been collected through a survey

¹⁰⁴ Wodon, Fèvre et al. (2020).

¹⁰⁵ Brinig and Garnett (2014).

¹⁰⁶ Green et al. (2018a, 2018b).

¹⁰⁷ See <https://www.covid-impact.org/results>.

¹⁰⁸ Murnane and Reardon (2018).

¹⁰⁹ NCEA (2020).

implemented for EdChoice in April 2020¹¹⁰. The top two worries for immediate risks are related to the ability of schools to collect tuition for remainder of the year and the risks for students or their families to contract COVID-19. The next three worries concern special needs students who may be losing the support they need, students falling behind academically, and students missing out on learning because of lack of access to the internet. The last three worries relate to students not having enough food to eat, affluent students pulling away because they have more resources to learn at home, and students experiencing or witnessing abuse at home. There are few differences between respondents from Catholic and other schools in terms of the shares rating risks as extremely worrying, very worrying, moderately worrying, slightly worrying, or not worrying.

Data are also available in the United States on parental perceptions of risks related to the COVID-19 crisis. For example, EdChoice maintains a monthly public opinion tracker which has recently included questions on the pandemic. At the time of writing, the latest report available was for April 2020. Among various categories of risks related to COVID-19, parents were most concerned about their child getting exposed to coronavirus at school, followed by their child missing instruction time, and the cancellation of after school activities or other programs run through schools. Comparatively fewer parents were concerned about missing work if their child's school is closed, explaining coronavirus to their child, and making up for free or reduced meals at home. Most parents have felt prepared for school closures and online learning, but some have not. Answers to these questions probably depend on socio-economic background.

The above discussion focuses on the United States in order to be able to go a bit more in-depth in the analysis, but many of the above risks are also at work in other developed countries. One of the useful websites with

materials related to the crisis in Europe is maintained by the European Commission. A wide range of analyses are also being conducted at the country or sub-national level.

Potential Responses

For each of the main three risks mentioned above, as well as for the more detailed list of risks mentioned in the survey implemented for EdChoice mentioned earlier¹¹¹, what can schools, and in particular Catholic schools, do to protect children? The ability of schools to respond directly to the loss of free or subsidized lunches as well as losses in well-being and mental health are limited. Broader societal responses tend to be required since the schools themselves cannot reach children easily with responses in these areas when they are closed. However, to reduce losses in learning, distance learning offers opportunities, although not all school networks may be ready to take advantage of those opportunities even in developed nations. There is also likely to be substantial variance between schools, and within school between teachers, in the ability to use online content to optimally promote learning. Finally, there is heterogeneity among students and a risk that ICT solutions may widen further gaps in education outcomes between disadvantaged children and those from more privileged backgrounds.

Are schools ready to use technology for distance learning? To answer this question, analysis of responses by principals in surveys from the 2018 Programme for International Student Assessment (PISA) can be conducted¹¹². Countries participating in PISA include not only OECD countries, but also a few other high income countries as well as a range of middle income countries, some of which are doing quite well in terms of education outcomes, especially in East Asia. Several questions are

¹¹⁰ Hanover Research (2020).

¹¹¹ Hanover Research (2020).

¹¹² Moreno and Gortazar (2020).

asked to principals, including whether they believe that students are in a school with an effective online learning support platform, whether teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction, and whether effective professional resources for teachers to learn how to use digital devices are available. Positive response rates are higher for the second and third questions than for the first, but it is striking that overall, OECD countries do not do much better than middle income countries. In both types of countries, a substantial minority of students attend schools that are not ready for digital learning according to principals. As another data point on school readiness for distance learning, the latest Teaching and Learning International Survey¹¹³ suggests that only 43 percent of teachers in the OECD and 45 percent in the United States feel well or very well prepared to use ICT in their classrooms.

The latest Teaching and Learning International Survey suggests that only 43 percent of teachers in the OECD feel well or very well prepared to use ICT in their classrooms.

Since the emergence of the crisis, a wide range of organizations have provided guidance and resources for schools and education systems to improve readiness for distance learning. Sorting through the multiple policy notes and opinion pieces as well as the many websites providing materials is not easy, but a report by HundrED (2020) identifies ten websites with resources curated in a particularly useful way (the report also provides many other useful tools and resources). Also relevant are compilations of responses adopted by public school districts (there are more than 13,000 such districts in the United States, each of them fairly autonomous for its policies).

Dioceses have also put together resources for their school principals and teachers. An interesting example is the Diocese

of San Diego which proposed a step-by-step approach to implement distance learning during school closures, considering first preparation, then connection and relationship building, and finally the establishment of routines and structures. Each step includes a number of specific actions that schools could implement. The Diocese also prepared a planning guide to help schools navigate the remainder of the 2019-20 school year¹¹⁴. The guide is wide-ranging, considering not only educational delivery, but also communications, marketing and enrollment, budgets, tuition, employees, school support, family support, health and well-being, end-of-year events, accreditation, and activities planned for the summer of 2020. Finally, the Diocese provided links to materials available on the web that could be useful for TK12 principals and teachers.

Dioceses have provided resources for school principals and teachers. An interesting example is the Diocese of San Diego which proposed a step-by-step approach to distance learning.

The crisis has also led many nonprofit organizations to organize their material in a more accessible way on their websites, which can also help for distance learning. For example, National Geographic curated its resources for K-12 learners on a landing page, with materials categorized by level (Grades K-2, Grades 3-5, and Grades 6-12), as well as by topic. The nonprofit is also livestreaming content under its Explorer Classroom. Even for-profit firms have made resources available. For example, Google has a site with distance learning resources, including a course for educators.

Overall in developed countries, while transitioning to distance learning will be challenging for many schools, teachers, and students, a wide range of resources are available to facilitate this transition, and the basic infrastructure in terms of connectivity to

¹¹³ OECD (2018a, 2018b).

¹¹⁴ San Diego and Imperial Valley Catholic Schools (2020).

the internet is in place in most geographic areas. There are important risks for students from disadvantaged backgrounds to be left behind. These risks will need to be addressed, but the students are likely to come back to schools when they reopen instead of dropping out of, and remedial education at that time could be relied upon to ensure that they have acquired the knowledge and skills required to be able to succeed in the next academic year.

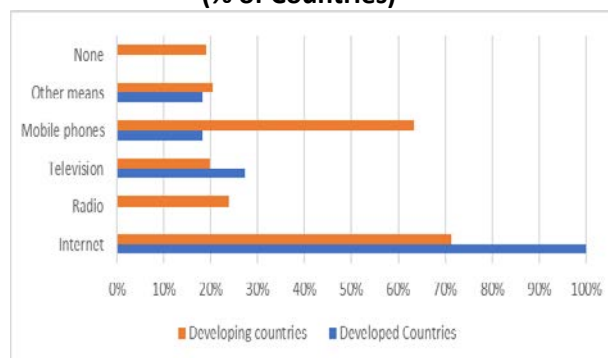
Are Catholic schools implementing appropriate distance learning solutions? Data from the survey implemented with OIEC mentioned in Chapter 2 helps in providing an answer. A total of 171 responses were received at the time of writing with respondents from 31 countries, including ten developed countries¹¹⁵. As many of the respondents were from countries with a large enrollment in Catholic schools, the survey is illustrative of conditions for countries that account for 58.3 percent of all students in Catholic schools globally in 2017.

Respondents were asked whether they had been able to implement distance learning solutions for students in their schools while the schools were closed, and if so, how. For comparisons purposes, responses for developed countries are compared to those for developing countries in Figure 13 (these are the same data as those used in Chapter 2 where responses for developing countries were disaggregated between African and other countries).

In developed countries, all Catholic school networks have implemented distance learning solutions, while this is the case only for four out of five developing countries. Given a reliance on the internet, other media have not been used much in developing countries, while in developing countries, mobiles phones as well

as radio have been used more. The proportion of countries relying on television is similar in developed and developing countries.

Figure 13: Distance Learning by Medium (% of Countries)



Source: Wodon (2020b).

In developed countries, all Catholic school networks have implemented distance learning solutions, while this is the case only for four out of five developing countries.

For responses implemented in Europe specifically, useful collection of information has been undertaken with representatives from its members by the European Committee for Catholic Education (*Comité Européen pour l'Éducation Catholique in French* or CEEC). Key results were published in the organization's newsletter¹¹⁶. An interesting initiative in Belgium has been the implementation of a survey by the Francophone network to assess the readiness of schools and teachers to implement distance learning¹¹⁷. The survey identifies among others the actions taken by schools to implement distance learning and the constraints faced by households to access distance learning, as well as the frequency of interactions between schools and teachers while schools have been closed.

For the United States, the EdChoice survey mentioned earlier¹¹⁸ provides details on

¹¹⁵ Belgium, France, Greece, Italy, Malta, the Netherlands, Norway, the Republic of Ireland, the United Kingdom (specifically England and Wales), and the United States. For Belgium, responses were received for two Catholic school networks covering the Francophone and Flemish parts of the country, hence statistics are computed for 11 Catholic school networks in developed countries.

¹¹⁶ See <http://www.ceec.be/>.

¹¹⁷ Devel (2020).

¹¹⁸ Hanover Research (2020).

selected responses implemented by private schools, including Catholic schools, to mitigate the immediate impacts of school closures. As differences between private and Catholic schools in responses are small, only the general conclusions from the survey need to be mentioned since they also apply to Catholic schools. Schools have moved to online learning aligned with the curriculum. This was probably a major undertaking for many schools because before the crisis, half of the respondents stated that their schools did not have experience with online learning, and another quarter mentioned that they had offered online learning only a few times a year. Many schools are also keeping in close contact with parents, with half contacting parents several times a week, and a third every day. Most teachers have been continuing to work full time, focusing on online learning, but some have been teaching part time. Two thirds of the schools are providing support for students with special needs.

Many schools have also provided devices such as tablets for students who needed them to facilitate online learning, as well as professional development for teachers focusing on teaching online. In some cases, schools have also helped families to get access to the internet. Catholic schools have been more proactive in this area – they have the highest rate of providing devices for students. The survey also shows that most common applications used for online learning include Zoom, Google Classroom, Khan Academy Facebook Live, BrainPop, and Blackboard. Finally, one fourth of Catholic schools have provided meals for students, the highest proportion in the sample by types of schools.

Short to Medium Term Impacts and Responses

Impacts from the Crisis

While schools closures represent an immediate challenge for all schools and not solely for Catholic schools, the economic crisis generated by the pandemic is a major threat for

private schools, and in particular for Catholic schools, at least in countries where affordability issues have contributed to a downward trend for enrollment in Catholic schools. The United States is a case in point. In the mid-1960s, 5.2 million students were enrolled in Catholic elementary, middle, and high schools in the country. Today, the estimate is at 1.8 million. Each year some Catholic schools are forced to close, but even some of those that manage to remain open are often under financial strain.

Several factors may have contributed to the long-term decline in enrollment in Catholic schools in the United States, but lack of affordability is clearly one of them¹¹⁹. As the COVID-19 crisis leads many parents to lose their job, tuition costs for Catholic schools may become out of reach, leading to a further decline in enrollment, possibly as early as in the next school year. In developing countries, many students may drop out of school due to the crisis. In developed countries, the likely scenario is for some students to shift from Catholic schools to public schools, which are tuition free while Catholic schools are not.

Whether Catholic schools are affordable for parents who are willing to consider those schools for their children depends on the level of out-of-pocket cost for enrolling in the schools in comparison to out-of-pocket costs for other types of schools, and the level of earnings of parents. Without conducting a detailed affordability analysis in this paper, in the context of the current crisis, two simple indicators can be used to assess how vulnerable Catholic schools in various OECD countries may be. The first indicator is based on data from Education at a Glance reports¹²⁰. It provides the ratio of public funding for private and public

¹¹⁹ Murnane and Reardon (2018); Wodon (2018c, 2020a); see also Wodon (2020d) for a comparison with the United Kingdom and Ireland. On private schools in the United states, including Catholic schools, see Glander (2017); Broughman et al. (2019); and McFarlan et al. (2019).

¹²⁰ Analysis is based on data on public spending for public and private schools (OECD, 2017).

schools, as a proxy for the share of the cost of private schools paid for by the state. Assume that operating costs for Catholic and public schools are broadly similar (in the United States, Catholic schools operate at a slightly lower cost than public schools¹²¹), so that tuition fees would also likely be similar if parents were to pay the full operating costs. Assume further that public funding for Catholic schools in any given country is similar to public funding for other types of (non-profit) private schools. Under these assumptions, the ratio of public funding for private and public schools should be a relatively good proxy for the share of the cost of Catholic schools paid for by the state¹²². When a larger share of the tuition costs for private and thus possibly Catholic schools are subsidized by the state, the affordability risk during an economic downturn is lower.

Two simple indicators can be used to assess how vulnerable Catholic schools may be to losses in affordability in a recession: the rate of subsidization of schools and the degree of protection for workers in the countries' laws.

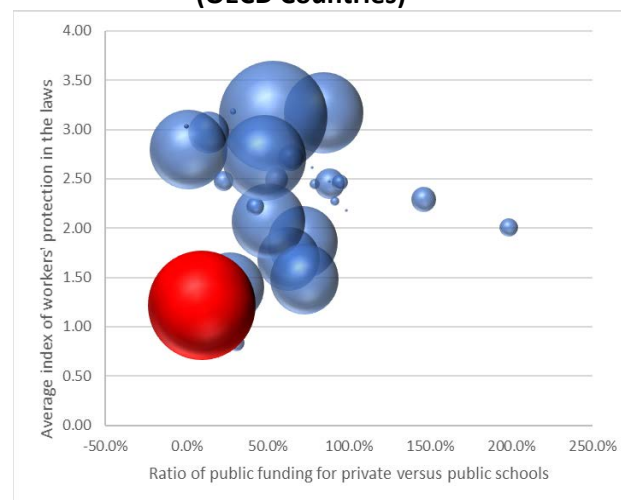
The United States has one of the lowest rates of subsidization for private schools among OECD countries, suggesting that parents must pay the bulk of the cost of enrolling their child in private, including Catholic, schools. This is confirmed by data from NCEA¹²³ which suggests that the share of the operating income of Catholic schools provided by state governments is at 3.6 percent for elementary schools and 2.1 percent for secondary schools.

The second indicator is a measure of risks for parents of becoming unemployed due to lack of protection for workers in the countries' laws. This is an imperfect measure

for assessing potential job losses related to economic crises, but it is nevertheless instructive. The OECD calculates four different indices related to (1) Protection of permanent workers against individual and collective dismissals; (2) Protection of permanent workers against (individual) dismissal; (3) Specific requirements for collective dismissal; and (4) Regulation on temporary forms of employment. For simplicity, the average value for the four indices is used. Again, workers in the United States tend to lack employment protections in comparison to other countries.

Figure 14 provides a visualization of the data. The ratio of public funding for private versus public schools is represented on the horizontal axis, while the average index of workers' protection in the countries' laws is on the vertical axis. The size of the data points in is proportional to total enrollment in Catholic primary and secondary schools¹²⁴. In countries located towards the upper right of the Figure, Catholic schools are better protected against affordability risks during downturns.

Figure 14: Protection from Affordability Risks (OECD Countries)



Source: Wodon (2020b). United States in red.

¹²¹ The largest operating cost for schools is the salaries of teachers. Estimates suggest that teacher salaries in Catholic elementary schools are lower than for public schools (NCEA 2017).

¹²² See Wodon (2019i) for a discussion.

¹²³ NCEA (2017).

¹²⁴ The vertical axis crosses the horizontal axis at a negative value of -.5 for better visualization, but none of the values for the implicit rate of subsidization are negative.

The United States is represented by the large red dot located in the bottom left of the Figure, suggesting substantially less protection against affordability risks for Catholic schools, and thereby higher vulnerability of enrollment in Catholic schools in comparison to other OECD countries.

How large could the drop in enrollment be in Catholic schools in the United States due to the COVID-19 crisis? This is a difficult question to answer since how the crisis will evolve is not known, but insights can be gained from previous recessions. During the great recession, enrollment in private schools dropped significantly, and has still not recovered according to the latest data available. This drop however may include the long term trend towards a decline in enrollment in Catholic schools which account for a large share of all private schools. Another factor leading to declines in enrollment is simply the fact that the number of births in the United States has declined by about one eighth in the last dozen years, which led to smaller cohorts of children entering primary school in recent years.

To explore a bit more systematically the potential impact of recessions on enrollment in Catholic schools, Figure 15 displays estimates of enrollment growth in Catholic primary and secondary schools since 1995 using a two-year moving average to smooth the data a little bit. The Figure also displays the growth rate in GDP per capita in the United States two years earlier, again using a two-year moving average. For GDP growth, values two years earlier are used because when an economic crisis hits, parents need to wait at least for the end of the school year to potentially shift their child(ren) to a public school if the Catholic school is not affordable for them anymore. In addition, some parents may try to delay such a shift even if they have difficulties in paying the tuition, for example to enable a child to complete a cycle (elementary, middle, or high school) at his or her current school. In other words, while some of the impact of an economic crisis on enrollment in Catholic schools may be observed

as soon as the next school year, part of the impact may be delayed by one or even several years.

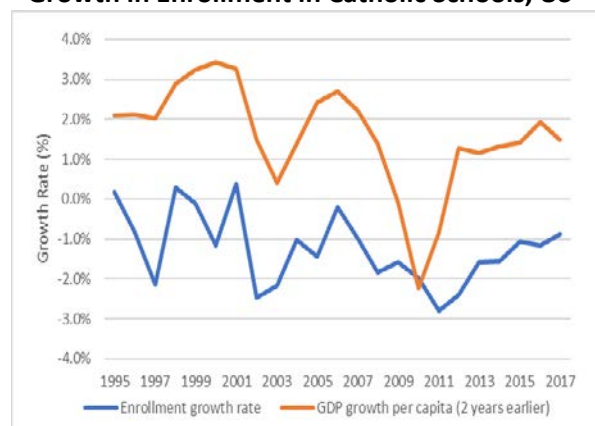
On average, the growth rate in enrollment in Catholic schools for the years displayed in Figure is negative, reflecting the long-term decline in enrollment which started in the 1960s. The average growth rate in GDP per capita is by contrast positive, but with a dip in 2003 when economic growth was weak, and negative values for the period from 2009 to 2011 which corresponds to the great recession. There is a clear, albeit imperfect relationship between the two growth rates. When an economic crisis hits, enrollment in Catholic schools drops more. When the economy does well, enrollment may still drop, but by a smaller share, and when growth is especially strong, enrollment growth may even be positive.

If the recession generated by the pandemic in the United States is severe, the drop in enrollment for Catholic schools may also be.

If the recession generated by the COVID-19 pandemic in the United States is severe, the drop in enrollment for Catholic schools may also be severe, and indeed substantially more severe than what was observed during the great recession. This drop in enrollment may be accentuated by the fact that job losses have been staggering. In just five weeks, from mid-March to the end of April 2020, more than 33 million workers applied for unemployment benefits. This level of claims is an order of magnitude larger than the highest values previously recorded. It is also a much larger negative impact in a short time than the total number of jobs lost during the three years great recession, and it does not take into account workers who may have lost their job but did not qualify for unemployment benefits, or workers who may have tried to apply for unemployment benefits but were not able to do so because state systems to register such claims have been overwhelmed. The unemployment

rate reached 14.7 percent in April 2020, its highest level since the great depression. Finally, the share of the adult population that is employed (thus factoring also losses in employment due to individuals leaving the labor force) also fell to its lowest level in decades. While there may be a rebound when the economy reopens, lasting damage will have been done. In conversations with Catholic school leaders, drops in enrollment well above ten percent have been commonly mentioned.

Figure 15: Per Capita GDP Growth and Lagged Growth in Enrollment in Catholic Schools, US

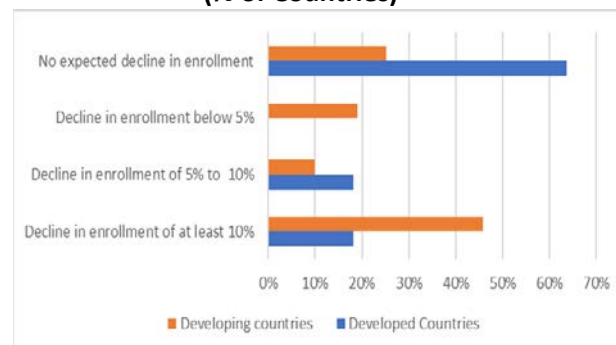


Source: Wodon (2020b).

Insights on the risks faced by Catholic schools not only in the United States, but also in other developed countries can also be obtained from the OIEC survey mentioned earlier. As mentioned in Chapter 2, respondents were asked if they believed that the COVID-19 and related economic crisis would affect enrollment of students in the next school year. Potential responses were: Yes, with a large decline in enrollment of at least 10 percent; Yes, with a decline in enrollment of 5 percent to 10 percent; Yes, but with a small decline in enrollment below 5 percent; and No, no decline in enrollment is expected. As shown in Figure 16, just under a fifth of Catholic school networks in developed countries expect a drop in enrollment of at least 10 percent, and a similar proportion expect enrollment to drop by 5 percent to 10 percent.

Almost two thirds of the Catholic school networks in developed countries expect no decrease in enrollment at all, which relates to the fact that in many of the countries included in the analysis, tuition costs for enrollment in Catholic schools are paid for by the state. The situation is worse in developing countries, where only one in four Catholic school networks do not expect any decline in enrollment. This is probably due in part to the fact that a smaller proportion of the school networks are funded by states, but also the risk that many children may simply drop out of schools if parents cannot afford anymore the out-of-pocket and opportunity costs of schooling for their children.

Figure 16: Expected Decline in Enrollment (% of Countries)



Source: Wodon (2020b).

Almost two thirds of Catholic school networks in developed countries expect no decrease in enrollment at all. This relates to the fact that in many of the countries, tuition costs for enrollment are subsidized by the state.

Finally, for the United States, information on short and medium term risks related to the crisis is also available in the survey for EdChoice mentioned earlier¹²⁵. Among short to medium term risks, the top two worries were related to students' families struggling financially and losing enrollment next school year. The next three worries concerned drops in philanthropic support, the risk that the

¹²⁵ Hanover Research (2020).

crisis may last into next school year, and the fact that teachers may be struggling financially.

Two additional important findings emerge from the data. First, the share of respondents who were extremely or very worried are often higher for short and medium term risks than was the case for the immediate risks discussed in the previous section. Second, in many cases a higher share of respondents working for Catholic schools tended to be extremely or very worried than is the case for the whole sample. In particular, two thirds of respondents from Catholic schools were extremely or very worried about students' families struggling financially, and the proportion was 56 percent for losing enrollment in the next school year. Given that the schools are dependent on tuition for their operations this does not bode well for the ability of some schools to remain open. Raising more charitable donations to cover financial shortfalls will be hard, given that 51 percent of respondents from Catholic schools also expected a drop in philanthropic support.

Potential Responses

There is no magic bullet to protect Catholic schools from the economic crisis affecting the United States as well as other developed countries. But some general considerations can be shared, first in terms of the support that state and federal policies may provide, and next in terms of what Catholic schools themselves could do to maintain their comparative advantage and stem the decline in enrollment. Again, the discussion focuses more on the United States where Catholic schools are especially at risk.

Consider first potential relief under federal and state policies. Catholic and other private schools may be able to apply for relief from the Education Stabilization Fund, funded at \$30.75 billion, which is part of the \$2 trillion CARES Act passed by Congress and signed by the President. The Education Stabilization Fund will allocate \$13.5 billion in grants to states for

K-12 schools, with private schools eligible for funding. It also includes \$3 billion for governors to provide emergency support to schools, and \$14.2 billion for higher education. In addition, Catholic and other private schools may be able to apply for the Paycheck Protection Program from the Small Business Administration for loans. They may also be able to benefit from Economic Injury Disaster Loans of up to \$10,000. For these and other programs, Catholic schools should consult Diocesan attorneys to check on eligibility, but the programs are likely to provide at least some level of relief to some of the schools. In addition, provisions of the CARES Act relating to protections for individuals also apply to those working in Catholic and other private schools who may be furloughed or lose their job.

In past recessions, public funding for schools in the United States declined as state and federal budgets were stretched to respond to other needs. Still, it is beneficial to support nonprofit private schools during downturns given the savings they generate for public budgets.

In past recessions, public funding for schools has typically declined, as state and federal budgets have been stretched to respond to other needs. In the United States, funding for education was cut during the great recession with negative impacts especially for disadvantaged students¹²⁶. In such contexts, the argument to support private (nonprofit) schools may be hard to make. Yet it is important to support nonprofit private schools during downturns because of the savings they generate for public budgets since parents pay most of the tuition costs for their children. In the United States, estimates of budget savings thanks to Catholic schools may reach US\$ 19 billion, and for 38 OECD and partner countries, the budget savings are valued at \$63 billion (as discussed in Chapter 1). Preventing a collapse of private schools during the current crisis is in the

¹²⁶ Jackson et al. (2018).

interest of local, state, and federal budgets in the medium term, since the cost of public schools would increase if a large number of students were to shift from private to public schools because of the crisis.

While eligibility for relief under the CARES Act is good news for Catholic and other private schools, it will not be sufficient. If tuition revenues fall significantly due to enrollment losses, in order to balance their budget, the schools will need to raise funds from donors, which will be hard in the current context, or cut costs. A first step for Catholic schools is to understand exactly where they stand in terms of tuition and other revenues, expenditures, and cash flow. Schools need to assess how much additional income they may be able to generate from donors, including parents as well as their parish or broader community. Detailed financial projections should be undertaken for the next school year with various scenarios in terms of enrollment, so that if expenditures must be reduced, options to do so are identified. Schools may need to furlough some employees. Layoffs may also in some cases be inevitable. In those cases, transparent communications to the school community, including teachers, other staff, and parents is essential. If employees must be furloughed or laid off, explaining clearly options for relief under the CARES Act is essential. If schools do not have clarity as to the expected level of enrollment and tuition revenues for the next school year, the timing of contract renewals may need to be delayed.

Catholic schools need to assess how much income they will be able to generate. Financial projections should be undertaken for the next school year so that if expenditures must be reduced, options are identified to do so.

None of these steps are easy to take, but as noted in a useful open letter to independent school leaders letter¹²⁷, schools

¹²⁷ Scafidi and Wearne (2020).

need to plan for adverse outcomes, including in terms of public health safety. They must answer tough questions¹²⁸. How can schools credibly convince their community that they will provide safety against the Coronavirus? What will be the school's crisis management plan when teachers, staff, or students tests positive for the Coronavirus? How can schools manage tuition payments for example for parents facing only a one year liquidity problem? Do schools need to implement a temporary reduction in compensation for the next academic year? How can schools make their work environment better for teachers and staff when they and their children may be going back and forth between school and home environments if school closures become intermittent. And finally, how can schools best educate their students under such potential back and forth?

Answers to these questions depend on local circumstances, given public health risks of reopening schools. In the United States, policy on school closures is under the authority of states (or even local jurisdictions) and not the federal government, hence different states or municipalities may have different approaches. In many other OECD countries, national policies may apply. In France, the government reopened schools in May over a three weeks period, with different grades reopening at different times. In-person classes would have a maximum of 15 students (10 for younger groups) and a sanitary protocol would be followed by schools. At any given time, four different instruction modalities may be in place. Some students may be physically in classrooms, while others are engaged in distance learning under the supervision of teachers. A third group may be working by themselves on tasks and projects assigned by teachers, and a fourth group may be engaged in other activities, for example sports, cultural activities, or health activities organized with local authorities, with flexibility for local authorities to implement these broad

¹²⁸ The questions have been slightly rephrased from the open letter by Scafidi and Wearne (2020).

guidelines based on local conditions. These broad guideline would apply to public, Catholic, and other private schools alike.

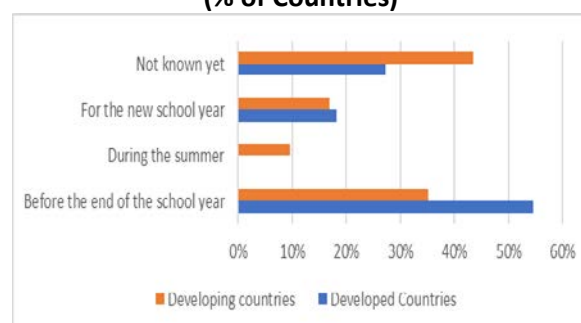
How are Catholic schools responding to the various short and medium-term challenges posed by the crisis? While the OIEC survey does not ask direct questions related to responses aiming at ensuring the financial sustainability of schools, two questions are of interest. The first relates to the timing for reopening the schools, and the second relates to activities planned to reduce losses in student learning.

Consider first when Catholic schools may reopen. This is a complex issue, with guidance provided by several organizations¹²⁹. The potential responses in the survey were: Before the end of the school year; Over the summer (for summer school); For the next school year; and Not known yet.

More than half of the Catholic school networks in developed countries expect to reopen before the end of the school year.

As shown in Figure 17, more than half of the Catholic school networks in developed countries expect to reopen before the end of the school year, versus about a third for networks in developing and emerging economies. Correspondingly, the values for the other categories are lower among developed countries than among developing countries, but in both cases a substantial share of Catholic school networks do not yet know when they will be able to reopen. In several countries, decisions to reopen schools are made at the state level, and not at the national or federal level. In any case, Catholic school networks normally must follow the rules set for all schools in the countries where they operate.

**Figure 17: Timing for Reopening Schools
(% of Countries)**



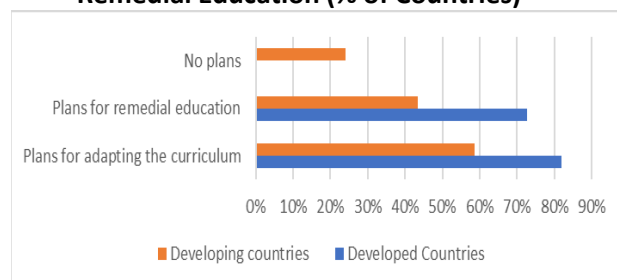
Source: Wodon (2020b).

Consider next how Catholic school networks are planning to respond to the challenges represented by loss of learning for children when they return to school. Respondents in the survey could indicate whether their school network is planning to adapt the curriculum and/or provide remedial education, or whether none of these actions were being considered at the time of the survey. As shown in Figure 18, the share of networks in developed countries planning to adapt their curriculum and provide remedial education are much higher than is the case for developing countries, where more than one in five school networks have not yet considered those two options. These differences are not surprising given that the capacity to adapt the curriculum and provide remedial education may be lacking in some developing countries, especially in sub-Saharan Africa, in part due to lack of financial resources.

The share of Catholic school networks in developed countries planning to adapt their curriculum and provide remedial education are much higher than in developing countries.

¹²⁹ See for example UNESCO et al. (2020), Center for Disease Control (2020), and Bailey and Hess (2020).

Figure 18: Curriculum Adaptation and Remedial Education (% of Countries)



Source: Wodon (2020b).

On the financial side, what are the primary needs of Catholic schools? Insights are available from the EdChoice survey for the United States¹³⁰. The survey asked respondents about what needs their school would have that could use philanthropic support. Respondents in the overall sample ranked the potential responses as follows (by order of priority): Financial support for students and their families; financial support for the school; ensuring all students have access to technology (e.g., tablets, Chromebooks); financial support for teachers and other school staff; ensuring all students have internet access; and ensuring students have enough food.

The rankings for Catholic schools were broadly similar, but the first two priorities were financial support for the school and financial support for teachers and other school staff, reflecting the stronger pressure that the schools are feeling from potential losses in enrollment and tuition in comparison to other private schools. This pressure may however not apply to many other Catholic school networks in developed countries since, as noted earlier, many of these networks do not expect to lose students, a very different context in comparison to the United States.

To sum up, particularly in the United States, among all private schools Catholic schools are under particular pressure due to the pandemic in terms of enrollment losses. It should be recognized though that the

enrollment challenge runs deep, and in some ways, this challenge is only exacerbated by the crisis. As mentioned earlier, in the United States but also in a number of other OECD countries, enrollment in Catholic schools has declined for some time, or at best remained flat. This points to a loss in comparative advantage. In the United States, apart from the issue of affordability, Catholic schools may have suffered from competition from charter schools in urban areas, the weakening of the social fabric of many communities and disaffection from religious organization¹³¹, and the sexual abuse crisis that has affected the Catholic Church specifically. But they may also not have responded sufficiently to parental priorities about what their children learn in school.

Catholic schools wishing to maintain their enrollment beyond the current crisis may need to discuss options to keep their comparative advantage without sacrificing core values.

A recent market research survey implemented in the United States to assess perceptions regarding Catholic schools suggests that many parents have a favorable perception of Catholic schools¹³². Yet despite positive perceptions, many also do not consider the schools as the right option for their child. This is due not only to cost, but also to the perception that the schools place too much emphasis on religious instruction to the detriment of academics. Parents fear that this may put their child at a disadvantage when applying for college or when looking for employment¹³³. As to the issue of cost, it is exacerbated by a lack of knowledge about assistance programs especially at the state level that can provide tuition assistance. If Catholic schools are aiming to maintain their enrollment even beyond the current crisis, they may need to discuss options that would enable them to maintain their

¹³⁰ Hanover Research (2020).

¹³¹ Smith et al. (2015).

¹³² Wodon (2020f).

¹³³ NCEA and FADICA (2018).

comparative advantage in an increasingly competitive and constrained education market without sacrificing core values.

Conclusion

In developed countries as well as in developing countries, Catholic schools face both immediate and short to medium term challenges due to the COVID-19 crisis. School closures are threatening the ability of students to learn and may also have other negative effects, especially for children from disadvantaged backgrounds. In addition, at least in the United States, Catholic schools are under financial stress as the economic crisis may lead to a substantial drop in enrollment. While the schools in most countries may be able to respond to the challenges generated by temporary school closures among others through distance learning options, their ability to maintain enrollment is less clear, again at least in the United States.

How Catholic schools respond to the twin challenges of ensuring learning during school closures and beyond, and remaining not only affordable but also relevant for families at a time of economic stress, may affect whether they are able to maintain their comparative advantage in the future. This may require an assessment of some of the trade-offs that schools face in terms of the balance between the various aspects of the education they provide.

There is still a bit of time for Catholic schools to think about the best options to meet their current challenges before the start of the new school year. A unique asset that Catholic schools may be able to rely upon, namely a shared faith with their community, has not been discussed in this report – but this could be a topic of focus for future important work. Another topic for further research would be how to use the challenges of the current crisis to rebuild better – to strengthen Catholic schools. This will not be easy, but this perspective can help for motivation.

CONCLUSION

Ever since data have been collected on global enrollment in Catholic schools by the Church, there has been year-to-year growth in enrollment as Catholic schools responded to the demand from parents to enroll their children in the schools. Between 1975 and 2017, a small drop in enrollment was observed in a handful of years, but the overall trend was clear. While some countries have experienced declines in enrollment, at the global level and especially in Africa, there has been substantial growth.

Catholic schools have long been known for their contribution to education systems and communities. They also contribute in a major way to states through the budget savings they generate. They also contribute through higher expected earnings for the labor force to gains in countries' human capital wealth, the largest component of the changing wealth of nations.

The threat that the COVID-19 crisis represents for Catholic schools in many countries should not be underestimated. In a few years, when data on global enrollment become available from the Church for the 2020-21 school year, we may observe a non-trivial decline in enrollment. There are already right now clear indications in some countries that a decline is likely as fewer parents register their children for the next school year. For students, and especially those from disadvantaged backgrounds, the current crisis may have dramatic consequences. Many students will suffer from losses in learning, and some may even drop out of school. Negative impacts for nutrition and mental health are also likely.

It is too early (at the time of writing) to assess how adequate Catholic school responses as well as broader national policy responses will be to mitigate the effects of the current crisis – not only in education, but also in health and nutrition, and in social protection and labor markets. For developing country contexts, useful reviews of options for education systems

to cope with the current crisis have been published¹³⁴. Some of the lessons from those review are valid for developed countries as well, even if some of the challenges are different. Those reviews emphasizes the idea of rebuilding better after the crisis, for example through blended learning mixing in-person teaching with online materials. While rebuilding better will not be easy, it will be needed. Ensuring that Catholic schools can pursue their mission will be challenging, but the benefits of doing so will be reaped for many years to come.

There is currently a flurry of papers and notes being written about the impact of the crisis on education systems and students by a wide range of authors and organizations, but few consider impacts on Catholic schools and their students. This is why it is hoped that this report will be of interest to readers.

There is still a bit of time for Catholic schools to think about the best options to meet current challenges before the start of the new school year. In this report, a unique asset that the schools may be able to rely upon, a shared faith with their community, has not been discussed – this could be a topic of focus for future work.

The analysis in this report remains preliminary and tentative. The report and its background papers were prepared under tight deadlines to be made available quickly. This means that some key resources or insights may have been overlooked. Even more importantly, much is still unknown on how the crisis will evolve, and what this may entail for the Catholic schools response. Still, hopefully this preliminary and tentative analysis will be useful for Catholic school teachers and leaders in these difficult times.

¹³⁴ See for example World Bank (2020g). On how to improve teaching, Evans and Popova (2016) and Beteille and Evans (2018).

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STATISTICAL ANNEX

COUNTRY PROFILES

Every year, the Central Statistics Office of the Catholic Church publishes the Statistical Yearbook of the Church. At the time of writing, the latest edition was published in 2019. It provides data for 2017. Data on a wide range of Church activities are collected. For K12 education, the yearbook provides for each country and some territories the number of the schools managed by the Church at three levels: preschools, primary schools, and secondary schools, and the number of students enrolled in those schools. In addition, the yearbook provides statistics on tertiary education but those are not provided in this annex.

The data for the yearbook are collected through a questionnaire sent to the chancery offices of ecclesiastical jurisdictions worldwide. The data are self-reported and may not always be fully accurate, especially in contexts where local conditions are not favorable to data collection. In addition, not all ecclesiastical jurisdictions are able to fill the questionnaire every year. Each year a small number of the more than 3,000 jurisdictions that should fill the questionnaire are not able to do it. Typically, these jurisdictions tend to be small, so that the missing data should not affect the validity of the data substantially.

This statistical annex provides country profiles for enrollment in K12 Catholic schools and the number of schools in operation over time by five year intervals from 1975 to 2015, with in addition data for 2017. This is the latest year for which data are available. Profiles are provided by alphabetical order for all countries and a few territories that had at least 10,000 students in K12 Catholic schools in 2017. Countries with a smaller number of students are not included.

The possibility of errors in reporting cannot be excluded. For example, for a few of countries in this annex, a spike is observed in the data, with a sharp increase or decrease in enrollment in a given year, and a return to previous levels thereafter. These spikes may reflect changes in the country, but in some cases, they may suggest an issue with the underlying data. The data have not been corrected for such potential errors. Overall, while estimates in the yearbooks may not always be fully accurate, especially for large and complex countries that have weaker administrative systems, the data appear to be of sufficient quality to suggest broad trends over time.

Apart from estimates of student enrollment and the number of schools, each profile provides growth rates in enrollment and the number of schools between years. Two Figures are also provided. The first Figure helps to visualize trends for each country in enrollment by level and in total enrollment over time. The second Figure provides the share of total enrollment in Catholic schools globally that is accounted for by the country over time. As global enrollment in Catholic schools has increased over the last few decades, especially in Africa, some countries with stable enrollment account for a smaller share of global enrollment over time.

Global Catholic Education Report 2020: Country Profiles

Country: **Angola**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

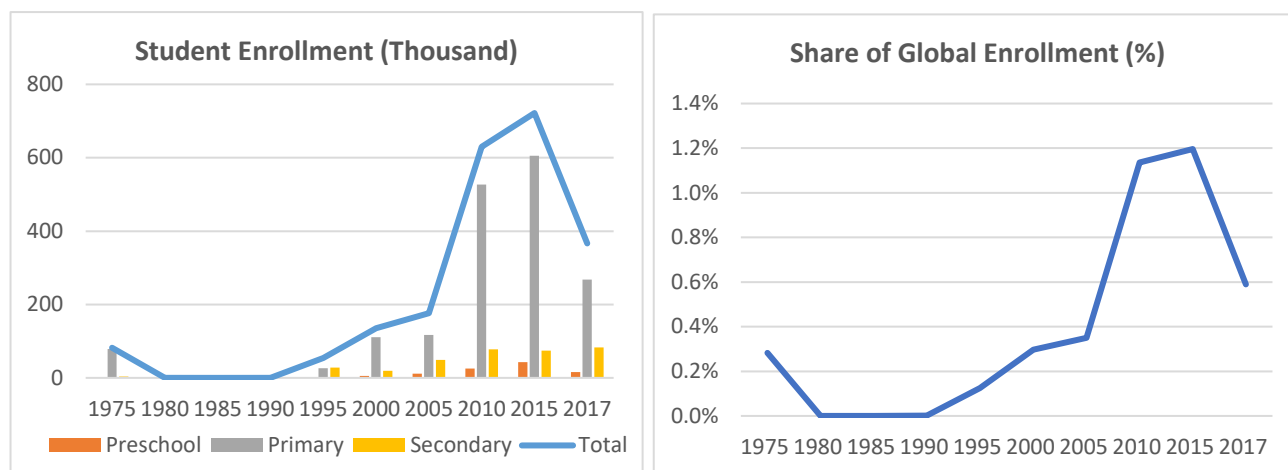
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	5	11	25	43	16
Primary	79	0	0	0	26	111	117	527	605	268
Secondary	3	0	0	0	28	19	49	78	74	83
Total	82	0	0	0	54	135	177	630	722	366
Schools										
Preschool	-	0	0	0	0	0	16	62	86	93
Primary	1,811	0	0	2	73	73	218	261	261	306
Secondary	12	1	2	0	32	32	49	124	118	107
Total	1,823	1	2	2	12	105	283	447	465	506

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	16.9%	-6.6%	-39.7%	0.0%	0.0%	0.0%	6.0%	4.0%
Primary	0.0%	73.5%	16.8%	-9.2%	-33.5%	0.0%	43.3%	13.6%	2.3%	8.3%
Secondary	-100.0%	0.0%	15.2%	0.9%	6.0%	-100.0%	0.0%	14.5%	-2.1%	-4.8%
Total	30.7%	76.9%	16.6%	-7.4%	-28.8%	7.2%	48.6%	15.6%	1.8%	4.3%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Argentina**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

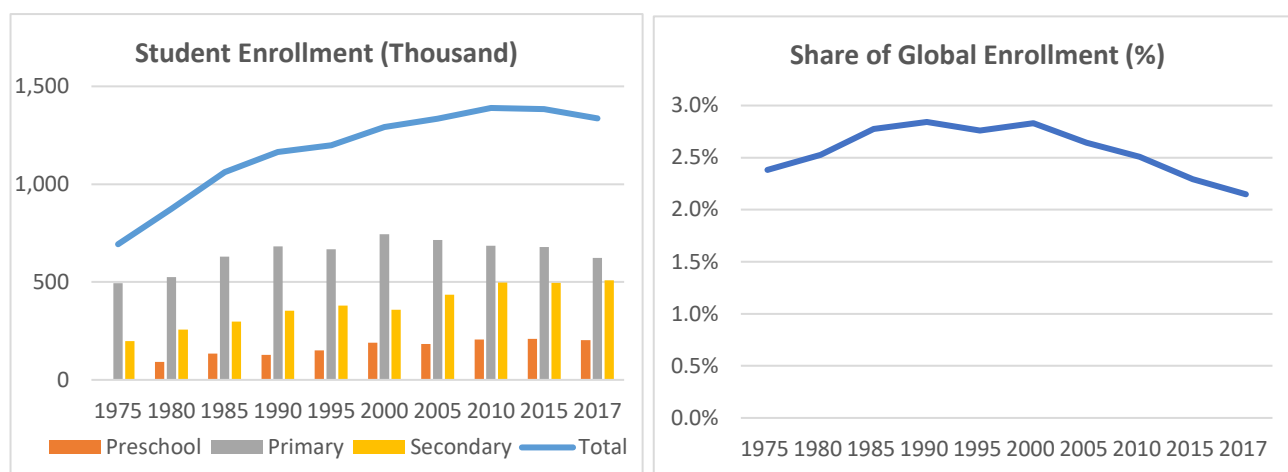
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	92	135	128	151	190	184	206	209	204
Primary	495	526	629	682	668	744	716	686	678	624
Secondary	198	256	298	354	380	359	435	498	496	508
Total	693	874	1,062	1,165	1,199	1,293	1,335	1,390	1,384	1,335
Schools										
Preschool	-	948	1,132	1,297	1,436	1,436	1,503	1,448	1,564	1,529
Primary	1,467	1,474	1,552	1,573	1,584	1,584	1,652	1,718	1,748	1,688
Secondary	977	1,057	1,144	1,232	1,322	1,322	1,458	1,556	1,781	1,679
Total	2,444	3,479	3,828	4,102	4,114	4,342	4,613	4,722	5,093	4,896

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	3.4%	4.0%	0.8%	-0.2%	-1.4%	3.2%	1.0%	0.1%	0.8%	-1.1%
Primary	2.6%	0.9%	-0.8%	-1.3%	-4.1%	0.7%	0.1%	0.8%	-0.3%	-1.7%
Secondary	3.3%	0.1%	3.3%	0.3%	1.2%	1.5%	0.7%	1.6%	1.1%	-2.9%
Total	2.9%	1.0%	0.7%	-0.6%	-1.8%	1.7%	0.6%	0.8%	0.5%	-2.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Australia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

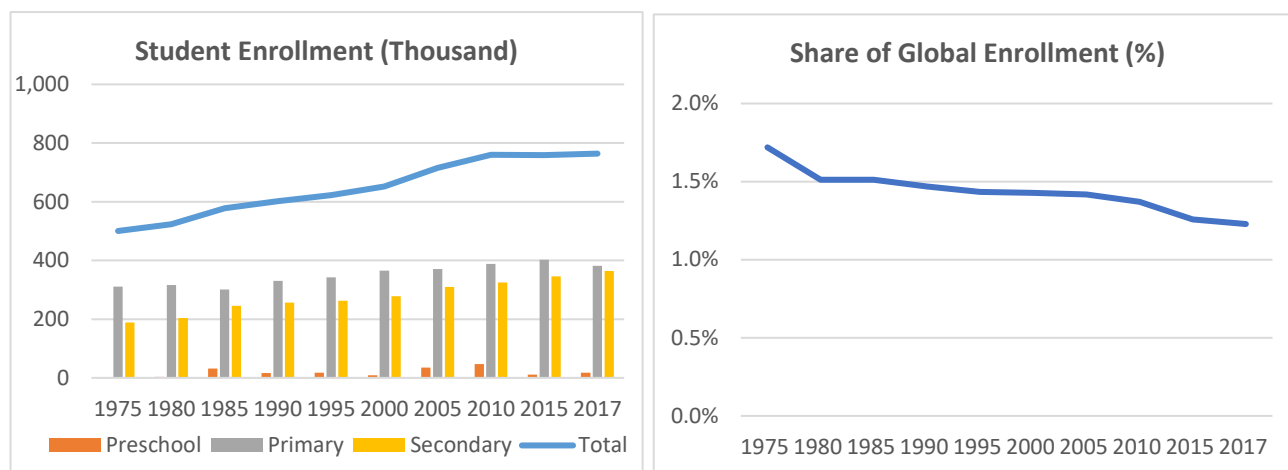
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	3	32	16	18	9	35	47	11	18
Primary	311	316	301	330	342	365	370	388	403	382
Secondary	189	204	245	256	263	278	310	325	345	364
Total	500	523	578	602	623	652	716	760	759	764
Schools										
Preschool	-	100	212	223	267	267	203	301	473	237
Primary	1,353	1,336	1,245	1,257	1,284	1,284	1,307	1,290	1,322	1,338
Secondary	502	480	465	452	449	449	420	445	456	446
Total	1,855	1,916	1,922	1,932	2,108	2,000	1,930	2,036	2,251	2,021

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	17.7%	-5.5%	17.9%	-13.2%	25.4%	8.4%	1.8%	1.2%	-3.4%	-29.2%
Primary	0.4%	1.0%	0.6%	-0.2%	-2.6%	-0.6%	0.2%	0.0%	0.5%	0.6%
Secondary	2.3%	0.8%	1.6%	1.6%	2.7%	-0.6%	-0.1%	-0.1%	0.0%	-1.1%
Total	1.4%	0.8%	1.5%	0.1%	0.3%	0.1%	0.3%	0.2%	-0.1%	-5.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Austria**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

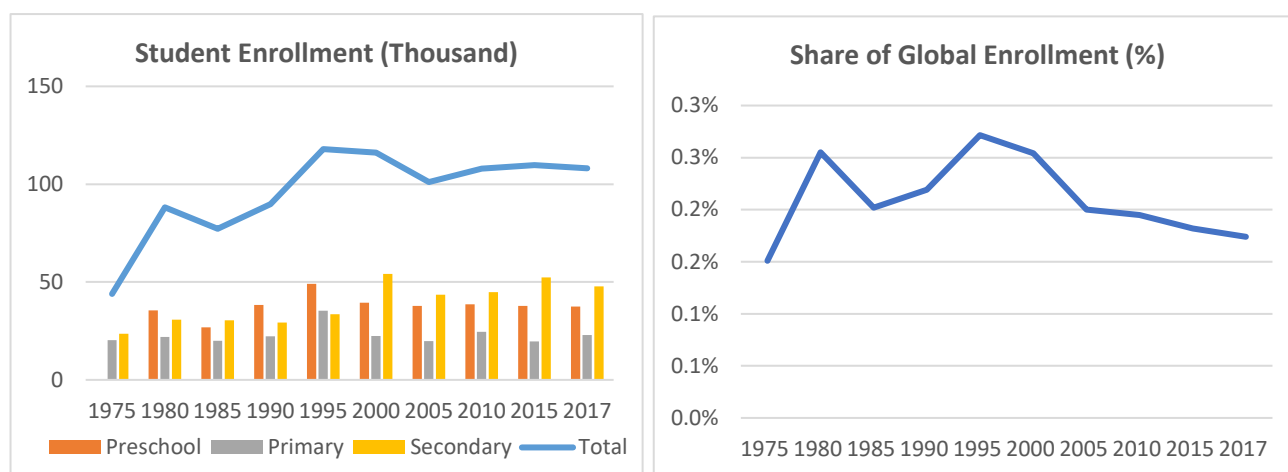
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	36	27	38	49	39	38	39	38	37
Primary	20	22	20	22	35	22	20	25	20	23
Secondary	24	31	30	29	34	54	44	45	52	48
Total	44	88	77	90	118	116	101	108	110	108
Schools										
Preschool	-	679	491	688	656	656	702	636	608	589
Primary	131	126	125	122	165	165	102	102	126	102
Secondary	166	162	163	176	155	155	167	172	169	203
Total	297	967	779	986	973	976	971	910	903	894

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.7%	0.3%	-0.2%	-0.4%	-0.5%	0.1%	-0.5%	-0.3%	-1.1%	-1.6%
Primary	0.1%	0.1%	0.9%	-1.0%	8.2%	-0.3%	3.1%	-4.7%	0.0%	-10.0%
Secondary	-0.5%	6.3%	-1.9%	0.9%	-4.5%	0.8%	-1.3%	1.0%	2.4%	9.6%
Total	0.2%	2.6%	-0.7%	0.0%	-0.7%	0.2%	-0.1%	-0.7%	-0.3%	-0.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Bangladesh**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

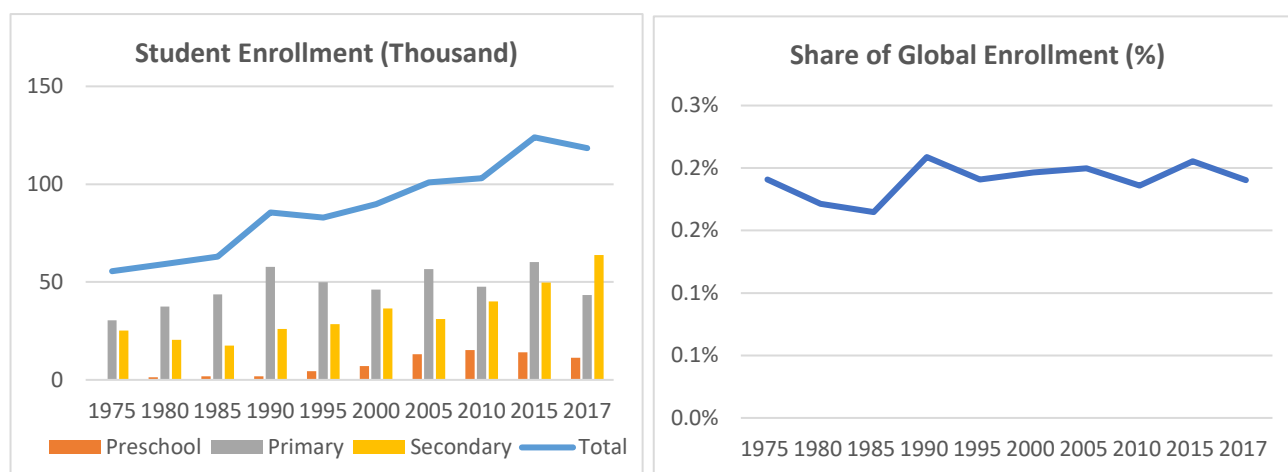
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	2	2	4	7	13	15	14	11
Primary	30	37	44	58	50	46	57	48	60	43
Secondary	25	20	18	26	28	36	31	40	50	64
Total	56	59	63	86	83	90	101	103	124	118
Schools										
Preschool	-	13	13	14	52	52	128	156	316	145
Primary	247	280	322	460	424	424	350	541	464	502
Secondary	38	47	45	49	53	53	57	55	60	84
Total	285	340	380	523	511	529	535	752	840	731

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	2.8%	15.0%	8.0%	-4.3%	-10.5%	0.7%	14.0%	11.6%	-1.0%	-32.3%
Primary	4.4%	-2.2%	0.3%	-1.3%	-15.1%	5.1%	-0.8%	2.5%	-1.1%	4.0%
Secondary	2.5%	3.4%	0.9%	6.9%	13.2%	0.4%	0.8%	0.4%	6.2%	18.3%
Total	3.7%	0.5%	1.4%	2.0%	-2.3%	4.4%	0.1%	3.6%	-0.4%	-6.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Belgium**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

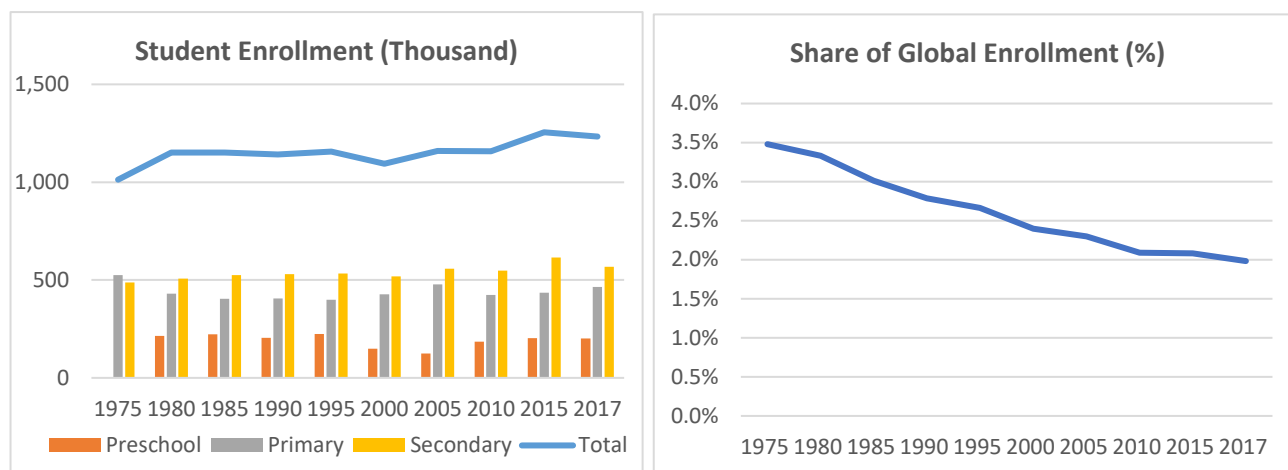
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	215	223	204	224	149	124	185	204	202
Primary	526	430	404	407	399	427	478	424	436	464
Secondary	487	507	525	531	534	519	558	549	616	567
Total	1,013	1,152	1,152	1,142	1,157	1,095	1,160	1,158	1,255	1,233
Schools										
Preschool	-	2,458	1,128	823	1,658	1,658	1,174	970	1,381	1,608
Primary	3,513	2,778	2,330	2,132	2,221	2,221	2,304	2,381	2,019	2,115
Secondary	1,638	1,532	1,230	1,145	1,112	1,112	1,148	997	1,077	1,073
Total	5,151	6,768	4,688	4,100	4,692	4,991	4,626	4,348	4,477	4,796

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-0.5%	-3.1%	2.2%	1.3%	-0.4%	-10.4%	7.3%	-5.2%	7.5%	7.9%
Primary	-0.6%	0.5%	-0.1%	1.3%	3.2%	-2.6%	0.4%	0.7%	-1.7%	2.3%
Secondary	0.5%	-0.2%	0.6%	0.5%	-4.0%	-2.9%	-0.3%	-1.1%	1.1%	-0.2%
Total	-0.1%	-0.4%	0.6%	0.9%	-0.9%	-4.9%	2.0%	-1.4%	1.4%	3.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Belize**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

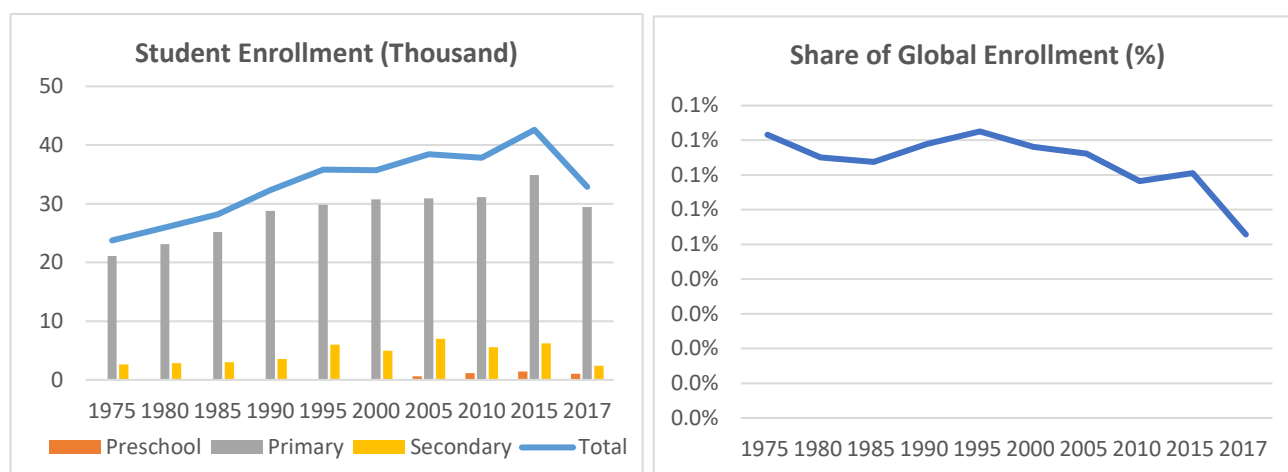
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	0	1	1	1	1
Primary	21	23	25	29	30	31	31	31	35	29
Secondary	3	3	3	4	6	5	7	6	6	2
Total	24	26	28	32	36	36	38	38	43	33
Schools										
Preschool	-	0	0	0	0	0	0	15	40	51
Primary	101	112	112	132	130	130	134	127	136	115
Secondary	9	7	5	6	6	6	12	16	12	13
Total	110	119	117	138	141	136	146	158	188	179

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	0.0%	-1.0%	-14.5%	0.0%	0.0%	0.0%	19.1%	12.9%
Primary	2.2%	0.7%	0.1%	-0.8%	-8.2%	1.7%	-0.2%	-0.2%	-1.4%	-8.0%
Secondary	2.3%	3.4%	1.1%	-11.4%	-38.1%	-1.5%	0.0%	10.3%	-2.9%	4.1%
Total	2.2%	1.0%	0.6%	-2.0%	-12.2%	1.5%	-0.1%	1.5%	1.8%	-2.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Benin**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

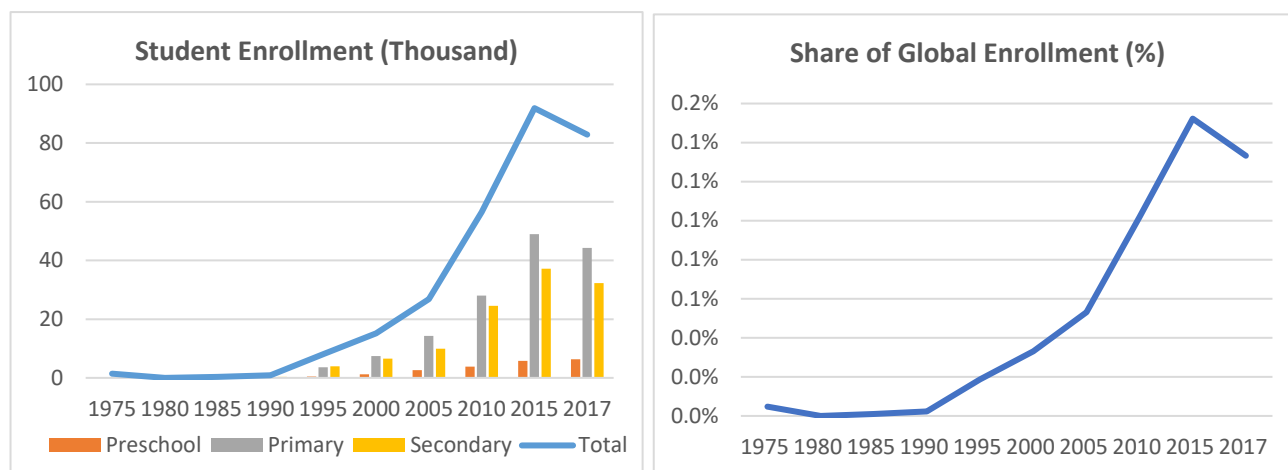
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	1	3	4	6	6
Primary	0	0	0	0	4	7	14	28	49	44
Secondary	1	0	0	0	4	7	10	25	37	32
Total	1	0	0	1	8	15	27	56	92	83
Schools										
Preschool	-	0	3	2	4	4	15	34	46	84
Primary	0	0	0	2	25	25	35	63	119	186
Secondary	4	0	1	12	18	18	15	37	50	79
Total	4	0	4	16	23	47	65	134	215	349

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	12.7%	12.5%	7.4%	4.4%	0.0%	7.2%	23.9%	13.8%	35.1%
Primary	0.0%	40.8%	14.2%	6.7%	-4.8%	0.0%	28.7%	9.7%	16.7%	25.0%
Secondary	0.0%	35.0%	14.2%	4.0%	-6.8%	0.0%	4.1%	7.5%	11.4%	25.7%
Total	0.0%	32.3%	14.1%	5.6%	-5.0%	0.0%	11.4%	11.0%	14.7%	27.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Bolivia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

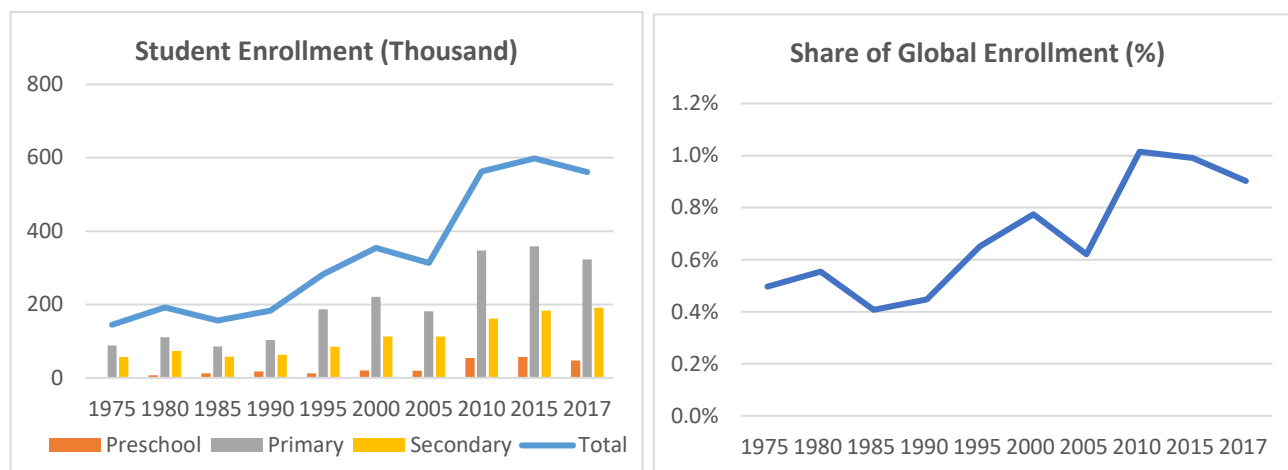
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	7	13	17	12	20	19	54	57	47
Primary	88	111	86	103	187	221	181	347	358	323
Secondary	57	74	57	63	85	113	113	161	183	191
Total	145	192	156	183	283	354	313	563	598	561
Schools										
Preschool	-	48	80	101	142	142	217	306	330	413
Primary	572	651	342	491	610	610	642	766	845	1,041
Secondary	172	313	189	272	217	217	292	466	460	345
Total	744	1,012	611	864	858	969	1,151	1,538	1,635	1,799

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	9.7%	1.5%	10.3%	-1.9%	-8.7%	7.7%	3.5%	8.0%	4.4%	11.9%
Primary	-0.7%	7.9%	4.6%	-1.0%	-5.1%	-2.8%	2.2%	2.3%	4.5%	11.0%
Secondary	-1.6%	6.0%	3.7%	2.4%	2.2%	-1.4%	-2.2%	7.9%	-4.2%	-13.4%
Total	-0.5%	6.8%	4.7%	0.0%	-3.2%	-1.6%	1.2%	4.7%	2.3%	4.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Brazil**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

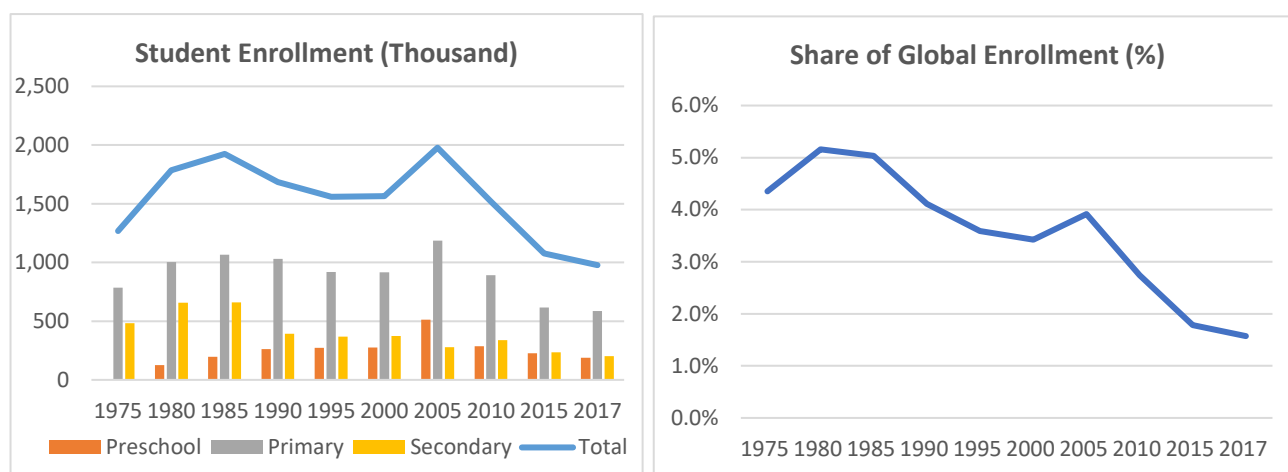
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	125	198	262	273	275	513	288	226	188
Primary	785	1003	1066	1031	919	916	1186	892	617	587
Secondary	482	657	661	392	369	375	279	339	235	202
Total	1,266	1,785	1,924	1,685	1,560	1,566	1,978	1,519	1,077	977
Schools										
Preschool	-	1,063	1,466	1,425	2,091	2,091	2,088	2,116	1,959	1,374
Primary	2,979	2,645	2,254	1,947	2,635	2,635	2,322	2,334	2,946	1,494
Secondary	1,647	1,230	1,252	921	1,063	1,063	1,082	1,390	1,350	945
Total	4,626	4,938	4,972	4,293	4,333	5,789	5,492	5,840	6,255	3,813

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	7.7%	0.5%	0.5%	-5.9%	-8.8%	3.0%	3.9%	0.1%	-6.0%	-16.3%
Primary	0.3%	-1.2%	-0.3%	-5.8%	-2.4%	-3.0%	3.1%	-1.2%	-6.2%	-28.8%
Secondary	-5.0%	-0.5%	-1.0%	-7.1%	-7.3%	-2.9%	1.4%	2.7%	-5.4%	-16.3%
Total	-0.6%	-0.7%	-0.3%	-6.1%	-4.8%	-1.4%	3.0%	0.1%	-5.9%	-21.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Burkina Faso**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

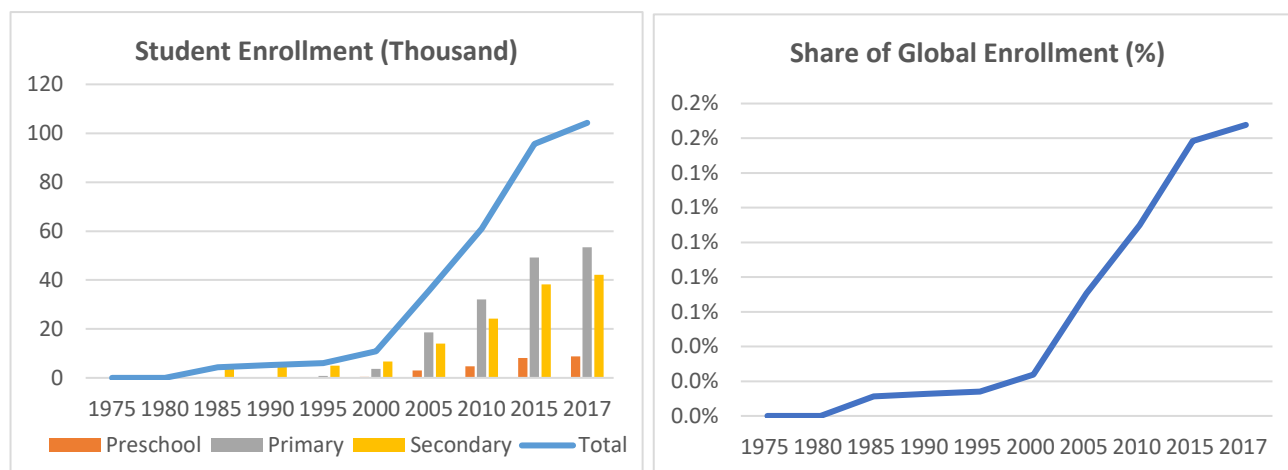
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-		0	0	0	0	3	5	8	9
Primary			0	0	1	4	19	32	49	53
Secondary			4	5	5	7	14	24	38	42
Total			4	5	6	11	36	61	96	104
Schools										
Preschool	-		9	10	13	13	5	31	70	74
Primary			7	7	34	34	56	99	133	170
Secondary			20	20	19	19	28	39	86	112
Total			36	37	42	66	89	169	289	356

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-	8.4%	26.0%	9.5%	4.4%	-	2.7%	9.1%	13.2%	2.8%
Primary		27.8%	24.1%	7.5%	4.0%		17.1%	11.3%	8.0%	13.1%
Secondary		3.6%	13.7%	8.2%	4.9%		-0.5%	7.5%	16.3%	14.1%
Total		7.6%	18.8%	8.0%	4.4%		6.0%	9.9%	11.2%	11.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Burundi**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

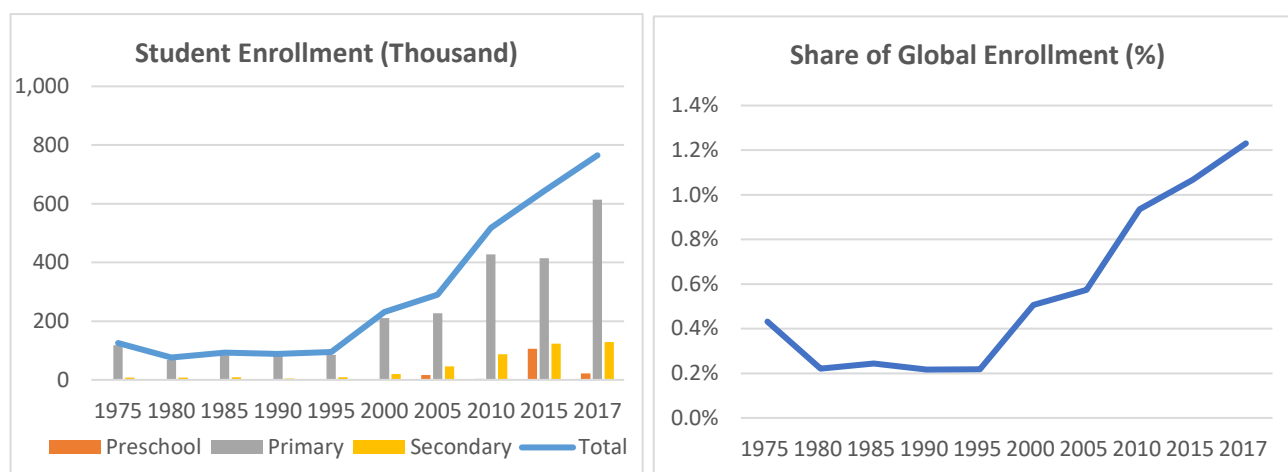
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	1	16	3	106	22
Primary	118	68	84	84	86	210	227	427	415	614
Secondary	7	8	9	5	9	20	46	87	123	129
Total	126	76	93	89	94	231	290	518	644	765
Schools										
Preschool	-	2	2	1	2	2	13	34	67	157
Primary	352	188	142	250	323	323	405	146	910	1,100
Secondary	36	37	36	13	21	21	79	119	261	375
Total	388	227	180	264	322	346	497	299	1,238	1,632

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-2.6%	12.7%	15.4%	30.6%	-54.1%	-6.7%	7.2%	32.8%	24.4%	53.1%
Primary	2.2%	9.6%	7.4%	5.3%	21.7%	2.9%	2.6%	-7.6%	33.4%	9.9%
Secondary	-5.5%	15.8%	15.8%	5.7%	2.3%	-9.9%	4.9%	18.9%	17.8%	19.9%
Total	1.5%	10.0%	8.4%	5.7%	9.0%	1.5%	2.7%	-1.4%	27.4%	14.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Cameroon**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

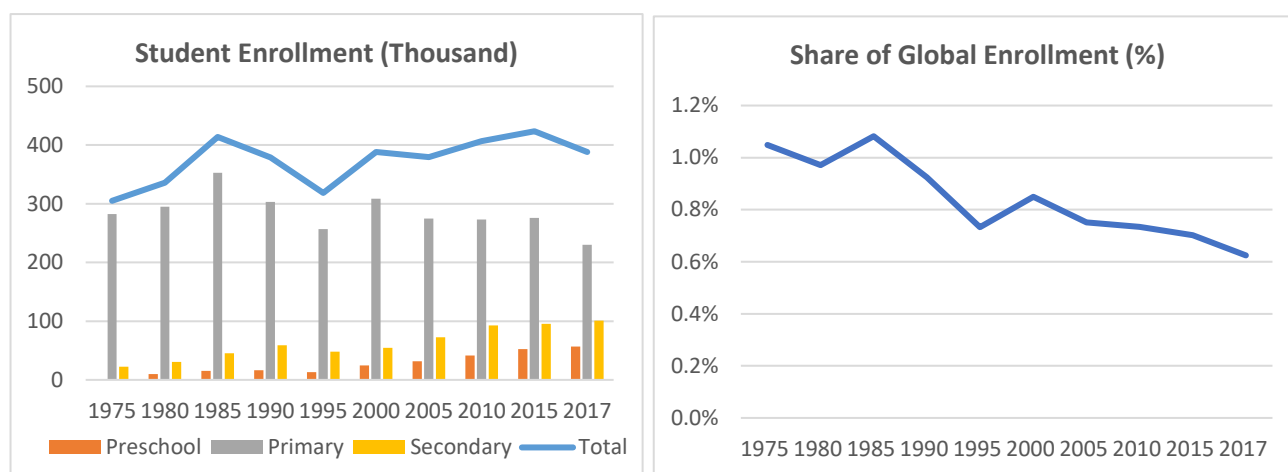
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	10	16	17	13	25	32	41	52	57
Primary	282	295	353	303	257	309	275	273	276	230
Secondary	23	31	45	59	48	55	73	93	95	101
Total	305	336	414	379	318	388	379	407	424	388
Schools										
Preschool	-	116	116	213	201	201	221	342	440	550
Primary	971	879	926	1,004	962	962	991	962	1,053	1,016
Secondary	93	87	99	112	111	111	129	146	167	211
Total	1,064	1,082	1,141	1,329	1,240	1,274	1,341	1,450	1,660	1,777

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	5.0%	4.0%	5.3%	4.7%	4.2%	6.3%	-0.6%	5.5%	7.0%	11.8%
Primary	0.3%	0.2%	-1.2%	-2.4%	-8.7%	1.3%	-0.4%	0.0%	0.8%	-1.8%
Secondary	6.8%	-0.8%	5.4%	1.3%	3.1%	2.6%	-0.1%	2.8%	5.4%	12.4%
Total	1.2%	0.2%	0.5%	-0.7%	-4.3%	2.1%	-0.4%	1.3%	2.9%	3.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Canada**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

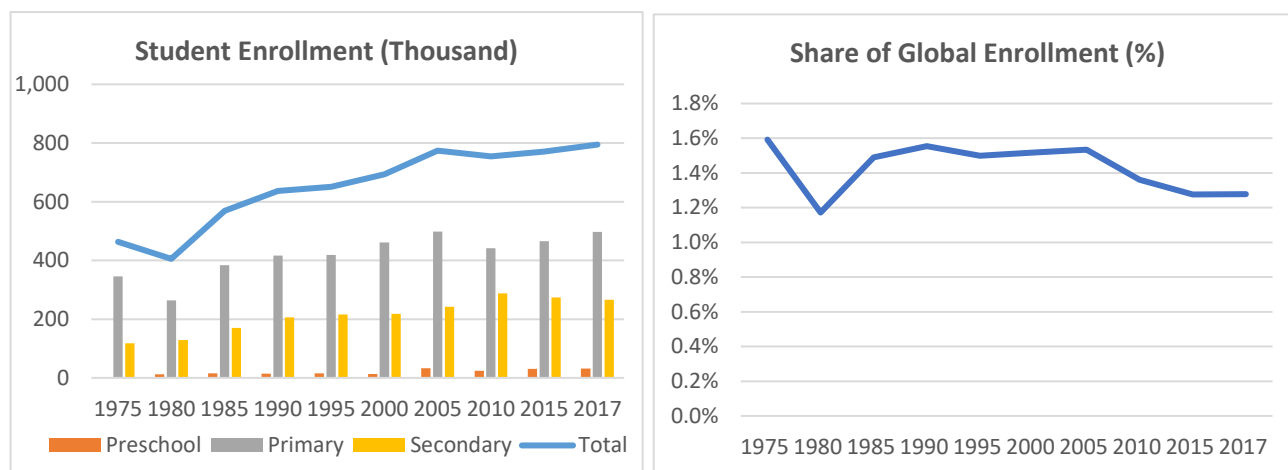
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	12	15	14	16	13	33	24	31	32
Primary	345	264	384	417	419	461	499	442	466	497
Secondary	118	129	170	206	216	218	243	288	274	266
Total	463	405	570	637	651	693	774	754	770	795
Schools										
Preschool	-	571	636	505	473	473	240	477	595	676
Primary	1,329	1,121	1,273	1,371	1,271	1,271	1,340	1,453	1,331	1,397
Secondary	291	312	334	336	328	328	273	296	335	413
Total	1,620	2,004	2,243	2,212	2,045	2,072	1,853	2,226	2,261	2,486

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	1.4%	-0.4%	6.1%	3.8%	1.9%	-1.2%	-0.7%	0.1%	5.1%	6.6%
Primary	4.7%	1.0%	-0.4%	1.7%	3.3%	2.0%	-0.8%	1.3%	-0.6%	2.4%
Secondary	4.8%	0.6%	2.8%	-1.1%	-1.5%	0.7%	-0.2%	-1.0%	4.9%	11.0%
Total	4.6%	0.9%	0.8%	0.8%	1.6%	1.0%	-0.7%	0.7%	1.6%	4.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Central African Republic**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

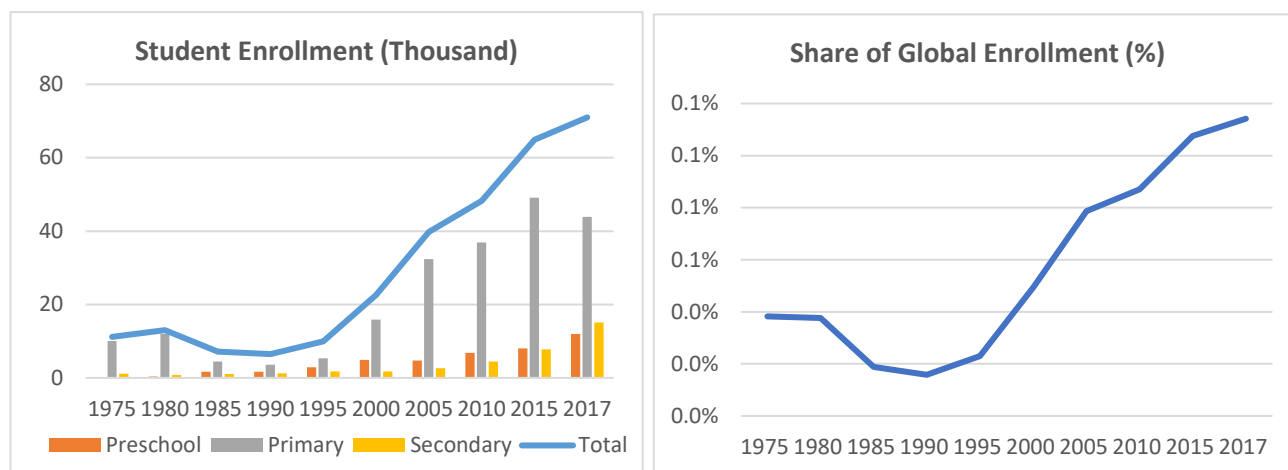
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	2	2	3	5	5	7	8	12
Primary	10	12	4	4	5	16	32	37	49	44
Secondary	1	1	1	1	2	2	3	4	8	15
Total	11	13	7	6	10	23	40	48	65	71
Schools										
Preschool	-	8	14	12	40	40	71	108	106	81
Primary	18	18	9	6	31	31	50	148	148	137
Secondary	17	4	11	15	14	14	9	17	23	31
Total	35	30	34	33	37	85	130	273	277	249

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	17.4%	11.3%	3.3%	8.4%	22.0%	4.1%	12.8%	10.4%	-4.0%	-12.6%
Primary	-11.3%	16.1%	8.8%	2.5%	-5.5%	-10.4%	17.8%	16.9%	-1.1%	-3.8%
Secondary	4.5%	3.8%	10.0%	18.9%	39.5%	14.1%	-0.7%	2.0%	9.0%	16.1%
Total	-6.8%	13.3%	7.9%	5.7%	4.6%	1.0%	9.9%	12.4%	-1.3%	-5.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Chad**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

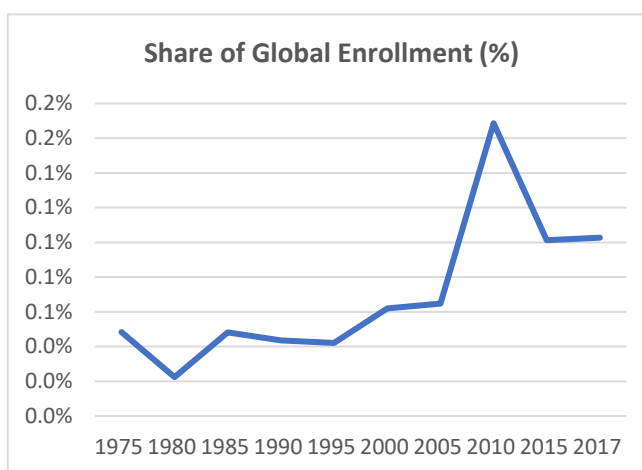
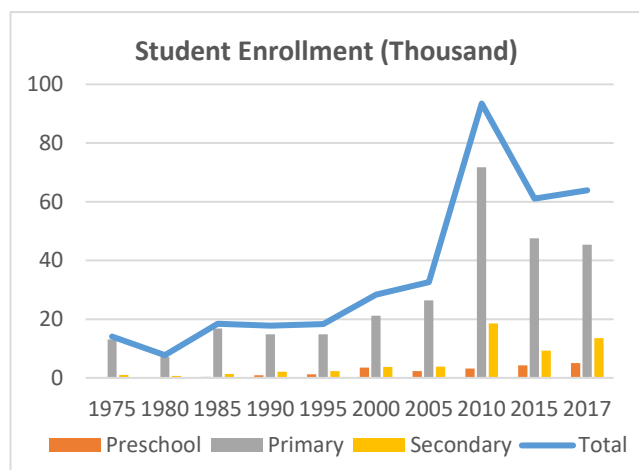
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	1	1	4	2	3	4	5
Primary	13	7	17	15	15	21	26	72	48	45
Secondary	1	1	1	2	2	4	4	19	9	14
Total	14	8	18	18	18	28	33	93	61	64
Schools										
Preschool	-	0	6	16	17	17	64	41	64	65
Primary	49	24	31	34	41	41	58	77	212	134
Secondary	5	4	6	6	7	7	9	13	51	36
Total	54	28	43	56	57	65	131	131	327	235

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	14.8%	-1.0%	6.6%	8.1%	0.0%	0.6%	9.2%	6.8%	0.8%
Primary	7.7%	3.6%	13.0%	-6.3%	-2.3%	3.5%	1.9%	6.5%	8.2%	-20.5%
Secondary	12.2%	6.2%	17.5%	-4.4%	20.7%	4.1%	1.6%	6.4%	15.7%	-16.0%
Total	8.7%	4.8%	12.7%	-5.3%	2.3%	7.2%	1.5%	7.3%	8.7%	-15.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Chile**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

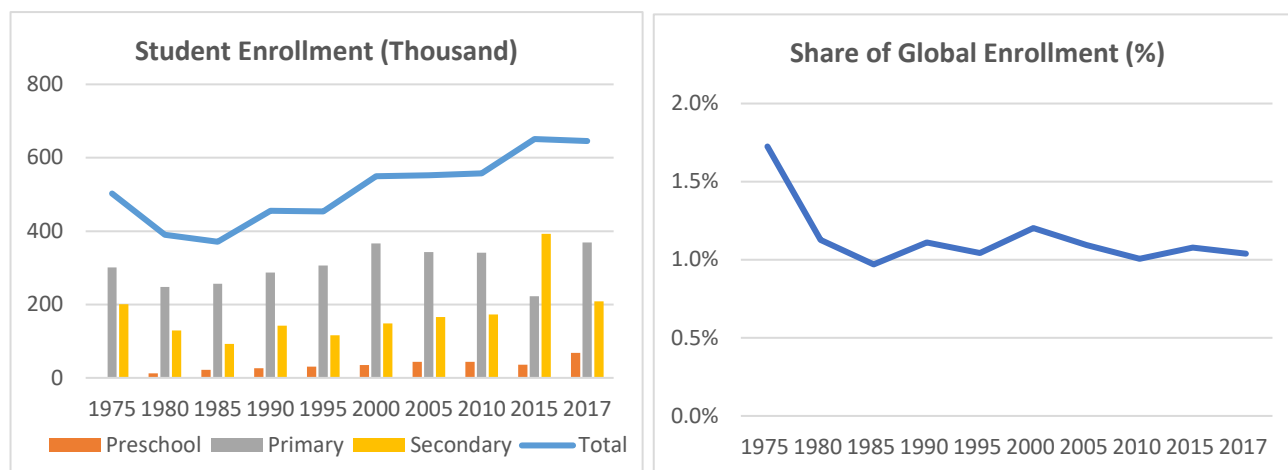
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	13	22	26	31	35	44	44	36	68
Primary	301	248	257	287	306	366	343	341	223	369
Secondary	201	129	92	142	116	149	166	173	393	209
Total	502	390	371	455	453	550	553	558	651	646
Schools										
Preschool	-	184	211	386	459	459	449	470	517	367
Primary	491	630	571	677	740	740	708	703	709	590
Secondary	262	283	286	372	454	454	447	454	475	597
Total	753	1,097	1,068	1,435	1,400	1,653	1,604	1,627	1,701	1,554

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	7.5%	2.8%	2.3%	6.6%	38.3%	7.7%	1.7%	0.2%	-3.5%	-15.7%
Primary	1.5%	2.5%	-0.7%	1.1%	28.7%	0.7%	0.9%	-0.5%	-2.5%	-8.8%
Secondary	1.0%	0.5%	1.5%	2.7%	-27.1%	2.8%	2.0%	0.0%	4.0%	12.1%
Total	1.6%	1.9%	0.1%	2.1%	-0.4%	2.7%	1.4%	-0.2%	-0.7%	-4.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **China, Taiwan**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

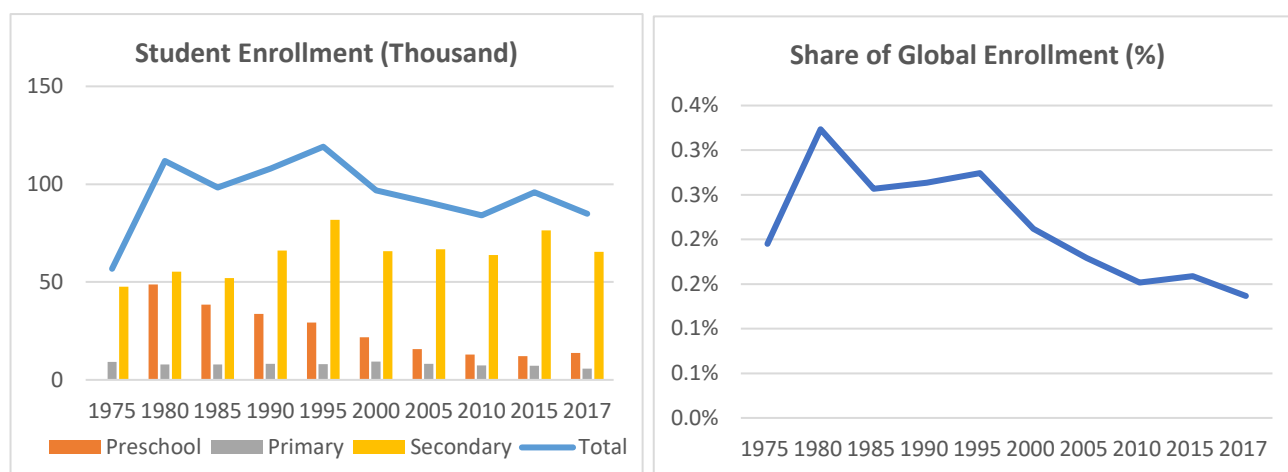
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	49	38	34	29	22	16	13	12	14
Primary	9	8	8	8	8	9	8	7	7	6
Secondary	48	55	52	66	82	66	67	64	76	65
Total	57	112	98	108	119	97	91	84	96	85
Schools										
Preschool	-	337	317	283	216	216	189	171	149	136
Primary	10	10	10	10	10	10	10	11	11	11
Secondary	33	37	37	36	36	36	35	34	33	35
Total	43	384	364	329	293	262	234	216	193	182

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-3.6%	-4.3%	-5.0%	0.8%	6.4%	-1.7%	-2.7%	-2.3%	-3.2%	-4.5%
Primary	0.4%	1.3%	-2.3%	-3.6%	-11.3%	0.0%	0.0%	1.0%	0.0%	0.0%
Secondary	1.8%	-0.1%	-0.3%	0.4%	-7.4%	-0.3%	0.0%	-0.6%	0.4%	3.0%
Total	-0.4%	-1.1%	-1.4%	0.1%	-5.8%	-1.5%	-2.3%	-1.9%	-2.4%	-2.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Colombia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

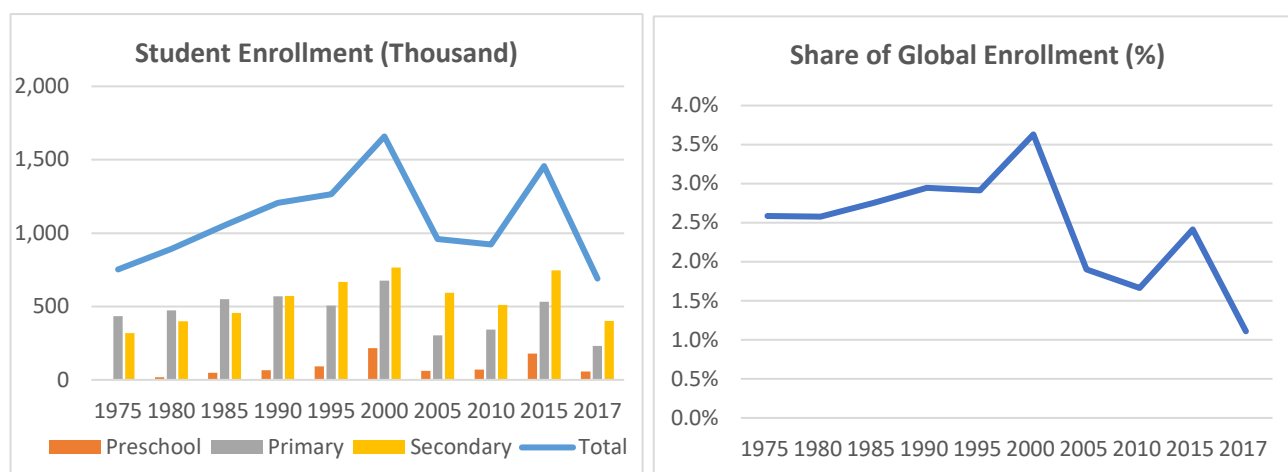
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	18	48	66	92	217	62	69	179	57
Primary	434	474	551	570	507	676	303	343	533	232
Secondary	318	399	455	572	666	766	594	510	745	401
Total	752	891	1,054	1,207	1,265	1,659	959	922	1,457	690
Schools										
Preschool	-	228	357	620	730	730	857	1,037	1,178	998
Primary	1,739	1,630	1,730	1,652	1,554	1,554	1,394	1,678	1,911	1,624
Secondary	923	909	1,155	982	997	997	754	1,244	1,561	1,421
Total	2,662	2,767	3,242	3,254	3,218	3,281	3,005	3,959	4,650	4,043

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	14.1%	12.6%	-10.8%	-2.7%	-43.5%	10.5%	1.6%	3.6%	-0.5%	-8.0%
Primary	1.8%	1.7%	-6.6%	-5.4%	-34.0%	0.1%	-0.6%	0.8%	-0.5%	-7.8%
Secondary	3.6%	3.0%	-4.0%	-3.4%	-26.7%	0.8%	0.2%	2.2%	1.9%	-4.6%
Total	3.1%	3.2%	-5.7%	-4.1%	-31.2%	1.6%	0.1%	1.9%	0.3%	-6.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Congo, Democratic Republic of**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

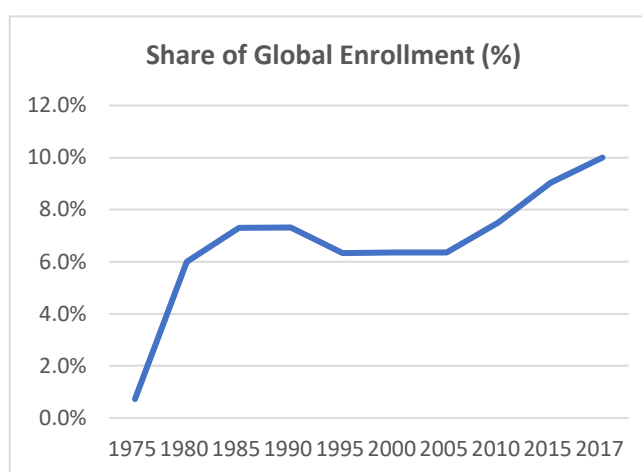
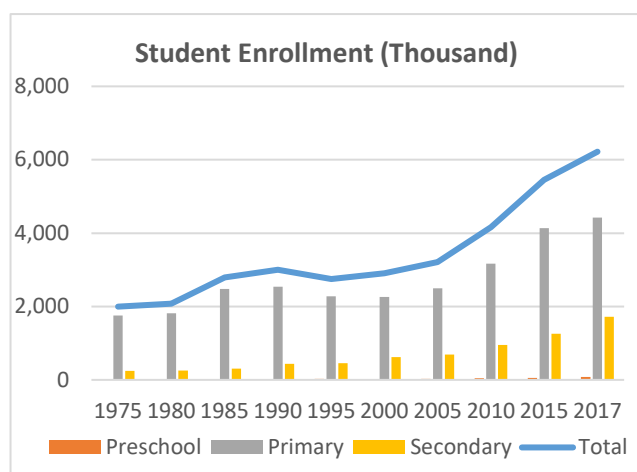
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	5	10	19	24	20	27	43	55	77
Primary	1,755	1,819	2,475	2,539	2,274	2,264	2,496	3,165	4,139	4,426
Secondary	241	251	310	441	451	618	686	952	1,256	1,716
Total	1,996	2,075	2,794	2,998	2,749	2,902	3,209	4,160	5,451	6,219
Schools										
Preschool	-	42	65	132	186	212	212	251	490	560
Primary	331	5,121	7,568	5,537	6,238	6,929	6,929	8,072	9,449	11,627
Secondary	86	1,340	1,504	1,337	1,789	2,295	2,295	2,688	4,299	4,895
Total	417	6,503	9,137	7,006	8,213	9,436	9,436	11,011	14,238	17,082

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-	0.4%	8.0%	8.8%	18.0%	-	4.9%	1.7%	12.1%	6.9%
Primary	3.4%	-1.1%	3.4%	4.9%	3.4%	0.8%	2.3%	1.5%	5.4%	10.9%
Secondary	5.8%	3.4%	4.4%	8.8%	16.9%	0.0%	5.6%	1.6%	8.9%	6.7%
Total	3.7%	-0.3%	3.7%	5.9%	6.8%	0.7%	3.0%	1.6%	6.5%	9.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Congo**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

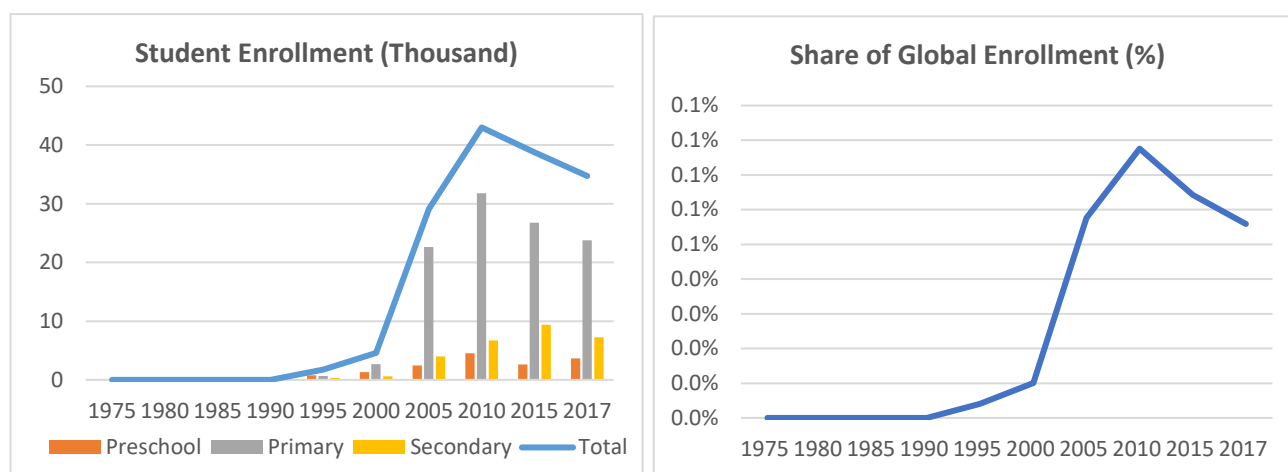
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	1	1	2	5	3	4
Primary	0	0	0	0	1	3	23	32	27	24
Secondary	0	0	0	0	0	1	4	7	9	7
Total	0	0	0	0	2	5	29	43	39	35
Schools										
Preschool	-	0	0	0	11	11	13	34	43	37
Primary	0	0	0	0	10	10	16	93	98	106
Secondary	0	0	0	0	2	2	8	37	47	72
Total	0	0	0	0	4	23	37	164	188	215

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	13.3%	-2.9%	18.0%	0.0%	0.0%	11.9%	1.2%	-7.2%
Primary	0.0%	0.0%	28.1%	-4.1%	-5.8%	0.0%	0.0%	25.0%	1.9%	4.0%
Secondary	0.0%	0.0%	27.0%	1.2%	-11.8%	0.0%	0.0%	33.9%	10.0%	23.8%
Total	0.0%	0.0%	25.1%	-3.0%	-5.4%	0.0%	0.0%	21.7%	3.9%	6.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Costa Rica**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

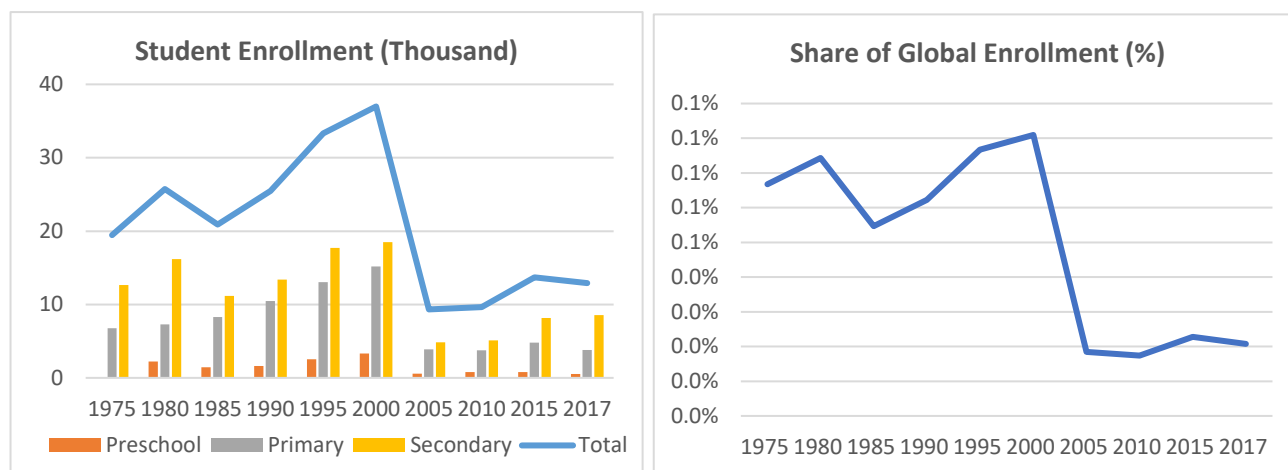
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	2	1	2	3	3	1	1	1	1
Primary	7	7	8	10	13	15	4	4	5	4
Secondary	13	16	11	13	18	18	5	5	8	9
Total	19	26	21	25	33	37	9	10	14	13
Schools										
Preschool	-	15	25	31	40	40	45	12	20	24
Primary	23	25	28	36	38	38	43	26	22	30
Secondary	32	33	27	27	36	36	37	43	46	41
Total	55	73	80	94	94	114	125	81	88	95

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-3.2%	7.4%	-13.6%	-5.0%	-16.7%	7.5%	2.6%	-11.3%	10.4%	9.5%
Primary	3.7%	3.8%	-13.0%	0.2%	-10.8%	3.7%	0.5%	-3.7%	2.1%	16.8%
Secondary	-1.9%	3.3%	-12.1%	7.6%	2.4%	-2.0%	2.9%	1.8%	-0.7%	-5.6%
Total	-0.1%	3.8%	-12.6%	4.3%	-3.0%	2.6%	1.9%	-3.4%	2.3%	3.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Côte d'Ivoire**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

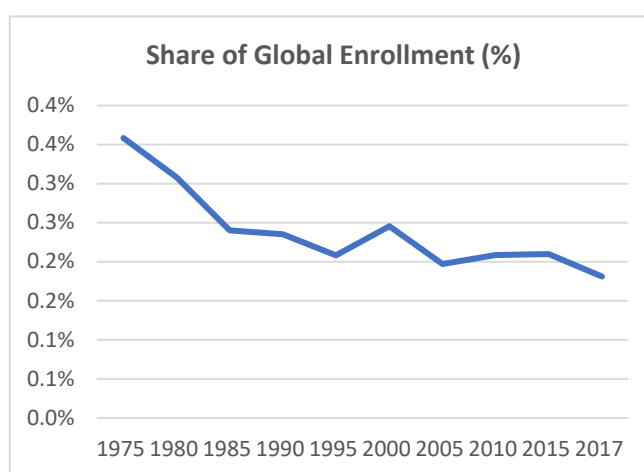
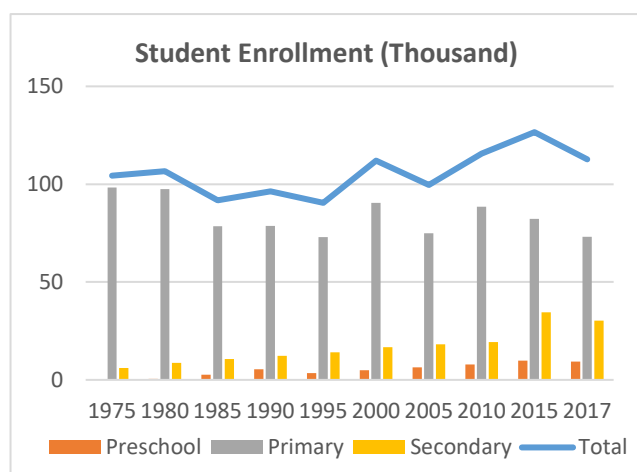
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	3	5	3	5	6	8	10	9
Primary	98	98	78	79	73	90	75	88	82	73
Secondary	6	9	11	12	14	17	18	19	35	30
Total	104	107	92	96	90	112	100	116	127	113
Schools										
Preschool	-	5	50	45	53	53	59	87	86	105
Primary	358	304	299	311	285	285	279	277	280	293
Secondary	23	23	29	31	33	33	35	36	46	49
Total	381	332	378	387	391	371	373	400	412	447

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	28.6%	-0.7%	4.6%	2.5%	-2.6%	24.6%	1.6%	5.1%	2.7%	10.5%
Primary	-2.1%	1.4%	-0.2%	-2.7%	-5.7%	0.2%	-0.9%	-0.3%	0.8%	2.3%
Secondary	3.5%	3.1%	1.5%	6.6%	-6.4%	3.0%	0.6%	0.9%	4.5%	3.2%
Total	-1.0%	1.5%	0.3%	-0.4%	-5.7%	1.5%	-0.4%	0.8%	1.6%	4.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Czech Republic**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

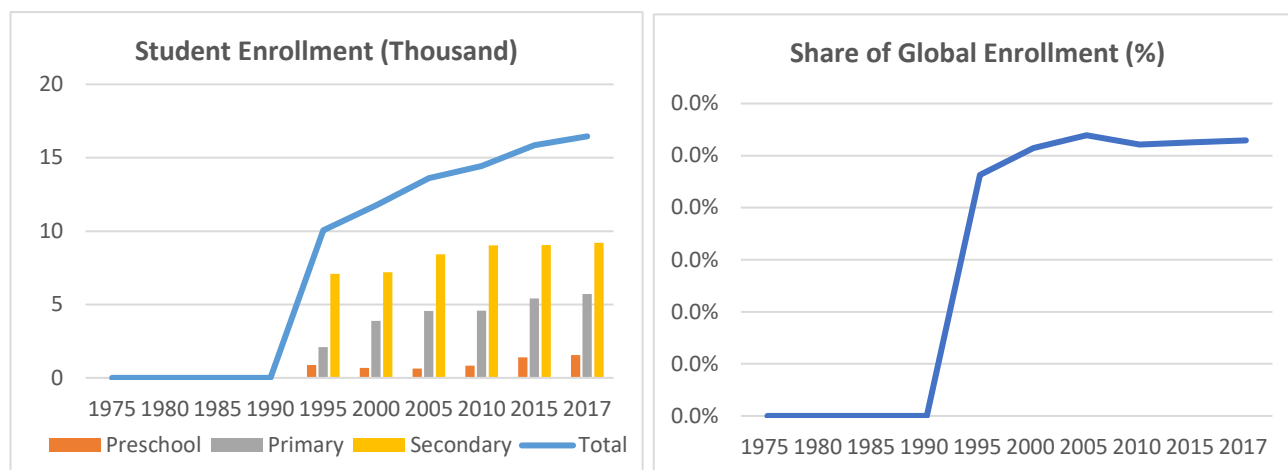
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-				1	1	1	1	1	2
Primary					2	4	5	5	5	6
Secondary					7	7	8	9	9	9
Total					10	12	14	14	16	16
Schools										
Preschool	-				21	21	14	15	20	30
Primary					15	15	21	21	22	24
Secondary					31	31	31	33	33	30
Total					0	67	66	69	75	84

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-		2.3%	9.1%	5.0%	-		-3.3%	10.4%	22.5%
Primary			1.6%	3.2%	2.7%			3.4%	1.9%	4.4%
Secondary			2.3%	0.3%	0.9%			0.6%	-1.4%	-4.7%
Total			2.1%	1.9%	1.9%			0.3%	2.9%	5.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Denmark**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

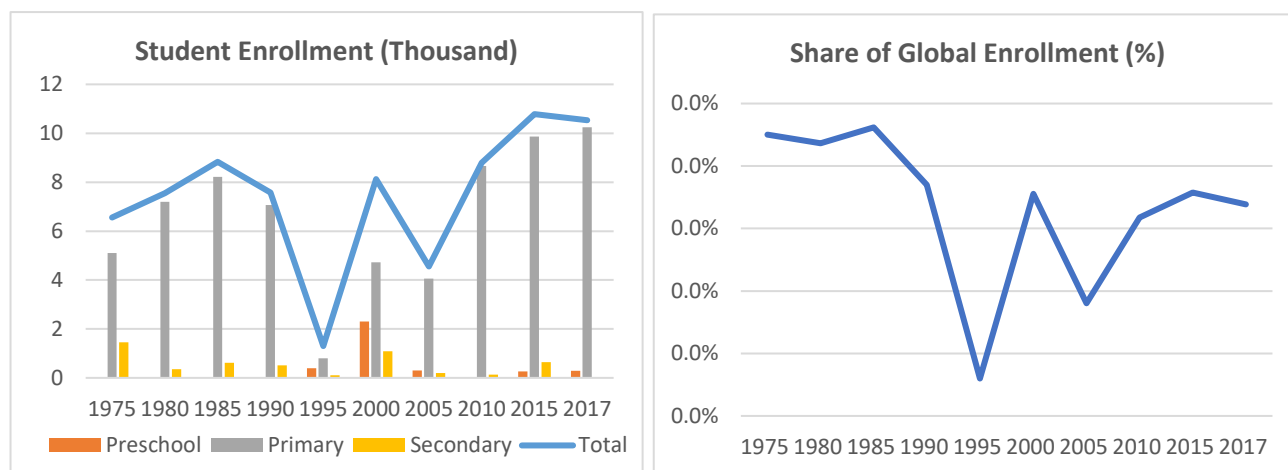
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	2	0	0	0	0
Primary	5	7	8	7	1	5	4	9	10	10
Secondary	1	0	1	1	0	1	0	0	1	0
Total	7	8	9	8	1	8	5	9	11	11
Schools										
Preschool	-	11	10	11	11	11	7	7	6	6
Primary	21	22	24	23	23	23	23	22	22	21
Secondary	11	1	1	1	1	1	1	1	1	1
Total	32	34	35	35	36	35	31	30	29	28

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	-100.0%	0.0%	4.0%	0.0%	0.0%	-4.4%	-2.2%	0.0%
Primary	-0.2%	-3.9%	6.2%	2.4%	1.9%	0.4%	0.0%	-0.4%	-0.7%	-2.3%
Secondary	3.8%	8.0%	-19.2%	-100.0%	-100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	0.0%	0.7%	0.8%	2.6%	-1.2%	0.3%	0.0%	-1.5%	-1.0%	-1.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Dominican Republic**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

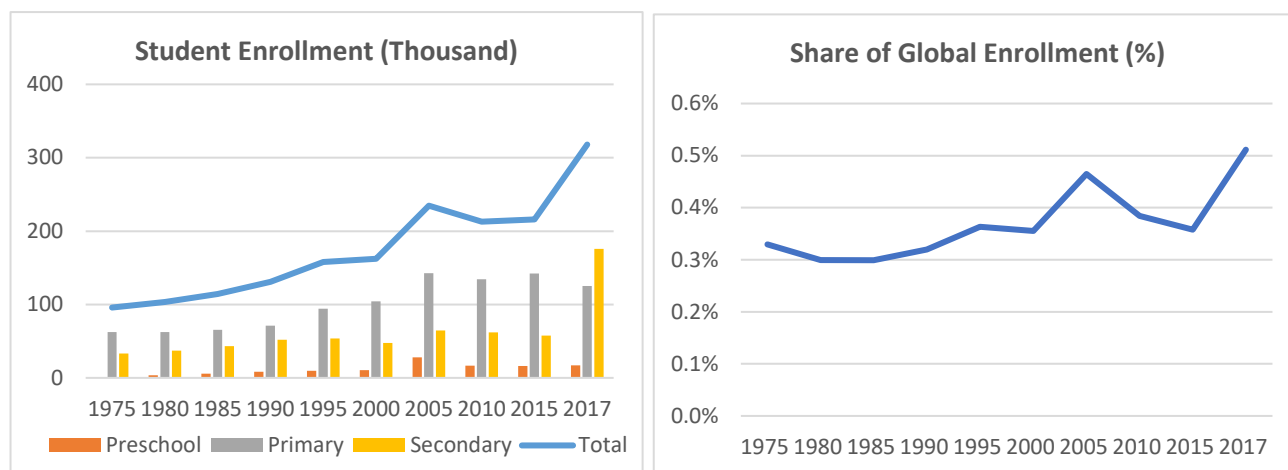
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	4	6	8	10	10	28	17	16	17
Primary	63	63	66	71	94	104	142	134	142	125
Secondary	33	37	43	52	54	48	64	62	58	176
Total	96	103	114	131	158	162	235	213	216	318
Schools										
Preschool	-	50	64	83	83	83	136	154	114	110
Primary	141	98	123	129	165	165	236	316	306	312
Secondary	117	139	120	104	114	114	137	168	192	132
Total	258	287	307	316	319	362	509	638	612	554

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	8.3%	2.3%	4.8%	0.4%	2.6%	5.2%	0.0%	6.4%	-4.7%	-1.8%
Primary	1.3%	3.9%	2.5%	-1.0%	-6.1%	2.8%	2.5%	6.7%	-0.2%	1.0%
Secondary	3.4%	-0.8%	2.7%	16.0%	74.5%	-2.9%	0.9%	4.0%	-3.4%	-17.1%
Total	2.4%	2.2%	2.7%	5.9%	21.3%	1.0%	1.4%	5.8%	-2.0%	-4.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Ecuador**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

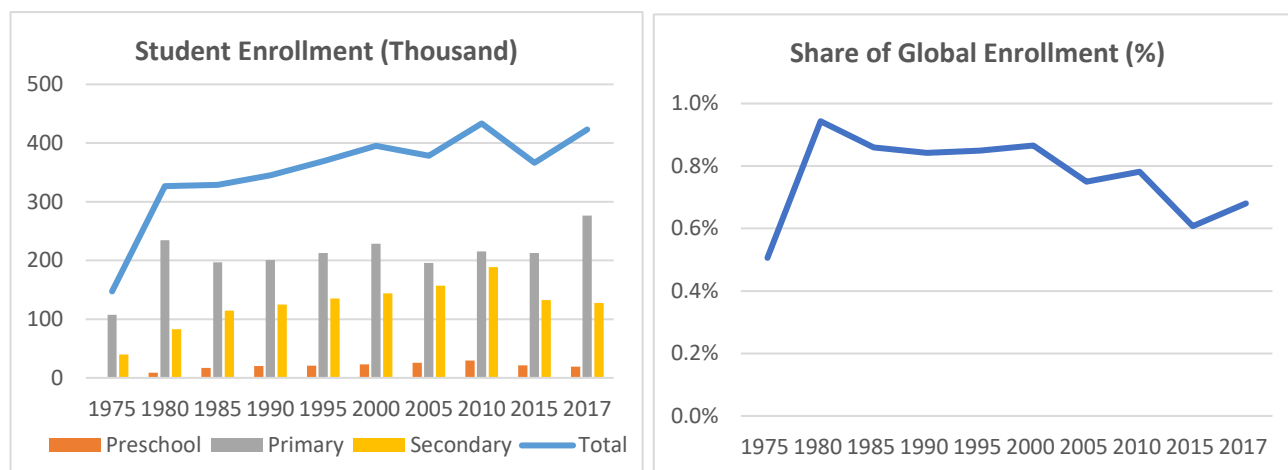
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	9	17	20	21	23	26	29	21	19
Primary	108	235	197	201	213	228	196	216	213	276
Secondary	40	83	115	125	135	144	157	188	132	128
Total	147	326	329	345	369	395	379	433	366	423
Schools										
Preschool	-	103	207	251	275	275	329	411	442	315
Primary	742	747	726	901	870	870	830	583	602	525
Secondary	274	284	324	369	458	458	385	391	418	300
Total	1,016	1,134	1,257	1,521	1,475	1,603	1,544	1,385	1,462	1,140

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	8.8%	1.4%	2.5%	-5.8%	-4.8%	9.3%	0.9%	4.1%	-3.7%	-15.6%
Primary	-1.6%	1.3%	-0.6%	3.6%	14.0%	1.9%	-0.3%	-3.9%	-1.5%	-6.6%
Secondary	4.1%	1.5%	2.7%	-5.4%	-1.8%	2.7%	2.2%	-1.6%	-3.7%	-15.3%
Total	0.6%	1.4%	0.9%	-0.3%	7.5%	3.0%	0.5%	-1.5%	-2.7%	-11.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Egypt**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

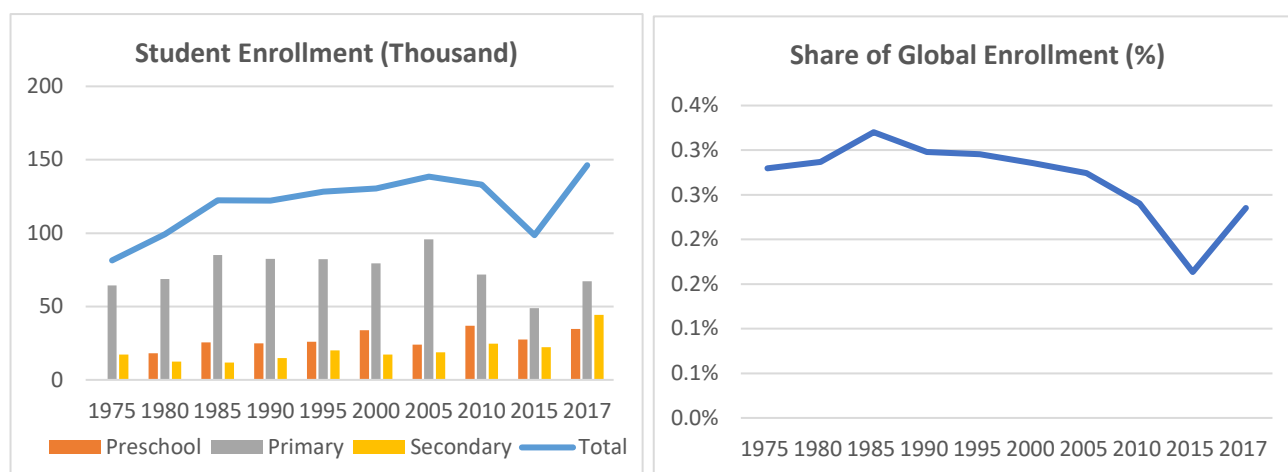
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	18	26	25	26	34	24	37	27	35
Primary	64	69	85	82	82	79	96	72	49	67
Secondary	17	12	12	15	20	17	19	25	22	44
Total	81	99	122	122	128	130	138	133	99	146
Schools										
Preschool	-	124	150	147	174	174	186	176	167	173
Primary	232	167	153	141	153	153	167	171	202	144
Secondary	87	44	38	47	54	54	70	62	107	79
Total	319	335	341	335	363	381	423	409	476	396

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	3.2%	3.1%	0.9%	-0.8%	12.4%	1.7%	1.7%	0.1%	-0.2%	1.8%
Primary	1.8%	-0.4%	-1.0%	-0.9%	17.3%	-1.7%	0.8%	1.1%	-2.4%	-15.6%
Secondary	1.8%	1.6%	3.5%	8.8%	41.1%	0.7%	1.4%	1.4%	3.5%	-14.1%
Total	2.1%	0.7%	0.2%	1.4%	21.8%	0.0%	1.3%	0.7%	-0.5%	-8.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **El Salvador**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

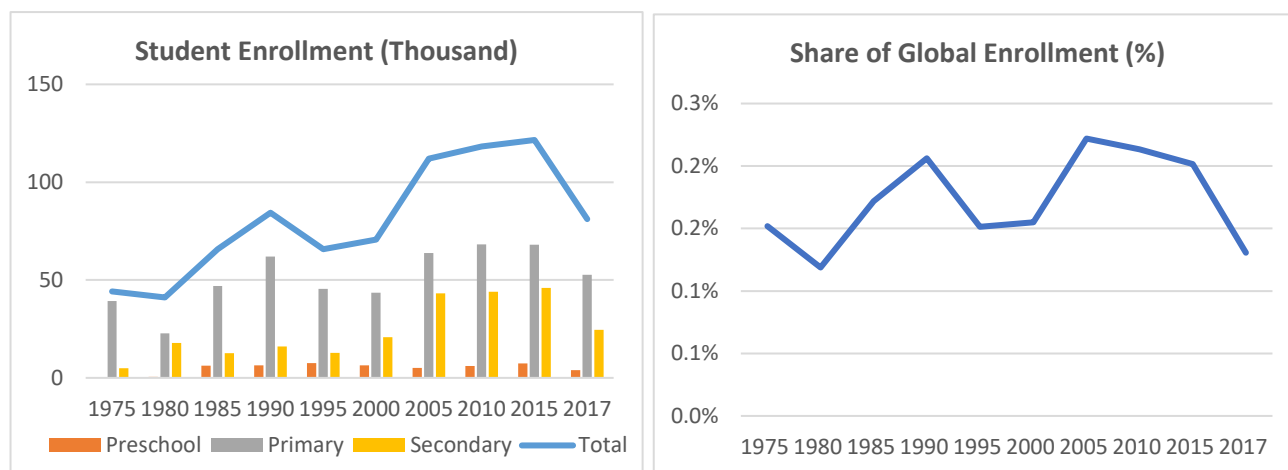
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	6	6	7	6	5	6	7	4
Primary	39	23	47	62	45	44	64	68	68	53
Secondary	5	18	13	16	13	21	43	44	46	25
Total	44	41	66	84	66	71	112	118	122	81
Schools										
Preschool	-	8	59	61	75	75	81	95	87	89
Primary	115	72	106	115	83	83	110	177	176	185
Secondary	35	53	50	49	34	34	38	103	118	122
Total	150	133	215	225	252	192	229	375	381	396

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	27.1%	0.0%	-0.5%	-5.9%	-26.8%	22.5%	2.1%	2.4%	-0.9%	1.1%
Primary	10.6%	-3.5%	4.6%	-3.6%	-12.1%	4.8%	-3.2%	7.9%	0.6%	2.5%
Secondary	-1.1%	2.7%	7.8%	-8.0%	-27.0%	-0.8%	-3.6%	11.7%	2.4%	1.7%
Total	7.5%	-1.8%	5.3%	-5.2%	-18.3%	5.4%	-1.6%	6.9%	0.8%	1.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Eritrea**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

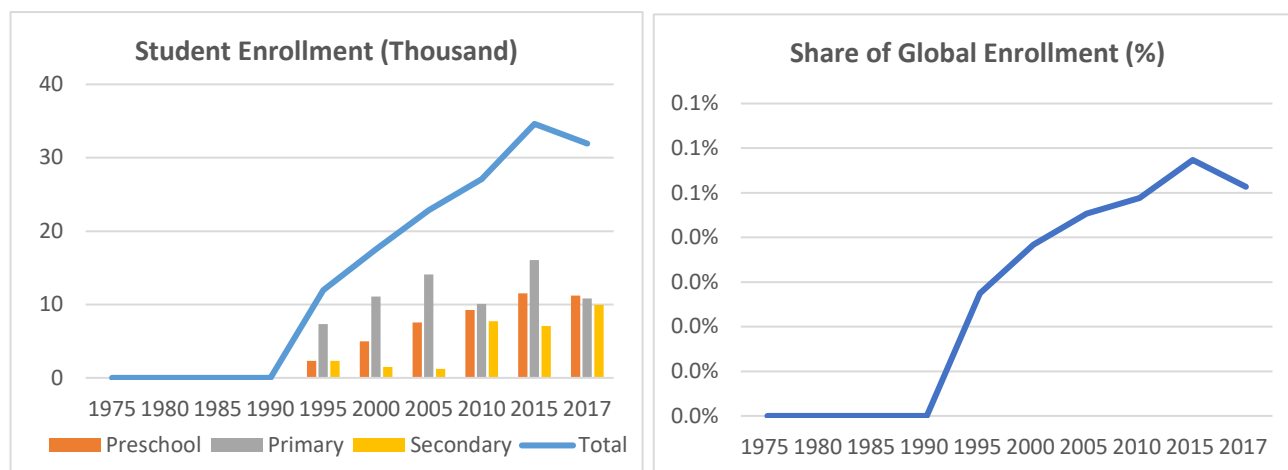
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-				2	5	8	9	12	11
Primary					7	11	14	10	16	11
Secondary					2	1	1	8	7	10
Total					12	18	23	27	35	32
Schools										
Preschool	-				25	25	42	50	54	66
Primary					46	46	39	49	40	44
Secondary					5	5	5	12	16	13
Total					0	76	86	111	110	123

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-		6.4%	2.7%	-1.4%	-		7.2%	4.0%	10.6%
Primary			-0.9%	1.0%	-17.8%			0.6%	-1.5%	4.9%
Secondary			18.0%	3.6%	18.5%			9.1%	1.2%	-9.9%
Total			4.4%	2.4%	-3.9%			3.9%	1.5%	5.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Ethiopia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

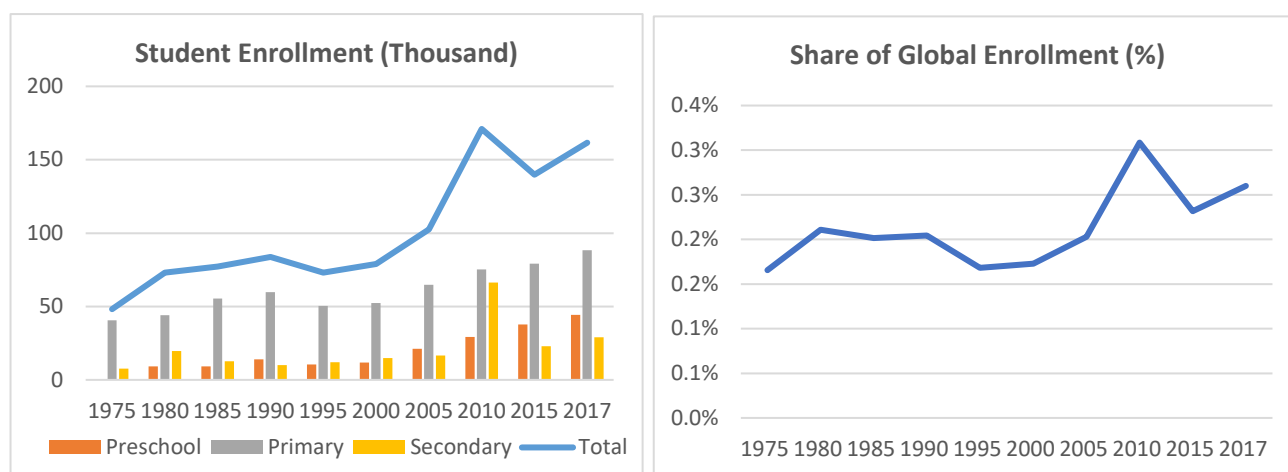
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	9	9	14	11	12	21	29	38	44
Primary	40	44	55	60	50	52	65	75	79	88
Secondary	8	20	13	10	12	15	17	66	23	29
Total	48	73	77	84	73	79	103	171	140	162
Schools										
Preschool	-	66	81	84	85	85	91	148	206	255
Primary	224	180	163	162	147	147	128	137	156	171
Secondary	47	43	46	37	38	38	56	60	66	68
Total	271	289	290	283	347	270	275	345	428	494

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	4.2%	-1.7%	9.6%	6.0%	8.4%	2.4%	0.1%	5.7%	8.1%	11.3%
Primary	3.1%	-1.3%	3.7%	2.3%	5.6%	-1.0%	-1.0%	-0.7%	3.2%	4.7%
Secondary	-6.5%	3.9%	16.2%	-11.1%	12.7%	-1.5%	0.3%	4.7%	1.8%	1.5%
Total	1.4%	-0.6%	8.0%	-0.8%	7.6%	-0.2%	-0.5%	2.5%	5.3%	7.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Fiji**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

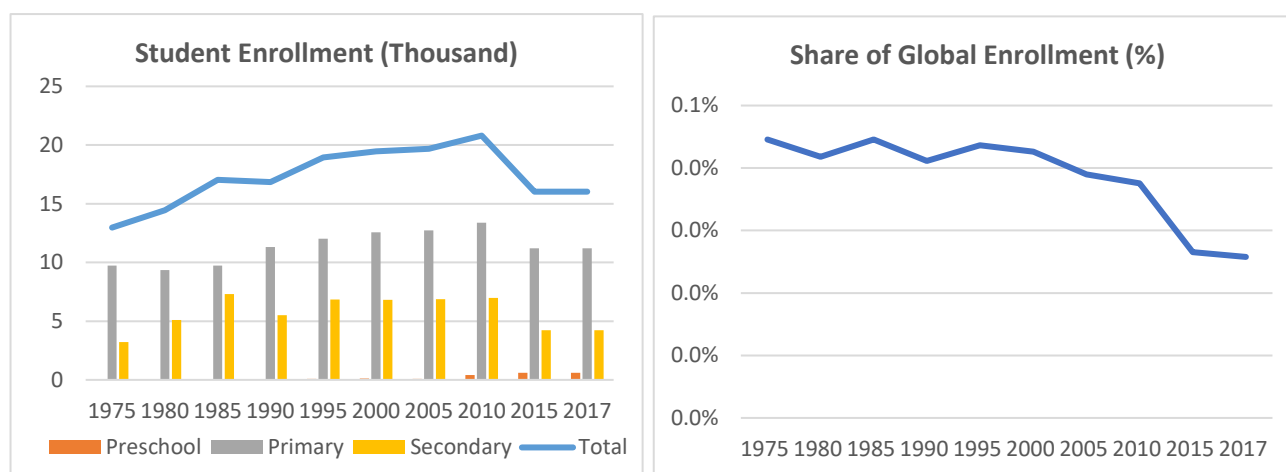
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	0	0	0	1	1
Primary	10	9	10	11	12	13	13	13	11	11
Secondary	3	5	7	6	7	7	7	7	4	4
Total	13	14	17	17	19	19	20	21	16	16
Schools										
Preschool	-	0	0	2	2	2	2	1	8	19
Primary	39	39	40	45	44	44	43	43	44	44
Secondary	13	15	17	21	18	18	18	19	19	19
Total	52	54	57	68	41	64	63	63	71	82

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	7.2%	15.5%	4.9%	0.0%	0.0%	0.0%	-6.7%	52.3%	54.1%
Primary	1.9%	1.1%	0.6%	-2.5%	0.0%	1.4%	-0.2%	-0.2%	0.3%	0.0%
Secondary	0.8%	2.2%	0.3%	-6.9%	0.0%	3.4%	-1.5%	0.5%	0.0%	0.0%
Total	1.6%	1.4%	0.7%	-3.7%	0.0%	2.3%	-0.6%	-0.2%	3.8%	7.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **France**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

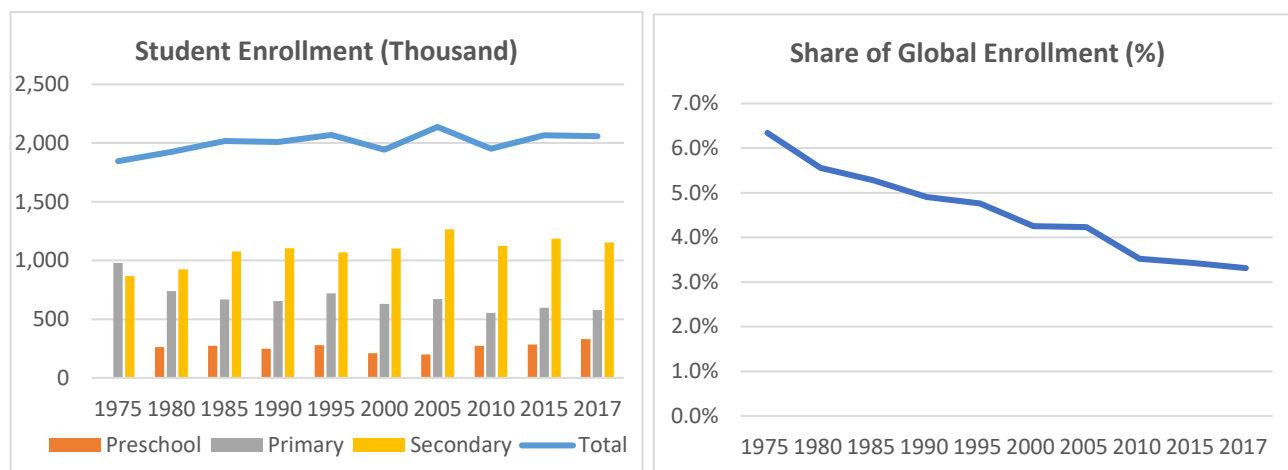
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	261	272	249	279	211	199	272	284	330
Primary	980	739	669	655	720	629	672	554	597	578
Secondary	866	923	1076	1105	1070	1103	1266	1124	1187	1152
Total	1,846	1,924	2,017	2,009	2,069	1,943	2,137	1,951	2,068	2,059
Schools										
Preschool	-	1,450	1,766	1,733	1,628	1,628	2,140	2,215	2,790	3,132
Primary	7,263	6,235	5,929	5,629	5,178	5,178	4,865	4,672	4,254	4,125
Secondary	2,512	2,795	2,935	2,938	2,732	2,732	2,602	2,631	2,555	2,515
Total	9,775	10,480	10,630	10,300	10,303	9,538	9,607	9,518	9,599	9,772

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-0.5%	-1.6%	2.6%	2.8%	7.7%	1.8%	-0.6%	3.1%	5.1%	6.0%
Primary	-1.2%	-0.4%	-1.3%	0.6%	-1.6%	-1.0%	-0.8%	-1.0%	-1.8%	-1.5%
Secondary	1.8%	0.0%	0.2%	0.3%	-1.5%	0.5%	-0.7%	-0.4%	-0.6%	-0.8%
Total	0.4%	-0.3%	0.0%	0.8%	-0.2%	-0.2%	-0.8%	0.0%	0.4%	0.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Gabon**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

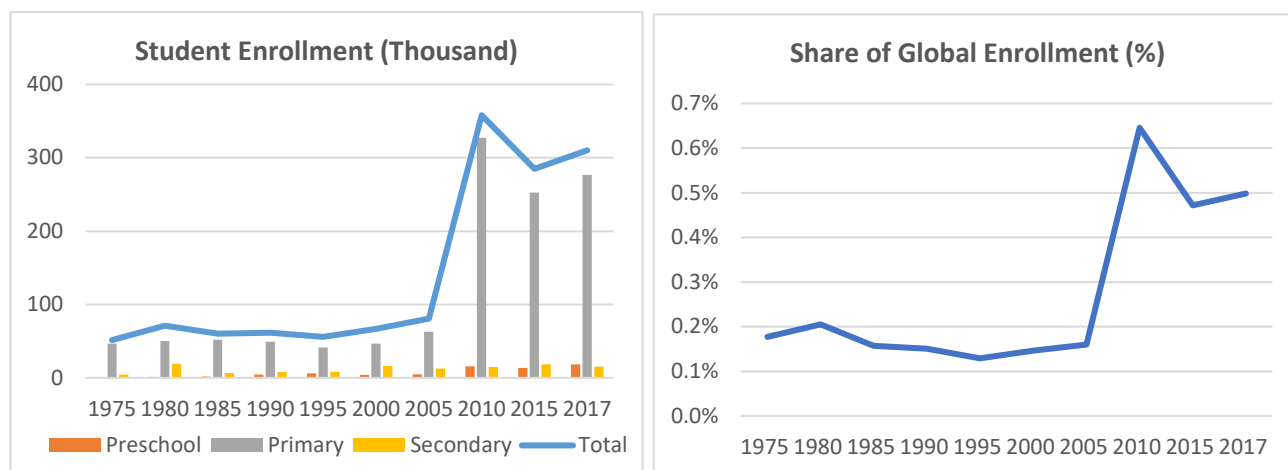
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	2	4	6	4	5	16	14	18
Primary	47	50	52	50	41	47	63	327	252	276
Secondary	5	19	7	8	8	16	13	15	19	15
Total	52	71	60	62	56	67	81	358	285	310
Schools										
Preschool	-	16	16	17	26	26	30	28	53	45
Primary	200	248	247	212	216	216	227	223	167	278
Secondary	23	19	20	19	19	19	22	22	18	25
Total	223	283	283	248	253	261	279	273	238	348

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	11.3%	-0.8%	14.6%	2.4%	15.9%	0.6%	4.3%	0.7%	7.0%	-7.9%
Primary	-0.2%	-0.6%	21.5%	-2.4%	4.6%	-1.6%	0.2%	0.3%	3.2%	29.0%
Secondary	-8.5%	7.6%	-0.8%	0.1%	-9.7%	0.0%	0.0%	1.5%	1.8%	17.9%
Total	-1.4%	0.8%	18.3%	-2.0%	4.3%	-1.3%	0.5%	0.5%	3.5%	20.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Gambia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

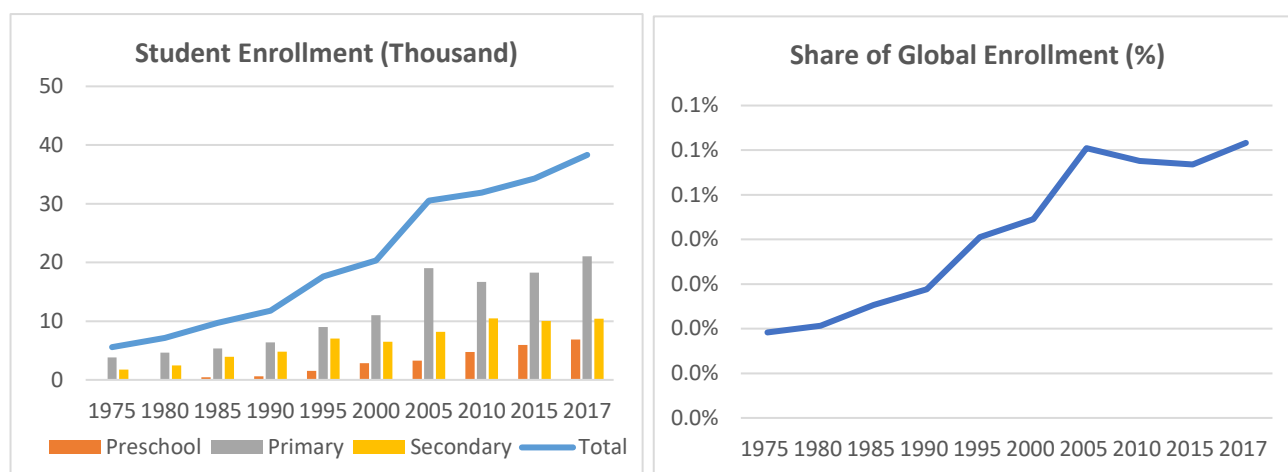
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	1	2	3	3	5	6	7
Primary	4	5	5	6	9	11	19	17	18	21
Secondary	2	2	4	5	7	7	8	10	10	10
Total	6	7	10	12	18	20	31	32	34	38
Schools										
Preschool	-	1	4	4	6	6	21	20	49	51
Primary	32	31	37	40	41	41	22	22	25	28
Secondary	9	8	9	10	11	11	13	14	19	20
Total	41	40	50	54	56	58	56	56	93	99

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	23.1%	16.4%	5.2%	5.4%	7.2%	14.9%	4.1%	12.8%	14.3%	2.0%
Primary	3.3%	5.6%	4.3%	3.4%	7.4%	2.6%	0.2%	-6.0%	3.5%	5.8%
Secondary	6.9%	3.1%	4.9%	-0.1%	1.8%	2.3%	1.0%	2.4%	5.2%	2.6%
Total	5.1%	5.6%	4.6%	2.7%	5.7%	3.0%	0.7%	-0.4%	8.5%	3.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Germany**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

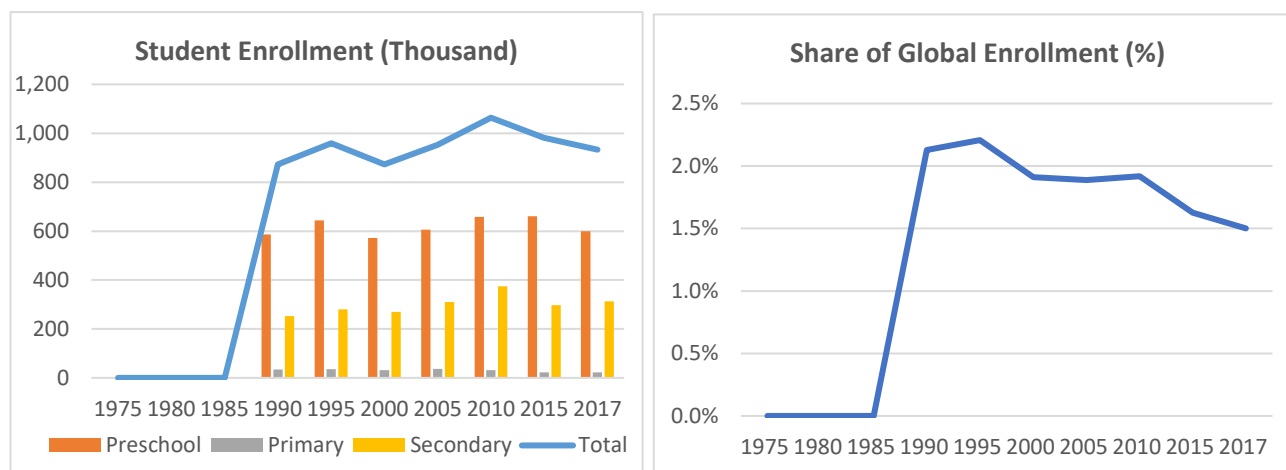
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-			586	644	572	605	658	660	599
Primary				34	35	32	37	31	23	22
Secondary				252	280	270	310	374	297	312
Total				872	959	873	952	1,064	981	933
Schools										
Preschool	-			8,764	9,365	9,365	9,219	9,153	9,392	9,183
Primary				220	196	196	171	245	194	125
Secondary				931	1,069	1,069	797	805	817	786
Total				9,915	9,488	10,630	10,187	10,203	10,403	10,094

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-	-0.2%	1.4%	-1.3%	-4.8%	-	0.7%	-0.2%	0.0%	-1.1%
Primary		-0.7%	-0.1%	-5.1%	-2.5%		-1.1%	2.3%	-9.2%	-19.7%
Secondary		0.7%	3.3%	-2.5%	2.5%		1.4%	-2.8%	-0.3%	-1.9%
Total		0.0%	2.0%	-1.9%	-2.5%		0.7%	-0.4%	-0.2%	-1.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Ghana**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

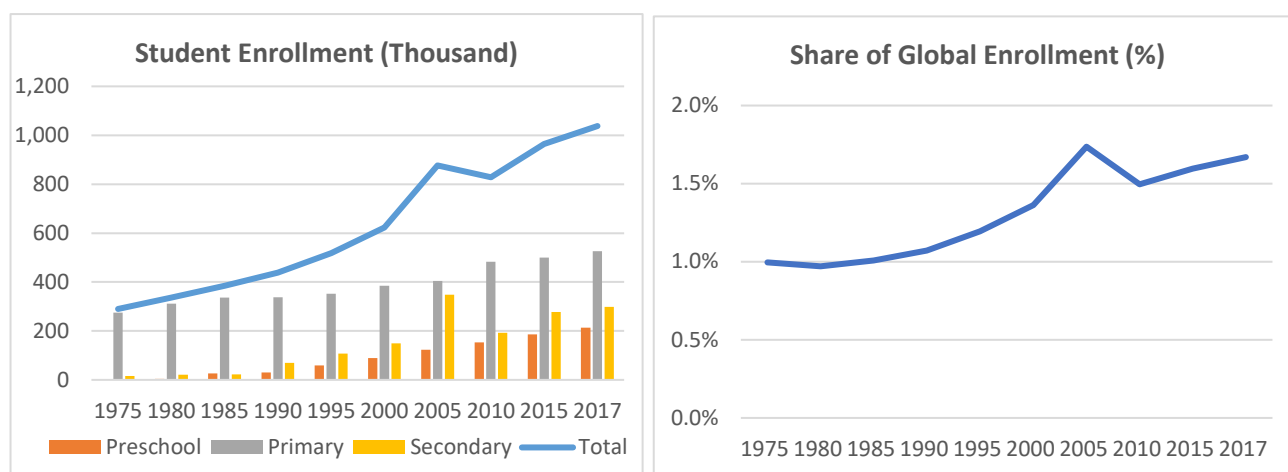
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	4	26	31	59	89	124	153	186	213
Primary	275	311	337	338	353	385	404	483	500	526
Secondary	15	21	22	70	108	149	349	193	278	299
Total	290	336	385	439	519	623	877	829	964	1,038
Schools										
Preschool	-	122	230	581	815	815	888	1,129	1,488	1,806
Primary	1,687	1,852	2,058	1,888	1,776	1,776	1,809	1,970	1,944	2,004
Secondary	44	63	78	620	762	762	856	1,017	1,044	1,232
Total	1,731	2,037	2,366	3,089	3,050	3,353	3,553	4,116	4,476	5,042

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	21.8%	11.3%	5.5%	4.9%	7.1%	16.9%	3.4%	3.3%	6.9%	10.2%
Primary	0.8%	1.3%	2.3%	1.2%	2.6%	0.2%	-0.6%	1.0%	0.2%	1.5%
Secondary	12.9%	7.8%	2.6%	6.5%	3.6%	25.7%	2.1%	2.9%	2.8%	8.6%
Total	2.7%	3.6%	2.9%	3.3%	3.8%	4.3%	0.8%	2.1%	2.9%	6.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Great Britain**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

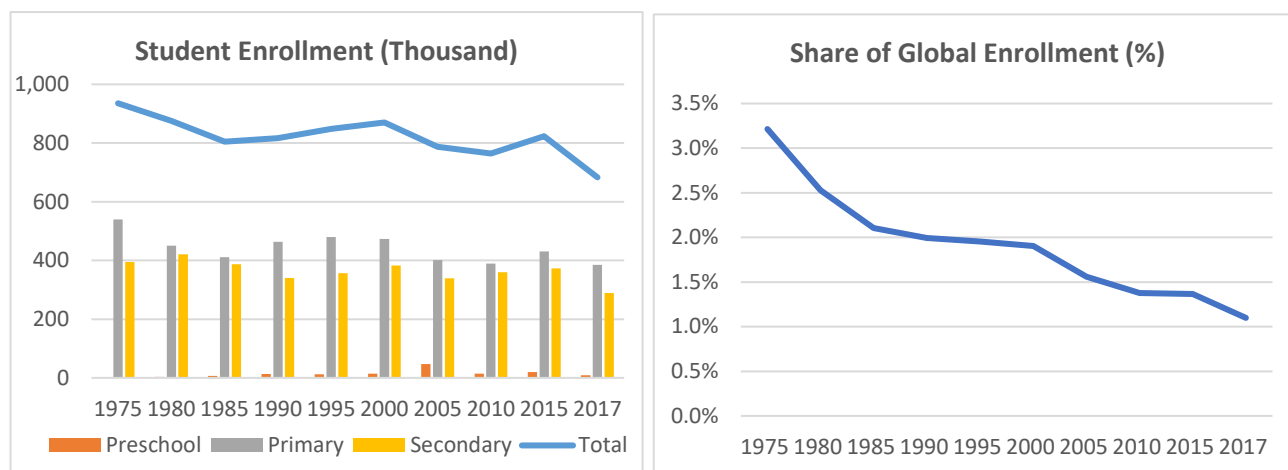
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	4	6	13	12	14	47	14	19	9
Primary	540	450	411	463	480	473	401	390	431	386
Secondary	395	421	388	341	356	383	339	360	373	289
Total	936	875	805	817	848	871	787	764	824	683
Schools										
Preschool	-	95	133	270	270	270	367	551	540	368
Primary	2,207	2,151	2,131	2,189	2,133	2,133	2,101	1,867	1,783	1,824
Secondary	765	700	664	589	514	514	512	454	431	424
Total	2,972	2,946	2,928	3,048	3,001	2,917	2,980	2,872	2,754	2,616

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	13.7%	1.0%	-0.3%	-6.5%	-32.5%	11.0%	0.0%	7.4%	-5.6%	-17.4%
Primary	0.3%	0.2%	-1.9%	-0.2%	-5.4%	0.2%	-0.3%	-1.3%	-0.3%	1.1%
Secondary	-2.1%	1.2%	-0.6%	-3.1%	-12.1%	-1.7%	-1.4%	-1.2%	-1.0%	-0.8%
Total	-0.7%	0.6%	-1.3%	-1.6%	-8.9%	0.3%	-0.4%	-0.2%	-1.3%	-2.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Guatemala**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

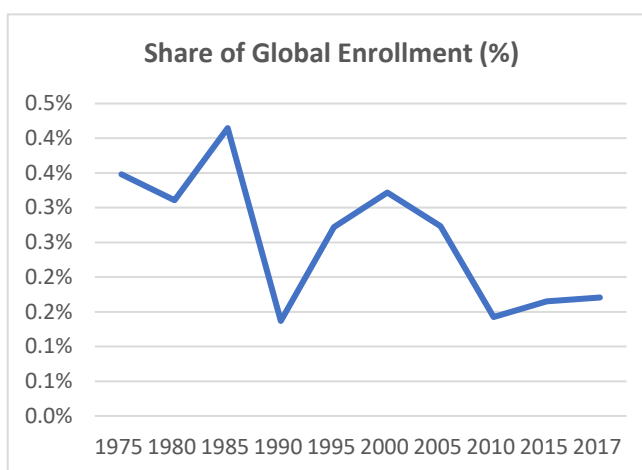
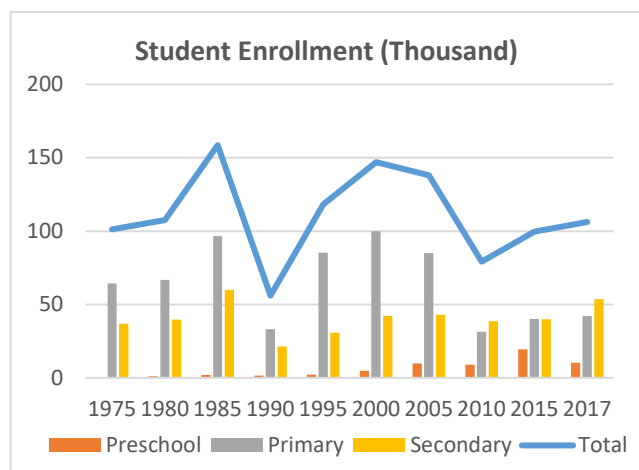
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	2	1	2	5	10	9	20	10
Primary	64	67	97	33	85	100	85	31	40	42
Secondary	37	40	60	21	31	42	43	39	40	54
Total	101	107	159	56	118	147	138	79	100	106
Schools										
Preschool	-	24	38	19	38	38	65	117	102	115
Primary	138	143	164	124	516	516	838	825	136	140
Secondary	88	84	99	65	91	91	104	127	141	129
Total	226	251	301	208	216	645	1,007	1,069	379	384

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	3.3%	12.9%	6.1%	2.1%	-27.3%	-2.3%	7.2%	11.9%	-0.2%	6.2%
Primary	-6.7%	11.7%	-10.9%	4.2%	2.3%	-1.4%	15.3%	4.8%	-22.4%	1.5%
Secondary	-6.0%	7.0%	-0.9%	4.8%	16.1%	-2.5%	3.4%	3.4%	0.2%	-4.3%
Total	-6.3%	10.1%	-6.0%	4.3%	3.2%	-1.9%	12.0%	5.2%	-13.6%	0.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Guinea**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

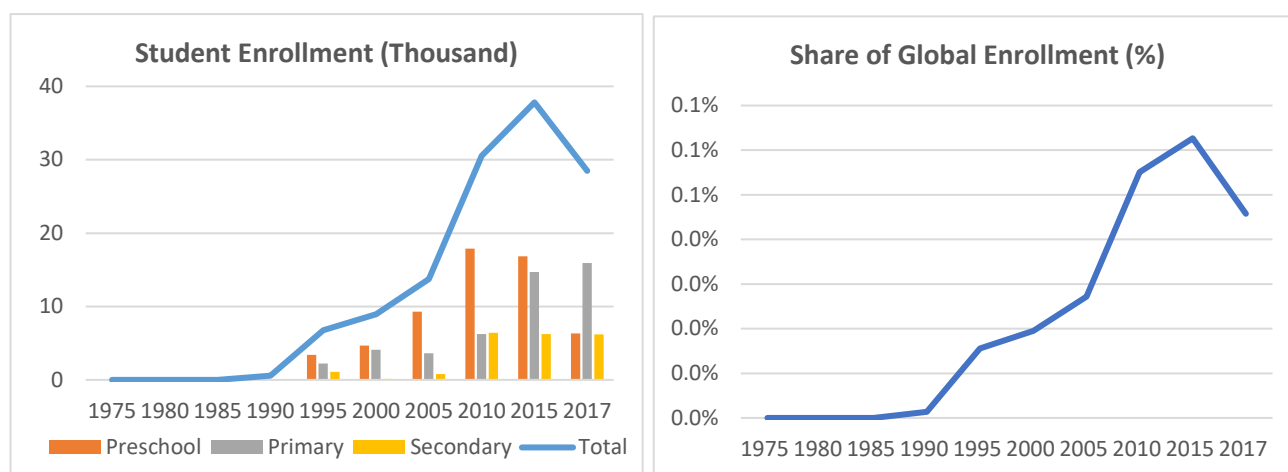
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	1	3	5	9	18	17	6
Primary	0	0	0	0	2	4	4	6	15	16
Secondary	0	0	0	0	1	0	1	6	6	6
Total	0	0	0	1	7	9	14	31	38	28
Schools										
Preschool	-	0	0	5	40	40	93	162	216	169
Primary	0	0	0	0	13	13	16	18	19	32
Secondary	0	0	0	0	6	6	2	8	25	18
Total	0	0	0	5	13	59	111	188	260	219

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	23.8%	14.3%	-13.8%	-38.6%	0.0%	23.1%	15.0%	0.6%	-11.5%
Primary	0.0%	0.0%	4.3%	14.3%	4.0%	0.0%	0.0%	3.3%	8.6%	29.8%
Secondary	0.0%	0.0%	46.5%	-0.5%	-0.5%	0.0%	0.0%	2.9%	12.3%	-15.1%
Total	0.0%	32.1%	13.1%	-1.0%	-13.2%	0.0%	28.0%	12.3%	2.2%	-8.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Guinea - Bissau**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

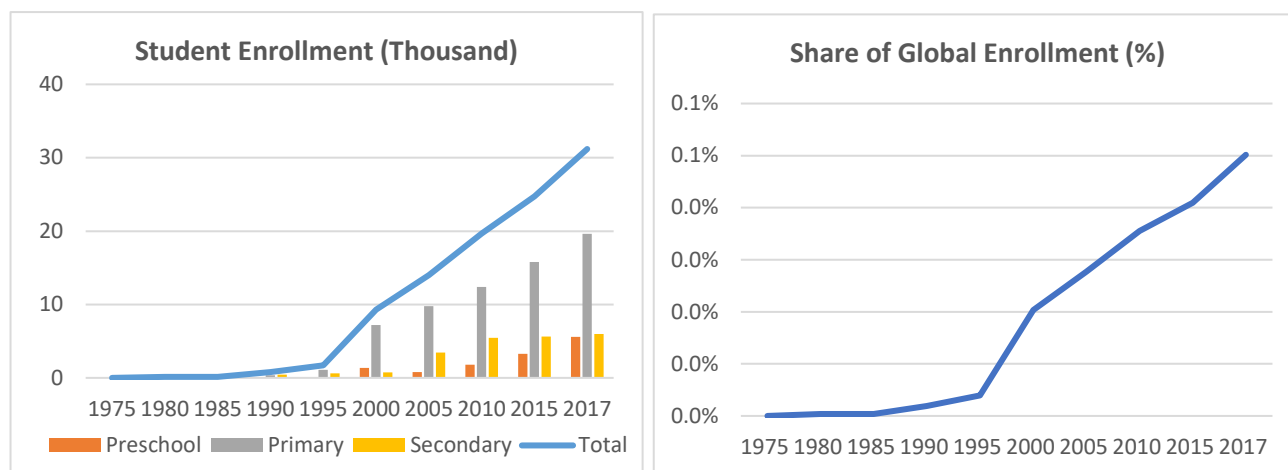
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	1	1	2	3	6
Primary	0	0	0	0	1	7	10	12	16	20
Secondary	0	0	0	0	1	1	3	5	6	6
Total	0	0	0	1	2	9	14	20	25	31
Schools										
Preschool	-	0	0	0	0	0	10	19	34	34
Primary	0	0	0	1	4	4	24	41	48	58
Secondary	0	1	1	2	3	3	3	16	18	17
Total	0	1	1	3	2	7	37	76	100	109

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	3.0%	17.4%	30.2%	0.0%	0.0%	0.0%	8.7%	0.0%
Primary	0.0%	34.9%	5.6%	6.8%	11.5%	0.0%	14.9%	26.2%	5.1%	9.9%
Secondary	12.4%	6.1%	21.8%	1.2%	2.9%	7.2%	4.1%	18.2%	0.9%	-2.8%
Total	19.6%	28.1%	7.8%	6.8%	12.3%	11.6%	8.8%	26.9%	5.3%	4.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Guinea - Equatorial**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

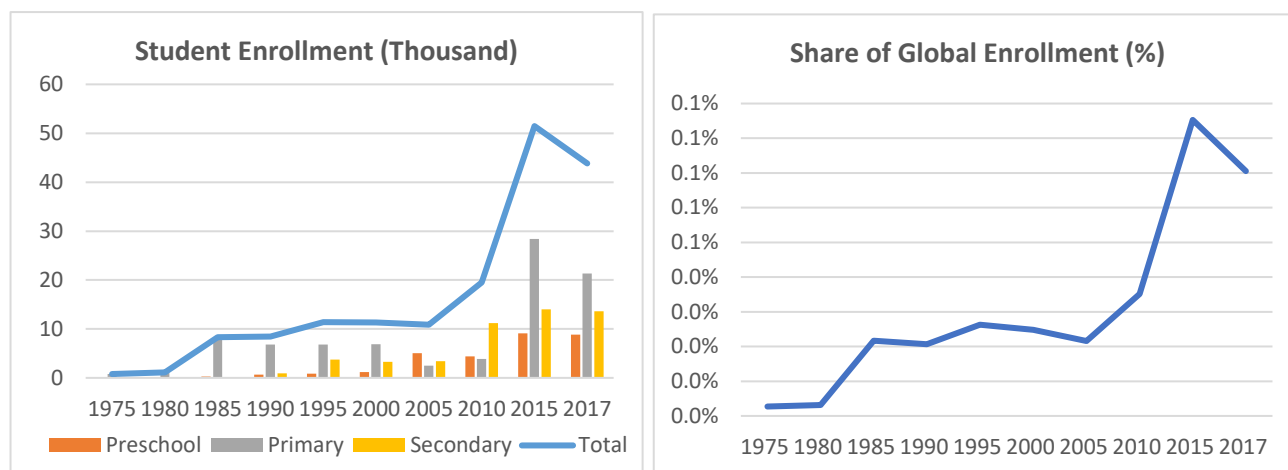
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	1	1	1	5	4	9	9
Primary	1	1	8	7	7	7	2	4	28	21
Secondary	0	0	0	1	4	3	3	11	14	14
Total	1	1	8	8	11	11	11	19	51	44
Schools										
Preschool	-	2	3	9	10	10	25	30	26	71
Primary	7	22	24	37	34	34	38	35	24	74
Secondary	0	0	1	3	6	6	8	14	26	57
Total	7	24	28	49	43	50	71	79	76	202

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	23.8%	5.8%	14.0%	10.5%	-1.2%	16.2%	1.1%	11.6%	13.1%	65.3%
Primary	21.0%	0.1%	-5.5%	27.5%	-13.3%	5.3%	-0.8%	0.3%	11.3%	75.6%
Secondary	0.0%	13.1%	13.1%	2.9%	-1.3%	0.0%	7.2%	8.8%	22.2%	48.1%
Total	22.6%	3.0%	5.6%	12.3%	-7.7%	7.4%	0.2%	4.7%	14.4%	63.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Haiti**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

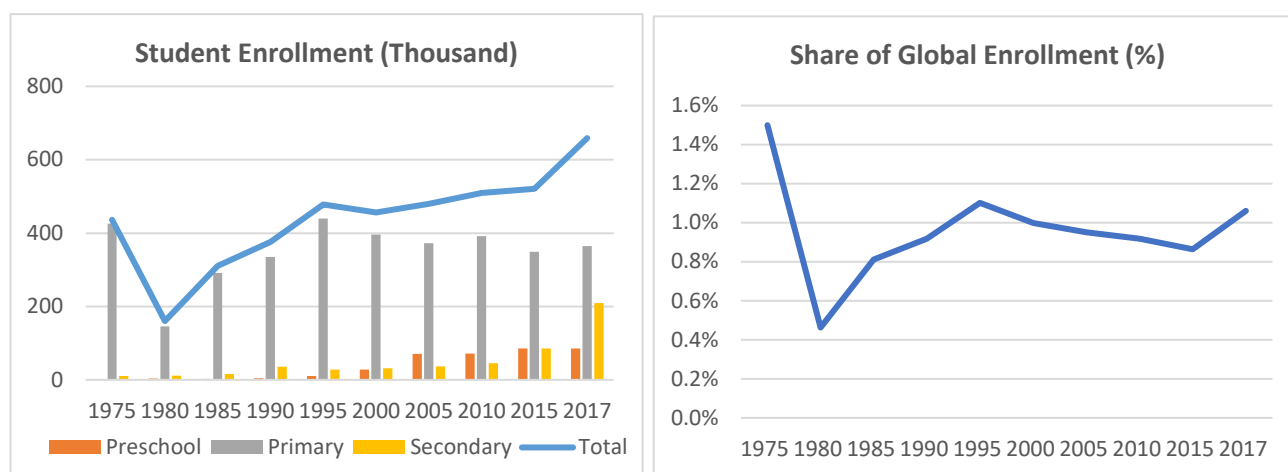
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	3	3	4	11	28	71	72	86	85
Primary	426	146	292	335	440	396	373	391	349	365
Secondary	10	11	16	36	28	31	36	46	86	209
Total	436	160	310	376	478	456	480	509	521	659
Schools										
Preschool	-	88	92	141	234	234	286	337	372	583
Primary	594	644	728	1,043	1,162	1,162	1,420	1,082	1,330	1,413
Secondary	72	77	85	117	149	149	156	90	169	399
Total	666	809	905	1,301	1,339	1,545	1,862	1,509	1,871	2,395

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	3.4%	20.3%	9.7%	2.5%	-0.4%	4.8%	5.2%	3.7%	8.1%	25.2%
Primary	8.7%	1.7%	-0.1%	-1.0%	2.2%	4.9%	1.1%	-0.7%	3.9%	3.1%
Secondary	12.5%	-1.4%	3.9%	24.2%	56.1%	4.3%	2.4%	-4.9%	23.7%	53.7%
Total	8.9%	2.0%	1.1%	3.8%	12.5%	4.9%	1.7%	-0.2%	6.8%	13.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Honduras**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

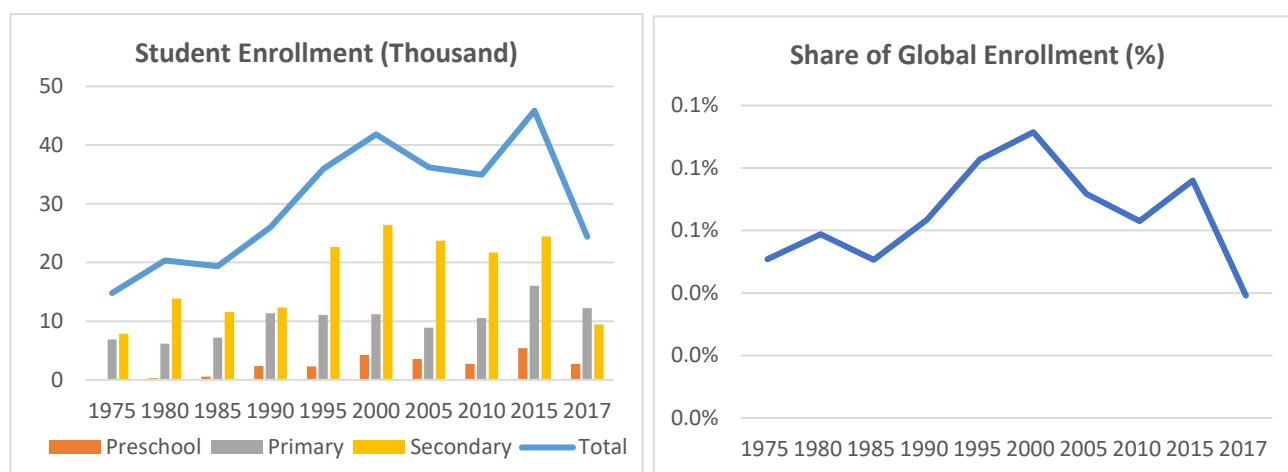
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	1	2	2	4	4	3	5	3
Primary	7	6	7	11	11	11	9	11	16	12
Secondary	8	14	12	12	23	26	24	22	24	9
Total	15	20	19	26	36	42	36	35	46	24
Schools										
Preschool	-	4	11	21	35	35	72	87	103	75
Primary	26	20	24	32	29	29	27	28	85	64
Secondary	25	28	21	29	30	30	35	47	53	57
Total	51	52	56	82	89	94	134	162	241	196

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	22.6%	6.2%	-4.4%	-0.1%	-29.0%	18.0%	5.2%	9.5%	-2.1%	-14.7%
Primary	6.2%	-0.2%	-0.6%	2.1%	-12.9%	4.8%	-1.0%	-0.4%	12.5%	-13.2%
Secondary	-1.2%	7.9%	-1.9%	-11.2%	-37.8%	0.4%	0.3%	4.6%	2.8%	3.7%
Total	2.5%	4.9%	-1.8%	-5.0%	-27.1%	4.7%	1.4%	5.6%	2.8%	-9.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Hong Kong**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

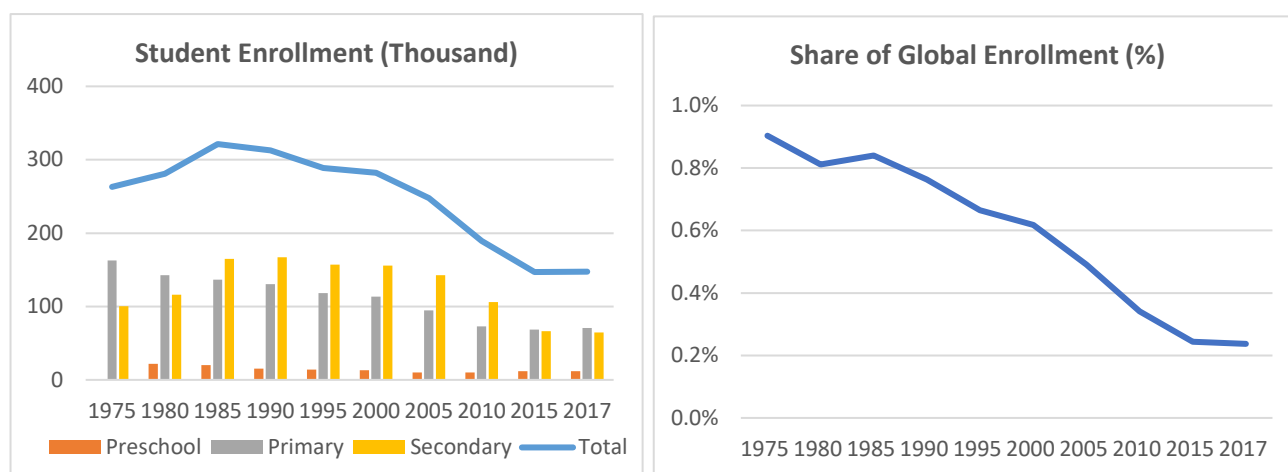
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	22	20	15	14	13	10	10	12	12
Primary	163	143	137	130	118	114	95	73	69	71
Secondary	100	116	165	167	157	156	143	106	67	65
Total	263	281	321	313	289	282	248	189	147	147
Schools										
Preschool	-	61	54	45	39	39	38	36	33	32
Primary	175	118	108	102	154	154	151	128	111	107
Secondary	126	128	131	127	126	126	121	135	125	104
Total	301	307	293	274	274	319	310	299	269	243

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-3.5%	-1.4%	-2.6%	2.3%	0.5%	-3.0%	-1.4%	-0.8%	-1.7%	-1.5%
Primary	-0.9%	-1.4%	-4.3%	-0.4%	1.6%	-1.4%	4.2%	-1.8%	-2.5%	-1.8%
Secondary	3.7%	-0.7%	-3.8%	-6.8%	-1.4%	-0.1%	-0.1%	0.7%	-3.7%	-8.8%
Total	1.1%	-1.0%	-3.9%	-3.5%	0.2%	-1.1%	1.5%	-0.6%	-2.9%	-5.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Hungary**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

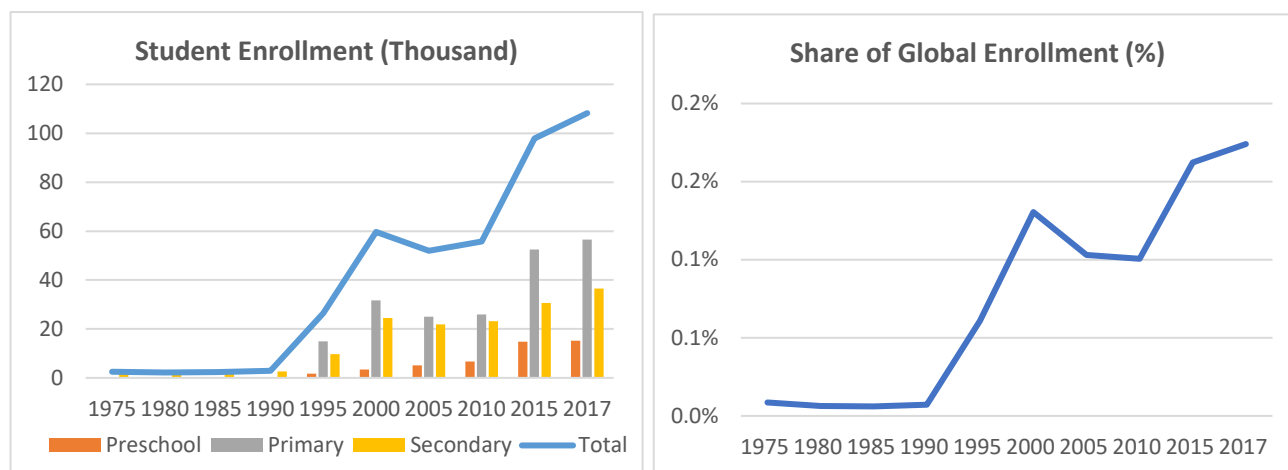
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	2	3	5	7	15	15
Primary	0	0	0	0	15	32	25	26	52	57
Secondary	2	2	2	3	10	25	22	23	31	36
Total	2	2	2	3	26	60	52	56	98	108
Schools										
Preschool	-	0	0	0	35	35	47	61	73	122
Primary	0	0	0	1	61	61	90	91	102	182
Secondary	8	8	8	8	35	35	57	61	62	92
Total	8	8	8	9	27	131	194	213	237	396

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	6.8%	12.4%	1.3%	0.0%	0.0%	5.7%	10.4%	29.3%
Primary	0.0%	57.8%	-2.0%	11.8%	3.8%	0.0%	50.8%	4.1%	10.4%	33.6%
Secondary	1.7%	25.2%	-0.6%	6.7%	9.1%	0.0%	15.9%	5.7%	6.0%	21.8%
Total	2.9%	35.2%	-0.7%	9.9%	5.1%	1.2%	30.7%	5.0%	9.3%	29.3%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **India**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

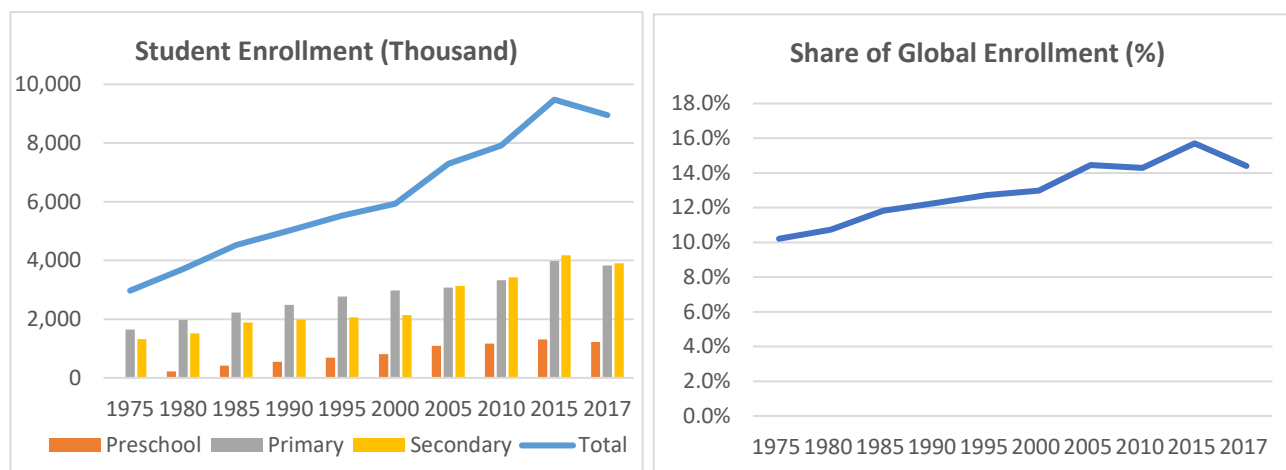
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	218	414	547	688	813	1091	1165	1313	1218
Primary	1,646	1972	2227	2490	2775	2982	3079	3322	3985	3828
Secondary	1,326	1521	1882	1984	2063	2140	3125	3430	4180	3905
Total	2,971	3,711	4,524	5,021	5,526	5,935	7,296	7,917	9,478	8,951
Schools										
Preschool	-	2,213	3,542	4,225	4,933	4,933	6,086	7,815	7,982	7,817
Primary	6,047	6,184	6,451	7,618	8,207	8,207	9,480	10,160	10,240	10,004
Secondary	2,713	2,992	3,474	3,992	4,111	4,111	4,350	5,234	6,236	7,067
Total	8,760	11,389	13,467	15,835	16,170	17,251	19,916	23,209	24,458	24,888

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	9.6%	4.0%	3.7%	0.6%	-3.7%	6.7%	1.6%	4.7%	0.0%	-1.0%
Primary	2.4%	1.8%	1.1%	2.0%	-2.0%	2.1%	0.7%	2.2%	-0.2%	-1.2%
Secondary	2.7%	0.8%	4.8%	1.9%	-3.3%	2.9%	0.3%	2.4%	4.4%	6.5%
Total	3.1%	1.7%	2.9%	1.8%	-2.8%	3.4%	0.9%	3.0%	1.0%	0.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Indonesia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

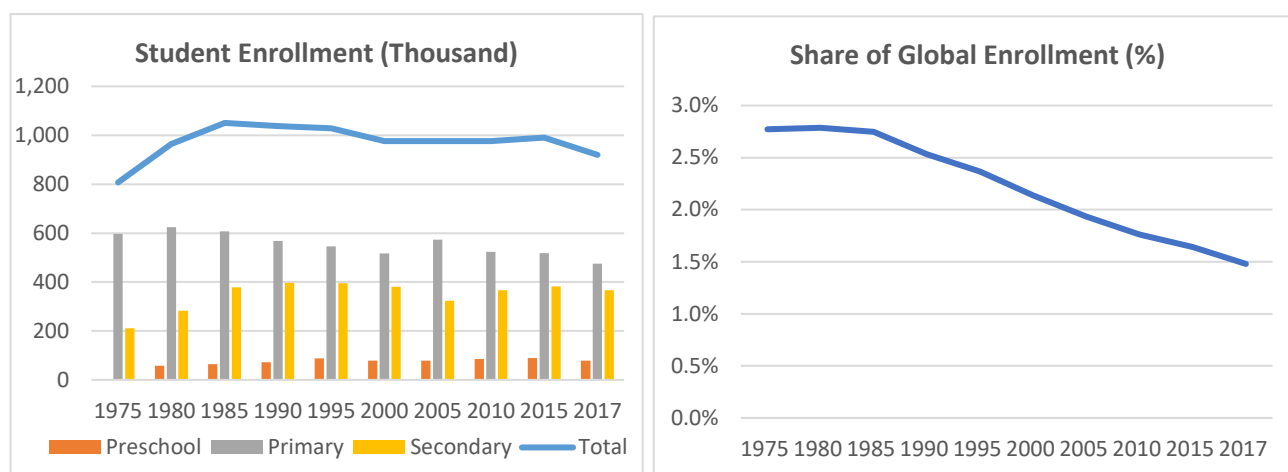
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	58	65	72	87	78	79	85	89	78
Primary	596	624	608	568	545	517	573	524	519	475
Secondary	211	283	378	397	396	381	324	367	383	366
Total	807	964	1,050	1,038	1,028	976	976	975	991	920
Schools										
Preschool	-	531	626	852	1,044	1,044	963	1,061	1,189	1,398
Primary	2,984	2,894	2,675	2,659	2,682	2,682	2,445	2,396	2,529	2,702
Secondary	1,019	1,092	1,216	1,381	1,407	1,407	1,283	1,255	1,187	1,393
Total	4,003	4,517	4,517	4,892	4,963	5,133	4,691	4,712	4,905	5,493

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	2.3%	0.8%	0.8%	-1.1%	-6.4%	4.8%	2.1%	0.2%	4.0%	8.4%
Primary	-0.9%	-0.9%	0.1%	-1.4%	-4.3%	-0.8%	0.1%	-1.1%	1.7%	3.4%
Secondary	3.5%	-0.4%	-0.4%	0.0%	-2.2%	2.4%	0.2%	-1.1%	1.5%	8.3%
Total	0.7%	-0.6%	0.0%	-0.8%	-3.7%	0.8%	0.5%	-0.9%	2.2%	5.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Ireland**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

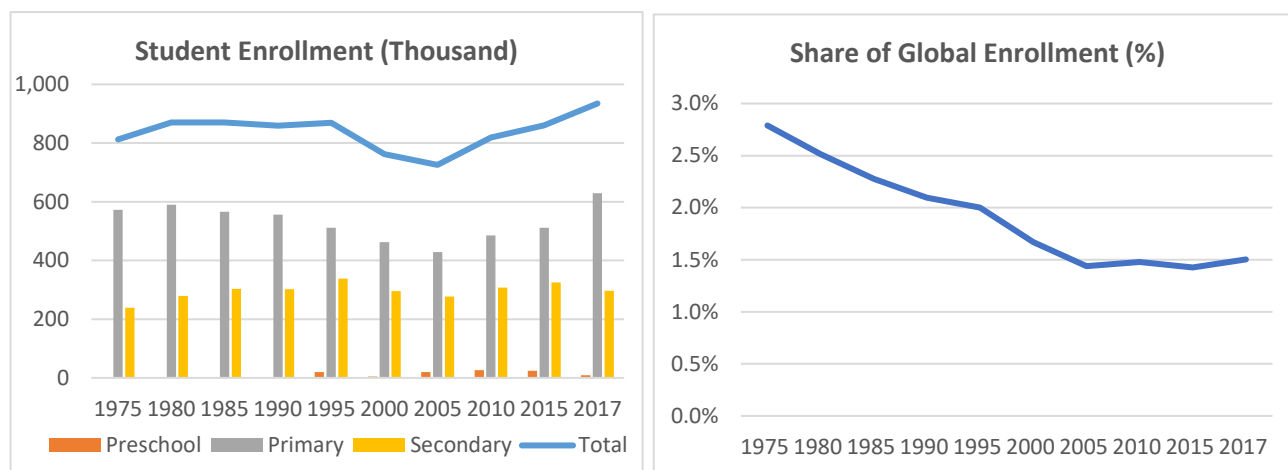
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	1	2	20	4	19	26	25	9
Primary	573	590	566	556	511	462	429	485	511	629
Secondary	239	279	303	302	339	296	278	307	325	297
Total	812	870	870	859	869	763	726	819	860	935
Schools										
Preschool	-	20	42	48	72	72	97	233	331	303
Primary	3,722	3,437	3,313	3,275	3,240	3,240	3,356	2,974	3,083	3,173
Secondary	675	724	699	744	728	728	705	616	570	605
Total	4,397	4,181	4,054	4,067	4,064	4,040	4,158	3,823	3,984	4,081

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	2.2%	11.2%	19.7%	-14.4%	-40.1%	9.1%	4.1%	12.5%	3.8%	-4.3%
Primary	-0.6%	-1.8%	0.5%	3.8%	11.0%	-0.5%	-0.1%	-0.9%	0.9%	1.4%
Secondary	0.8%	-0.2%	0.4%	-0.5%	-4.4%	0.3%	-0.2%	-1.7%	-0.3%	3.0%
Total	-0.1%	-1.2%	0.7%	1.9%	4.2%	-0.3%	-0.1%	-0.6%	0.9%	1.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Israel**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

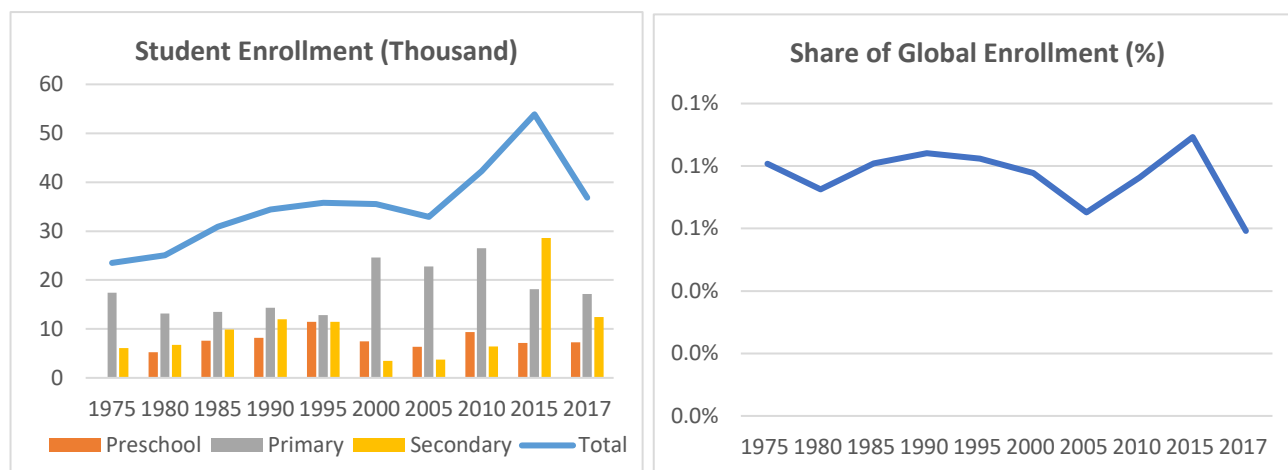
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	5	8	8	11	7	6	9	7	7
Primary	17	13	13	14	13	25	23	26	18	17
Secondary	6	7	10	12	11	3	4	6	29	12
Total	24	25	31	34	36	36	33	42	54	37
Schools										
Preschool	-	58	68	66	59	59	60	54	65	77
Primary	71	55	56	57	51	51	31	29	67	60
Secondary	45	66	69	7	37	37	26	26	47	60
Total	116	179	193	130	194	147	117	109	179	197

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	4.6%	-0.9%	2.3%	-3.6%	0.9%	1.3%	-1.1%	-0.9%	5.2%	8.8%
Primary	0.9%	5.6%	0.7%	-6.0%	-2.7%	0.4%	-1.1%	-5.5%	10.9%	-5.4%
Secondary	5.9%	-11.7%	6.4%	9.9%	-34.1%	-20.1%	18.1%	-3.5%	12.7%	13.0%
Total	3.2%	0.3%	1.8%	-2.0%	-17.3%	-3.1%	1.2%	-2.9%	8.8%	4.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Italy**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

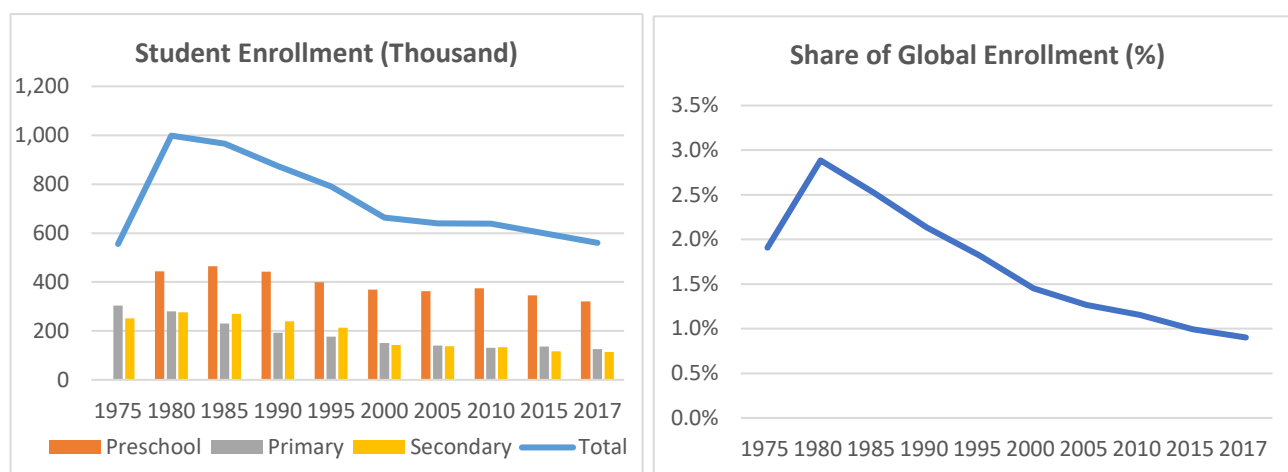
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	443	465	442	400	369	363	374	346	321
Primary	304	279	230	193	177	151	140	131	136	126
Secondary	252	276	270	240	213	143	137	134	117	113
Total	556	998	965	874	790	663	640	639	599	560
Schools										
Preschool	-	7,810	8,404	7,992	6,997	6,997	6,553	6,044	5,778	5,210
Primary	2,394	1,861	1,691	1,603	1,523	1,523	1,346	1,225	1,146	1,074
Secondary	1,697	1,779	1,591	1,641	1,726	1,726	1,206	1,102	1,095	948
Total	4,091	11,450	11,686	11,236	11,121	10,246	9,105	8,371	8,019	7,232

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	-1.8%	0.1%	-2.1%	-3.7%	0.2%	-1.3%	-1.5%	-2.1%	-5.0%
Primary	-3.7%	-2.4%	-1.4%	-0.6%	-3.7%	-1.5%	-0.5%	-2.2%	-1.9%	-3.2%
Secondary	-1.4%	-5.0%	-0.6%	-2.4%	-1.6%	-0.8%	0.5%	-4.4%	-2.1%	-7.0%
Total	-1.3%	-2.7%	-0.4%	-1.9%	-3.3%	-0.2%	-0.9%	-2.0%	-2.1%	-5.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Jamaica**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

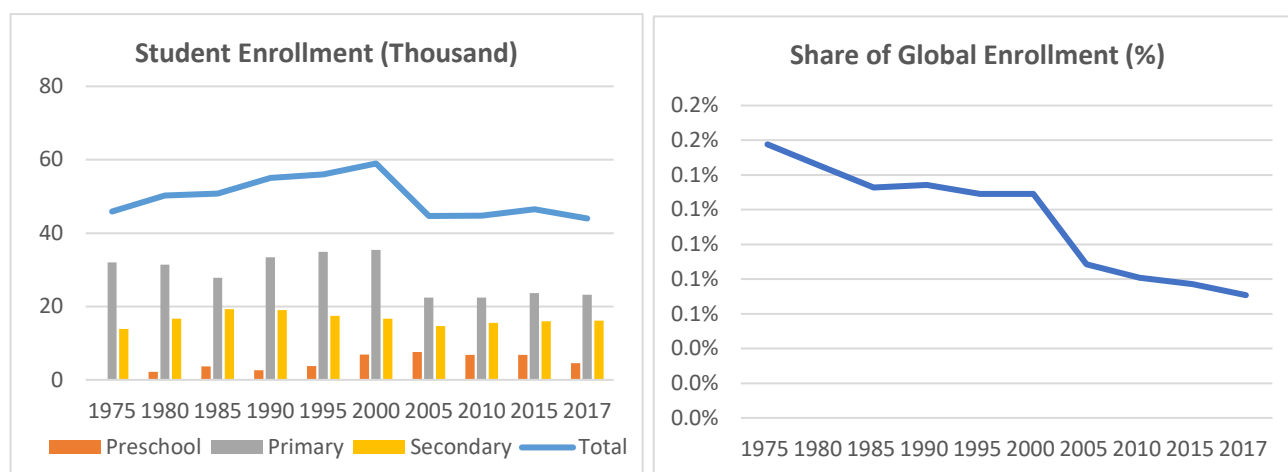
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	2	4	3	4	7	8	7	7	5
Primary	32	31	28	33	35	35	22	22	24	23
Secondary	14	17	19	19	17	17	15	16	16	16
Total	46	50	51	55	56	59	45	45	46	44
Schools										
Preschool	-	17	25	30	39	39	51	53	55	53
Primary	64	48	49	50	51	51	38	37	40	40
Secondary	22	15	18	18	16	16	24	15	15	17
Total	86	80	92	98	102	106	113	105	110	110

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	1.9%	10.3%	-0.2%	-5.5%	-18.4%	5.8%	2.7%	3.1%	0.0%	-1.8%
Primary	0.6%	0.6%	-4.5%	0.5%	-0.9%	0.4%	0.2%	-3.2%	1.1%	0.0%
Secondary	1.3%	-1.3%	-0.7%	0.6%	0.6%	1.8%	-1.2%	-0.6%	1.8%	6.5%
Total	0.9%	0.7%	-2.7%	-0.2%	-2.7%	2.1%	0.8%	-0.1%	0.7%	0.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Japan**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

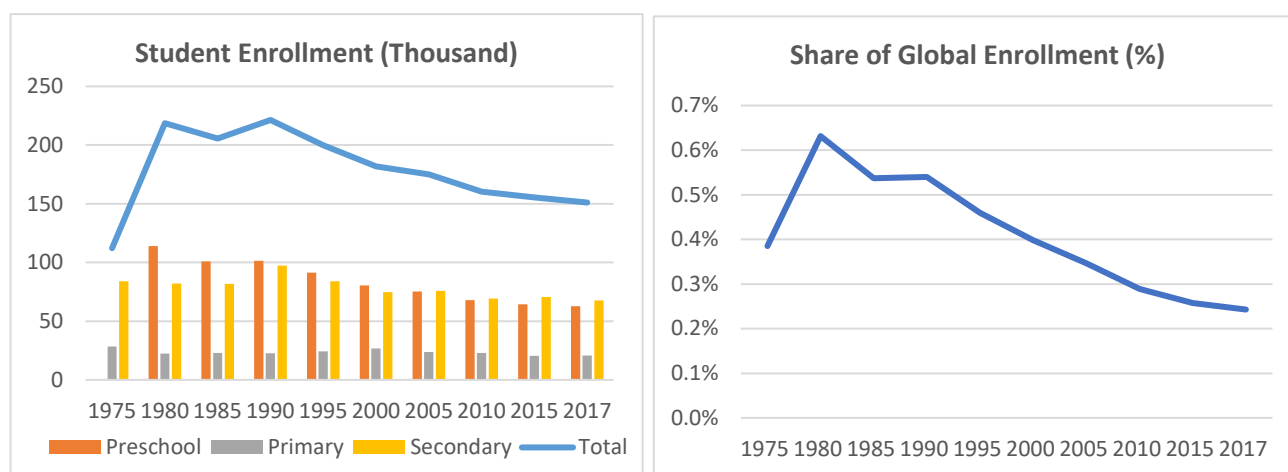
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	114	101	101	91	80	75	68	64	63
Primary	28	22	23	23	24	27	24	23	20	21
Secondary	84	82	82	97	84	75	76	69	71	68
Total	112	219	205	221	200	182	175	160	155	151
Schools										
Preschool	-	611	593	586	576	576	562	548	540	513
Primary	86	55	59	57	58	58	56	55	54	54
Secondary	182	167	157	188	159	159	159	169	167	181
Total	268	833	809	831	812	793	777	772	761	748

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-1.2%	-2.3%	-1.7%	-1.1%	-1.1%	-0.4%	-0.2%	-0.5%	-0.9%	-2.5%
Primary	0.2%	1.6%	-1.5%	-1.5%	0.5%	0.4%	0.2%	-0.5%	-0.3%	0.0%
Secondary	1.7%	-2.6%	-0.8%	-0.4%	-2.1%	1.2%	-1.7%	0.6%	1.0%	4.1%
Total	0.1%	-1.9%	-1.3%	-0.8%	-1.4%	0.0%	-0.5%	-0.3%	-0.5%	-0.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Jordan**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

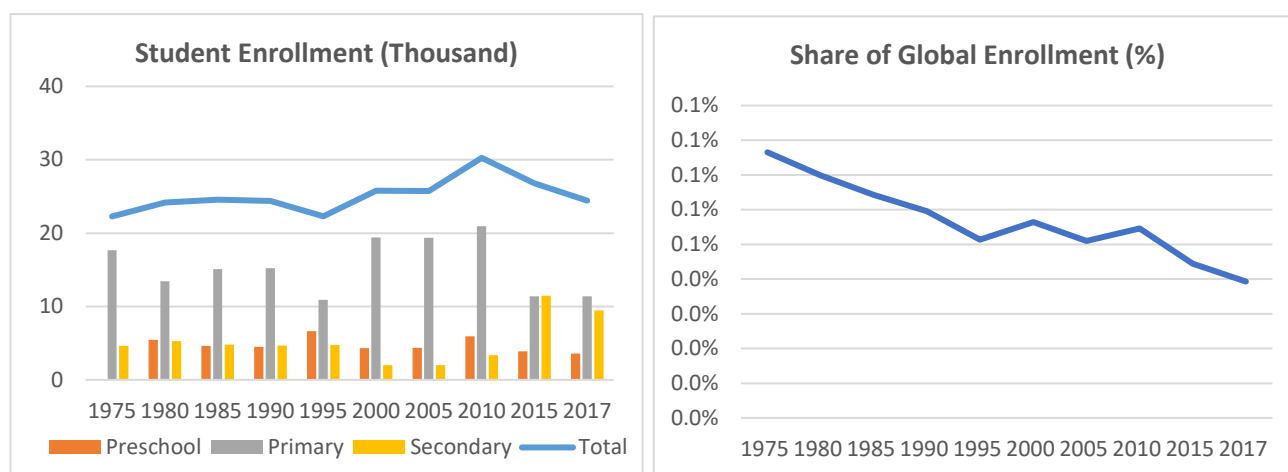
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	5	5	4	7	4	4	6	4	4
Primary	18	13	15	15	11	19	19	21	11	11
Secondary	5	5	5	5	5	2	2	3	11	9
Total	22	24	25	24	22	26	26	30	27	24
Schools										
Preschool	-	39	40	38	38	38	38	39	48	46
Primary	52	46	44	42	40	40	29	29	46	53
Secondary	24	35	37	3	24	24	20	20	27	50
Total	76	120	121	83	116	102	87	88	121	149

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-1.9%	-0.3%	3.2%	-7.0%	-4.5%	-0.3%	0.0%	0.3%	2.4%	-2.1%
Primary	1.3%	2.5%	0.8%	-8.3%	0.0%	-0.9%	-0.5%	-3.2%	9.0%	7.3%
Secondary	-1.2%	-8.1%	5.4%	15.9%	-9.3%	-21.8%	23.1%	-1.8%	14.0%	36.1%
Total	0.1%	0.5%	1.6%	-3.0%	-4.5%	-3.6%	2.1%	-1.5%	7.8%	11.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Kenya**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

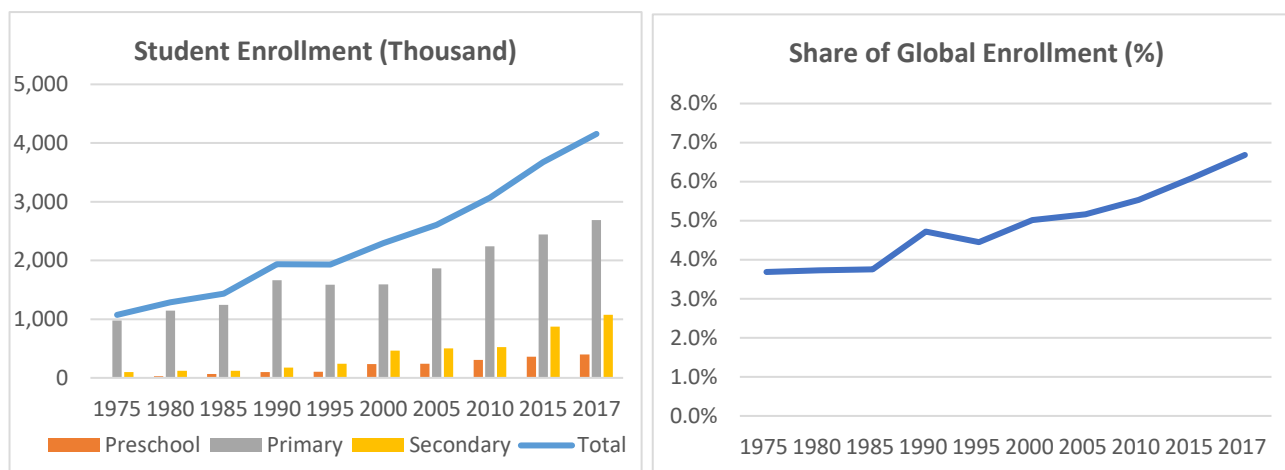
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	26	68	99	105	236	241	306	359	397
Primary	976	1145	1246	1662	1589	1593	1863	2239	2445	2686
Secondary	97	118	121	173	238	464	501	522	872	1073
Total	1,073	1,289	1,435	1,934	1,932	2,293	2,606	3,067	3,676	4,156
Schools										
Preschool	-	414	1,331	1,792	1,969	1,969	3,462	3,126	3,902	4,628
Primary	3,391	2,374	3,354	3,923	5,202	5,202	5,303	3,948	4,631	5,054
Secondary	481	484	540	745	921	921	1,268	1,054	1,429	2,105
Total	3,872	3,272	5,225	6,460	5,994	8,092	10,033	8,128	9,962	11,787

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	14.3%	9.1%	2.6%	3.8%	5.2%	15.8%	0.9%	4.7%	5.8%	8.9%
Primary	3.8%	-0.4%	3.5%	2.6%	4.8%	5.2%	2.9%	-2.7%	3.6%	4.5%
Secondary	3.9%	10.4%	1.2%	10.8%	10.9%	4.4%	2.1%	1.4%	10.4%	21.4%
Total	4.1%	1.7%	2.9%	4.4%	6.3%	7.0%	2.3%	0.0%	5.5%	8.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Korea, Republic of**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

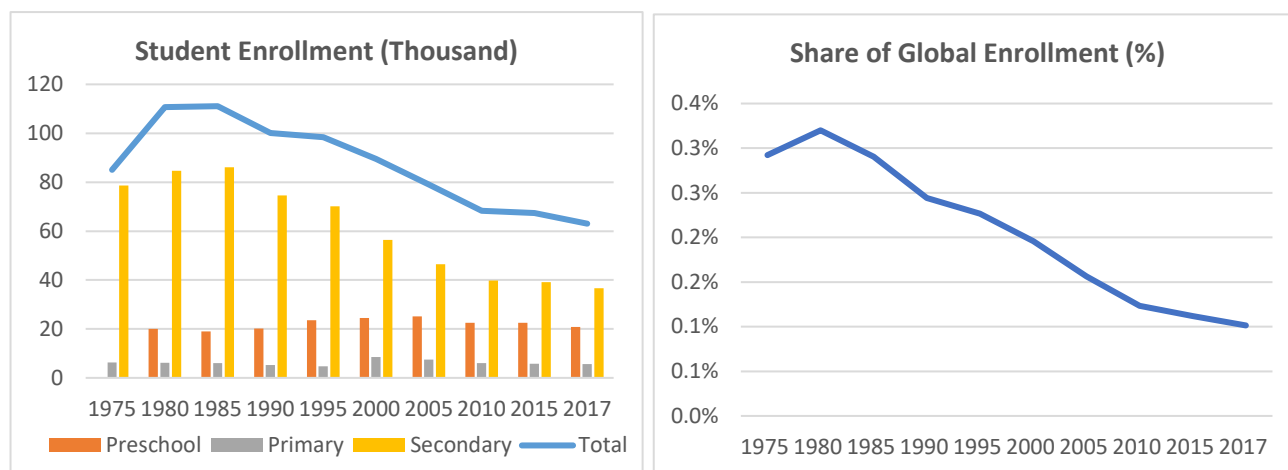
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	20	19	20	24	24	25	22	23	21
Primary	6	6	6	5	5	9	8	6	6	6
Secondary	79	85	86	75	70	56	46	40	39	37
Total	85	111	111	100	98	89	79	68	67	63
Schools										
Preschool	-	199	217	204	210	210	210	212	217	221
Primary	9	8	6	6	6	6	10	14	12	12
Secondary	70	64	61	61	63	63	60	70	60	66
Total	79	271	284	271	261	279	280	296	289	299

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.1%	1.9%	-0.8%	-1.1%	-4.0%	0.2%	0.3%	0.1%	0.6%	0.9%
Primary	-1.4%	4.9%	-3.4%	-1.2%	-1.9%	-2.8%	0.0%	8.8%	-2.2%	0.0%
Secondary	-1.3%	-2.7%	-3.4%	-1.2%	-3.1%	-0.5%	0.3%	1.1%	-0.8%	4.9%
Total	-1.0%	-1.1%	-2.7%	-1.2%	-3.3%	0.0%	0.3%	0.6%	0.1%	1.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Lebanon**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

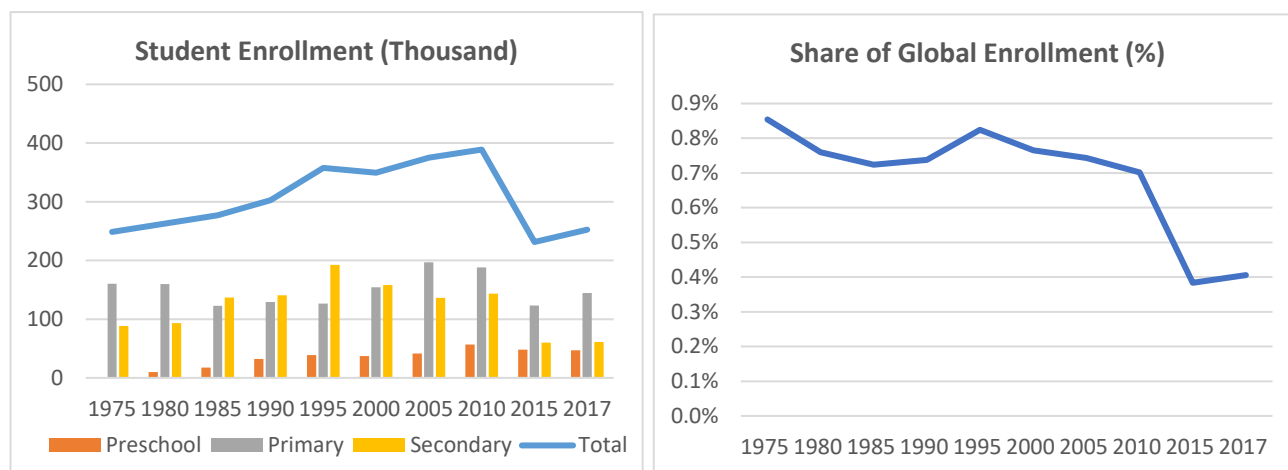
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	10	18	32	39	37	42	57	48	47
Primary	160	160	122	129	127	154	197	188	123	145
Secondary	88	93	137	141	192	158	136	144	60	61
Total	249	263	277	302	358	350	375	389	231	253
Schools										
Preschool	-	56	99	206	132	132	242	284	278	263
Primary	410	361	269	359	254	254	335	359	379	360
Secondary	134	177	197	209	212	212	209	198	246	205
Total	544	594	565	774	615	598	786	841	903	828

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	12.8%	1.5%	4.3%	-2.7%	-1.3%	13.9%	-4.4%	8.0%	-1.1%	-2.7%
Primary	-2.1%	1.8%	2.0%	-3.7%	8.3%	-0.1%	-3.4%	3.5%	0.0%	-2.5%
Secondary	4.2%	1.2%	-1.0%	-11.5%	0.9%	1.7%	0.1%	-0.7%	0.5%	-8.7%
Total	1.4%	1.5%	1.1%	-6.0%	4.4%	2.7%	-2.5%	3.5%	-0.2%	-4.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Lesotho**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

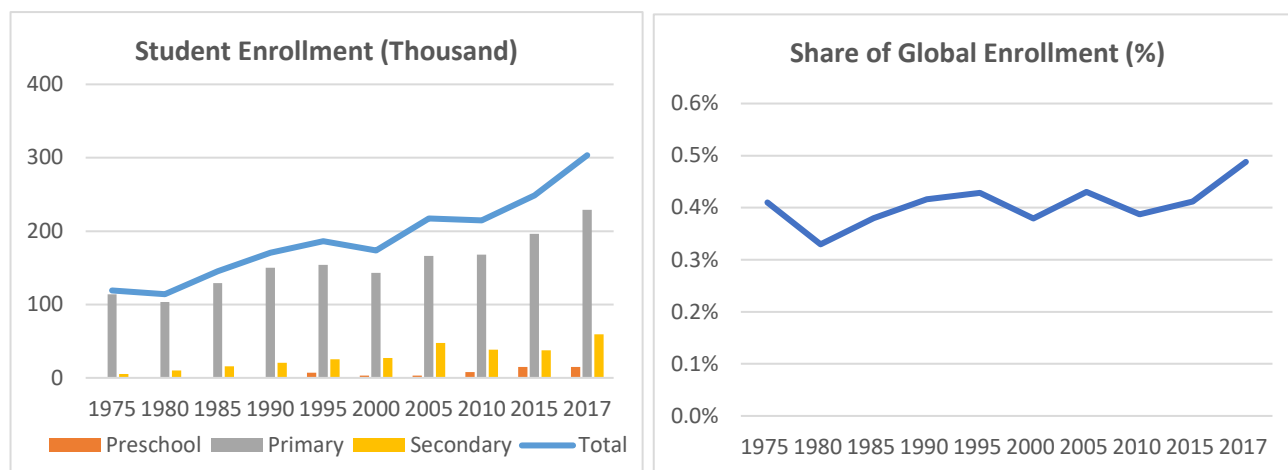
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	7	3	3	8	15	15
Primary	114	104	129	150	154	143	166	168	196	229
Secondary	5	10	16	20	25	27	48	39	37	59
Total	119	114	145	171	186	173	217	215	249	303
Schools										
Preschool	-	3	3	4	79	79	30	24	50	55
Primary	473	449	467	485	486	486	505	521	514	520
Secondary	28	51	56	75	83	83	82	79	92	102
Total	501	503	526	564	566	648	617	624	656	677

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	1.5%	32.0%	9.3%	9.6%	0.1%	2.9%	34.8%	-11.2%	12.6%	4.9%
Primary	3.8%	-0.5%	1.6%	4.5%	8.1%	0.8%	0.0%	0.7%	0.0%	0.6%
Secondary	7.1%	2.8%	3.7%	6.3%	25.7%	3.9%	1.0%	-0.5%	3.7%	5.3%
Total	4.1%	0.2%	2.2%	5.1%	10.5%	1.2%	1.4%	-0.4%	1.2%	1.6%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Liberia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

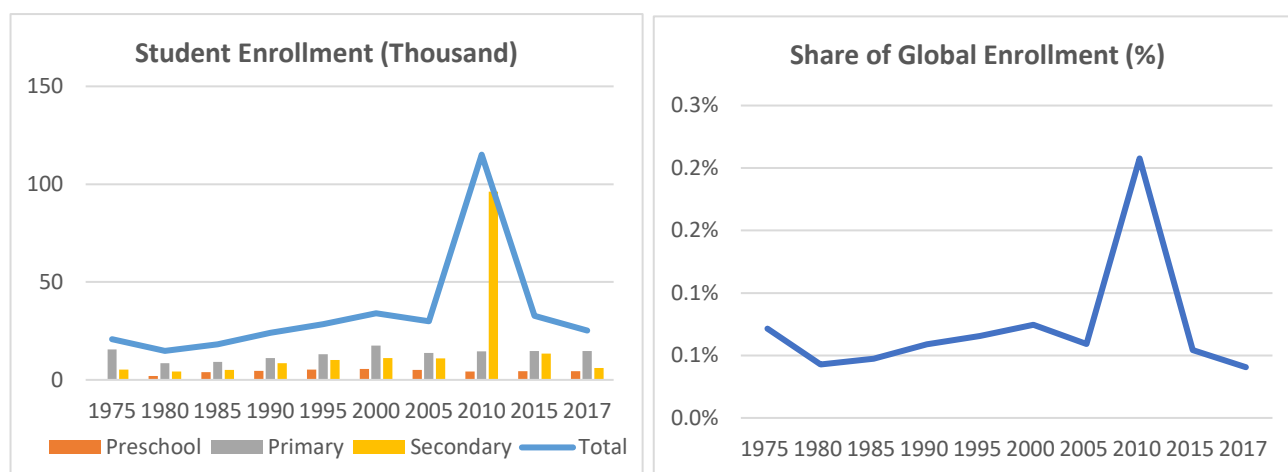
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	2	4	5	5	6	5	4	4	4
Primary	15	9	9	11	13	17	14	15	15	15
Secondary	5	4	5	8	10	11	11	96	13	6
Total	21	15	18	24	28	34	30	115	33	25
Schools										
Preschool	-	30	25	29	30	30	42	34	41	49
Primary	34	30	31	33	36	36	76	42	42	50
Secondary	24	35	24	24	26	26	24	30	33	39
Total	58	95	80	86	83	92	142	106	116	138

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	8.6%	2.0%	-2.4%	0.3%	-0.9%	-0.3%	0.3%	1.3%	5.4%	9.3%
Primary	2.6%	4.6%	-1.8%	0.2%	0.0%	1.0%	0.9%	1.6%	2.5%	9.1%
Secondary	7.2%	2.8%	24.1%	-32.7%	-33.1%	-3.7%	0.8%	1.4%	3.8%	8.7%
Total	5.0%	3.5%	12.9%	-19.5%	-12.2%	-1.0%	0.7%	1.4%	3.8%	9.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Lithuania**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

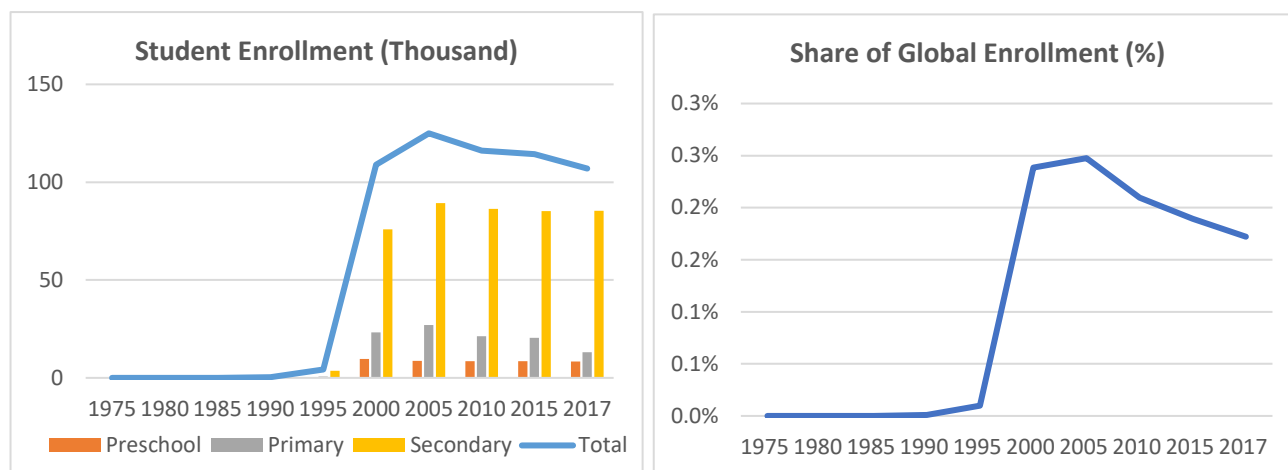
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	10	9	9	9	8
Primary	0	0	0	0	1	23	27	21	20	13
Secondary	0	0	0	0	4	76	89	86	85	85
Total	0	0	0	0	4	109	125	116	114	107
Schools										
Preschool	-	0	0	0	1	1	54	46	46	46
Primary	0	0	0	0	6	6	171	129	102	102
Secondary	0	0	0	1	10	10	320	350	337	327
Total	0	0	0	1	1	17	545	525	485	475

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	-1.3%	-0.1%	-0.8%	0.0%	0.0%	46.6%	0.0%	0.0%
Primary	0.0%	0.0%	-0.9%	-6.7%	-19.9%	0.0%	0.0%	35.9%	-3.3%	0.0%
Secondary	0.0%	70.2%	1.3%	-0.2%	0.1%	0.0%	25.9%	42.7%	-1.0%	-1.5%
Total	0.0%	76.5%	0.6%	-1.2%	-3.3%	0.0%	32.8%	40.9%	-1.4%	-1.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Macao**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

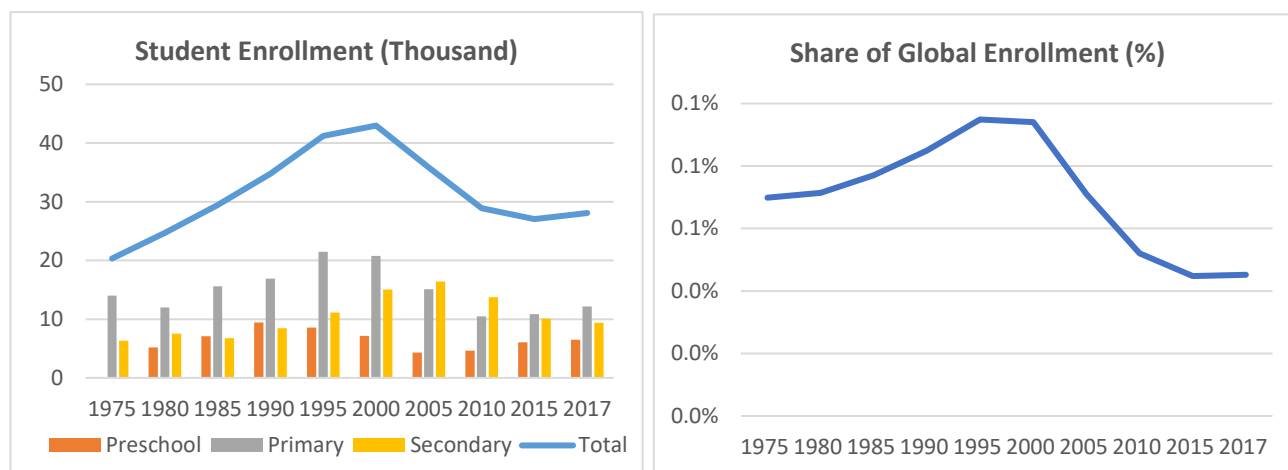
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	5	7	9	9	7	4	5	6	6
Primary	14	12	16	17	21	21	15	10	11	12
Secondary	6	8	7	8	11	15	16	14	10	9
Total	20	25	29	35	41	43	36	29	27	28
Schools										
Preschool	-	27	23	22	22	22	19	18	17	17
Primary	28	18	27	29	30	30	26	24	23	24
Secondary	23	13	13	18	18	18	16	17	17	17
Total	51	58	63	69	71	70	61	59	57	58

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	6.2%	-2.7%	-4.2%	4.9%	3.7%	-2.0%	0.0%	-2.0%	-0.8%	0.0%
Primary	3.5%	2.1%	-6.6%	2.2%	5.7%	4.9%	0.3%	-2.2%	0.0%	2.2%
Secondary	1.2%	5.9%	-0.9%	-5.3%	-3.5%	3.3%	0.0%	-0.6%	0.0%	0.0%
Total	3.5%	2.1%	-3.9%	-0.4%	1.9%	1.8%	0.1%	-1.7%	-0.2%	0.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Madagascar**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

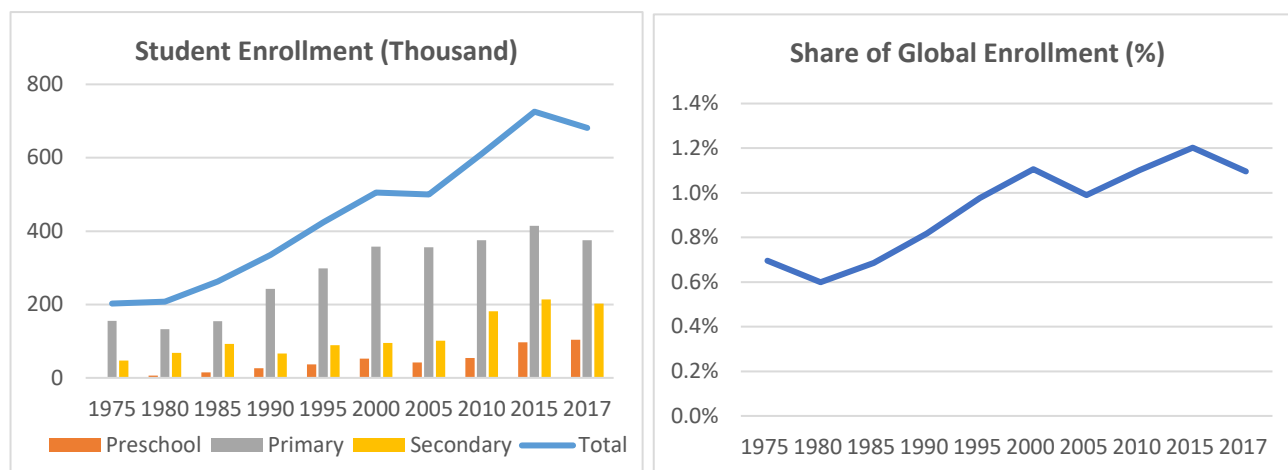
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	7	15	26	36	53	42	54	97	104
Primary	155	133	154	242	299	357	356	375	414	375
Secondary	48	68	93	66	89	95	101	182	214	202
Total	203	207	262	335	424	505	500	610	725	682
Schools										
Preschool	-	78	220	256	281	281	971	609	849	3,184
Primary	1,597	1,327	1,430	1,681	2,019	2,019	2,479	3,263	2,791	3,463
Secondary	164	162	174	170	187	187	426	718	519	976
Total	1,761	1,567	1,824	2,107	2,209	2,487	3,876	4,590	4,159	7,623

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	14.8%	7.2%	0.3%	9.8%	3.6%	12.6%	0.9%	8.0%	26.7%	93.7%
Primary	6.2%	4.0%	0.5%	0.0%	-4.8%	2.4%	1.8%	4.9%	0.9%	11.4%
Secondary	-0.3%	3.7%	6.7%	1.5%	-2.8%	0.5%	1.0%	14.4%	4.5%	37.1%
Total	4.9%	4.2%	1.9%	1.6%	-3.1%	3.0%	1.7%	6.3%	7.5%	35.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Malawi**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

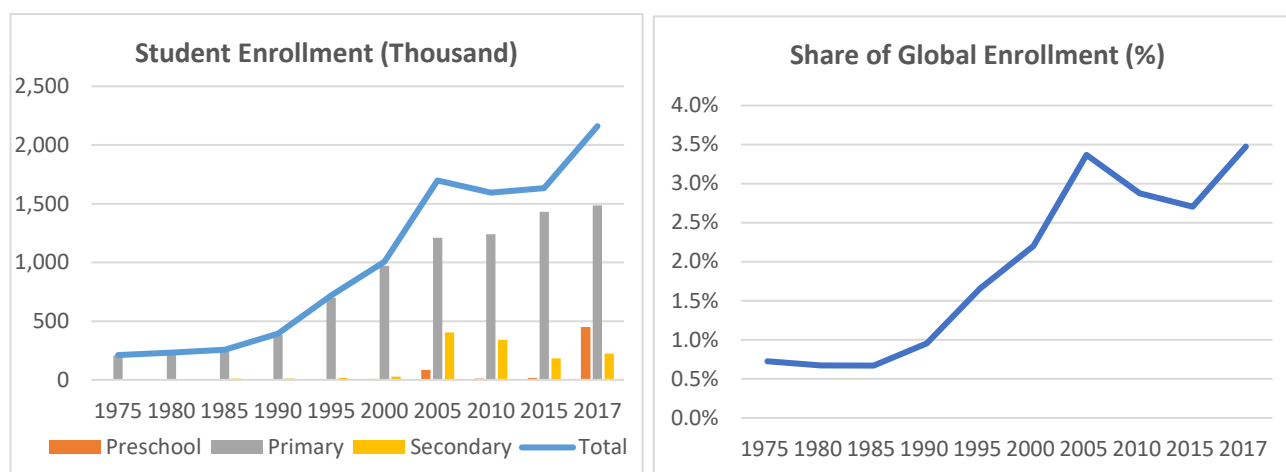
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	2	1	1	1	7	84	12	18	451
Primary	207	226	244	381	701	971	1212	1240	1431	1486
Secondary	4	5	12	10	17	28	404	342	184	223
Total	211	233	256	392	719	1,006	1,700	1,595	1,633	2,161
Schools										
Preschool	-	30	8	10	11	11	23	25	103	69
Primary	808	792	877	921	987	987	1,146	1,137	1,426	1,480
Secondary	24	25	30	46	49	49	49	65	151	161
Total	832	847	915	977	977	1,047	1,218	1,227	1,680	1,710

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-7.5%	26.2%	5.4%	67.3%	400.5%	-10.4%	1.0%	8.6%	15.6%	-18.2%
Primary	5.4%	9.8%	2.5%	2.6%	1.9%	1.5%	0.7%	1.4%	3.8%	1.9%
Secondary	7.3%	10.6%	28.3%	-5.9%	10.2%	6.3%	0.6%	2.9%	13.8%	3.3%
Total	5.4%	9.9%	4.7%	4.4%	15.0%	1.4%	0.7%	1.6%	4.9%	0.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Malaysia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

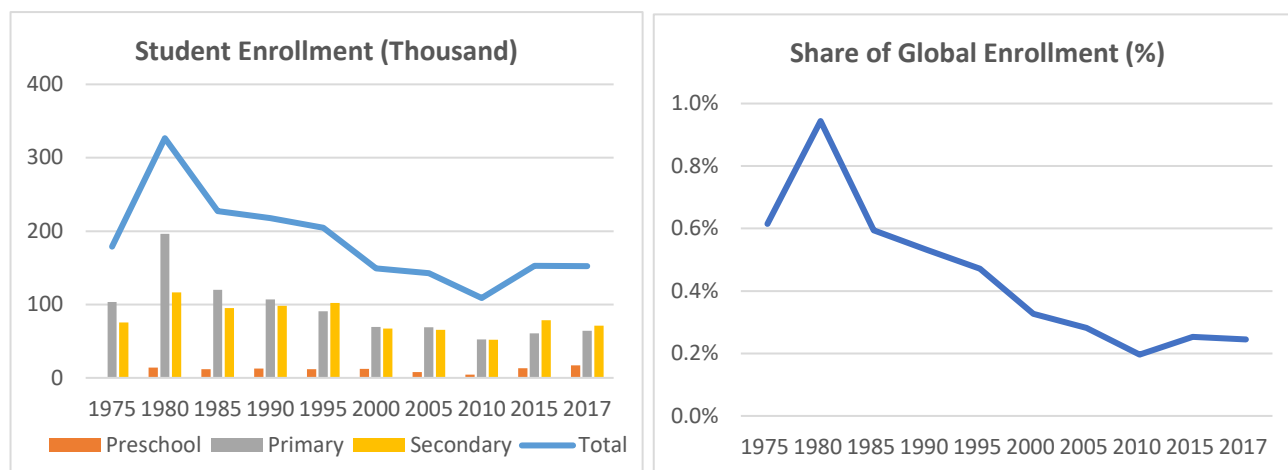
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	14	12	13	12	12	8	5	13	17
Primary	104	196	120	107	91	69	69	52	61	64
Secondary	75	117	95	98	102	67	66	52	79	71
Total	179	327	227	218	205	149	142	109	153	152
Schools										
Preschool	-	102	161	150	90	90	96	95	81	78
Primary	199	215	214	209	186	186	191	179	173	183
Secondary	99	106	104	100	90	90	95	84	83	98
Total	298	423	479	459	424	366	382	358	337	359

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-0.7%	-0.4%	-9.6%	20.8%	13.7%	3.9%	-5.0%	0.5%	-2.8%	-1.9%
Primary	-5.9%	-4.2%	-2.8%	3.0%	2.9%	-0.3%	-1.2%	-0.4%	0.3%	2.8%
Secondary	-1.7%	-3.7%	-2.5%	4.5%	-5.0%	-0.6%	-1.0%	-0.7%	2.2%	8.7%
Total	-4.0%	-3.7%	-3.1%	4.9%	-0.1%	0.8%	-2.2%	-0.2%	0.0%	3.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Mali**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

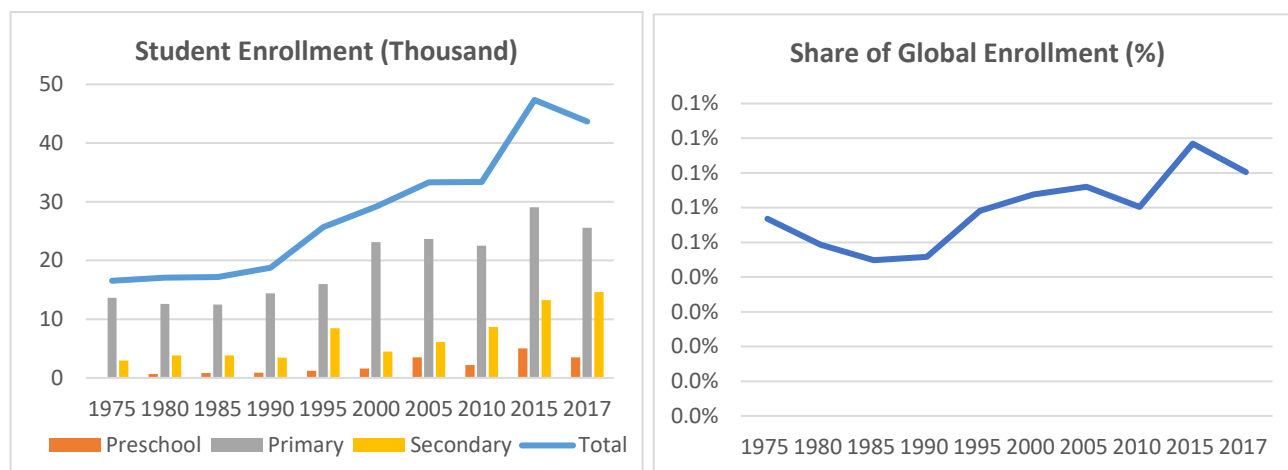
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	1	1	1	2	4	2	5	3
Primary	14	13	12	14	16	23	24	23	29	26
Secondary	3	4	4	3	8	4	6	9	13	15
Total	17	17	17	19	26	29	33	33	47	44
Schools										
Preschool	-	6	5	6	6	6	7	13	15	25
Primary	43	33	32	37	45	45	51	45	46	64
Secondary	20	21	25	24	28	28	13	17	24	30
Total	63	60	62	67	69	79	71	75	85	119

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	3.3%	5.8%	3.3%	7.0%	-16.7%	0.0%	0.0%	8.0%	9.8%	29.1%
Primary	1.3%	4.8%	-0.3%	1.8%	-6.2%	1.2%	2.0%	0.0%	5.2%	18.0%
Secondary	-1.0%	2.6%	6.9%	7.7%	5.1%	1.3%	1.6%	-4.9%	8.5%	11.8%
Total	1.0%	4.5%	1.4%	3.9%	-3.9%	1.1%	1.7%	-0.5%	6.8%	18.3%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Malta**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

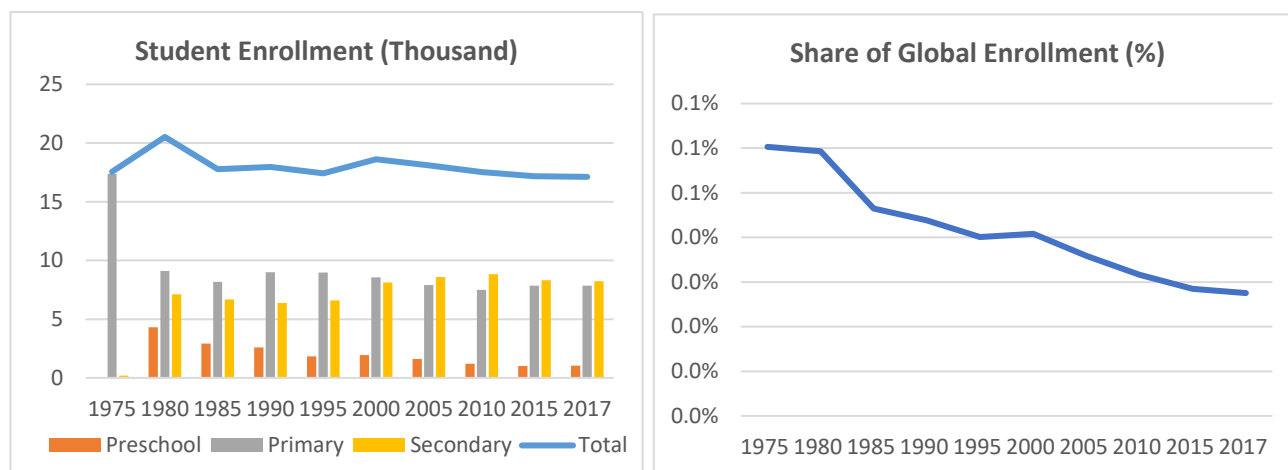
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	4	3	3	2	2	2	1	1	1
Primary	17	9	8	9	9	9	8	7	8	8
Secondary	0	7	7	6	7	8	9	9	8	8
Total	18	21	18	18	17	19	18	18	17	17
Schools										
Preschool	-	55	53	53	46	46	42	34	35	28
Primary	76	30	27	29	31	31	32	28	27	31
Secondary	1	16	18	18	18	18	22	23	26	26
Total	77	101	98	100	93	95	96	85	88	85

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-5.0%	-2.8%	-4.7%	-2.1%	0.6%	-0.4%	-1.4%	-3.0%	-2.7%	-10.6%
Primary	-0.1%	-0.5%	-1.3%	0.7%	0.0%	-0.3%	0.7%	-1.0%	1.5%	7.2%
Secondary	-1.1%	2.4%	0.9%	-1.0%	-0.4%	1.2%	0.0%	2.5%	1.8%	0.0%
Total	-1.3%	0.4%	-0.6%	-0.3%	-0.1%	-0.1%	-0.5%	-1.1%	0.0%	-1.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Mauritius**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

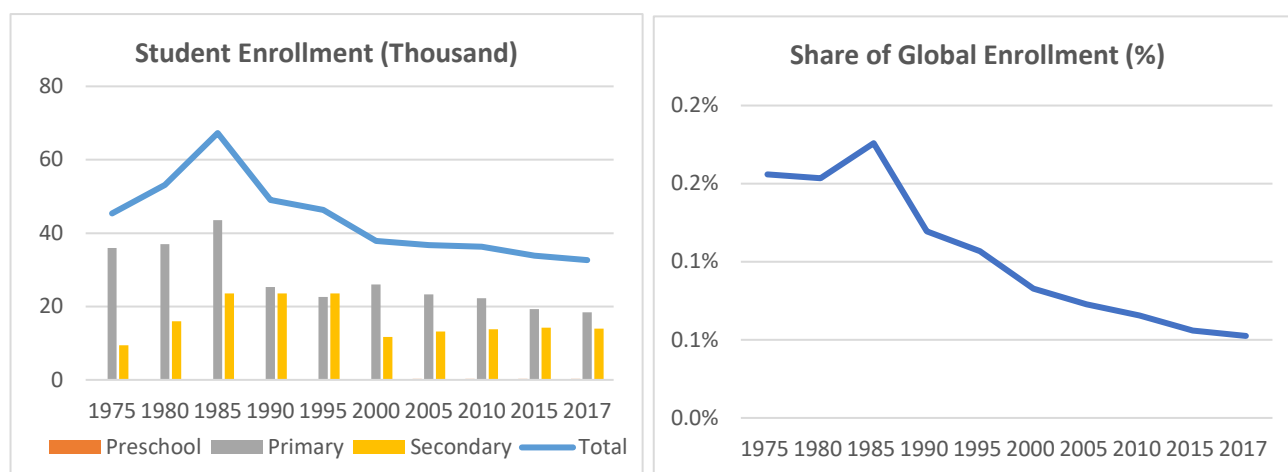
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	0	0	0	0	0
Primary	36	37	44	25	23	26	23	22	19	18
Secondary	9	16	24	24	24	12	13	14	14	14
Total	45	53	67	49	46	38	37	36	34	33
Schools										
Preschool	-	4	4	4	5	5	2	2	2	2
Primary	53	53	53	51	52	52	51	51	51	51
Secondary	15	14	14	15	20	20	28	21	22	21
Total	68	71	71	70	71	77	81	74	75	74

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	1.8%	-2.1%	7.9%	-1.1%	-0.8%	0.0%	2.3%	-8.8%	0.0%	0.0%
Primary	-3.7%	0.3%	-1.6%	-2.7%	-2.4%	-0.4%	0.2%	-0.2%	0.0%	0.0%
Secondary	3.9%	-6.8%	1.7%	0.2%	-0.9%	0.7%	2.9%	0.5%	0.0%	-2.3%
Total	-0.8%	-2.6%	-0.4%	-1.5%	-1.7%	-0.1%	1.0%	-0.4%	0.0%	-0.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Mexico**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

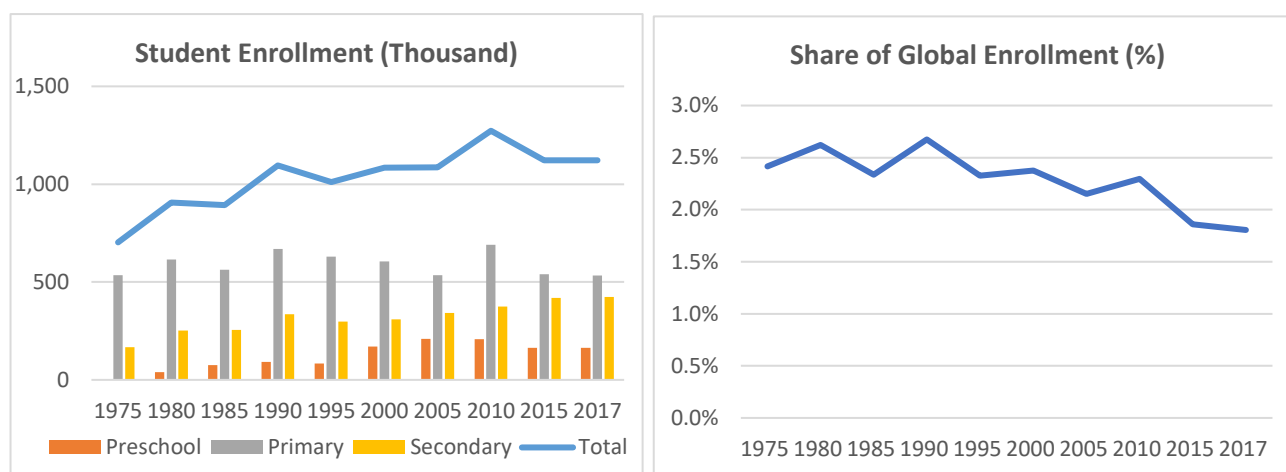
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	39	76	92	83	170	210	208	164	164
Primary	536	615	562	668	629	605	535	690	539	534
Secondary	167	252	255	335	298	309	342	375	418	425
Total	703	907	893	1,096	1,010	1,085	1,087	1,273	1,122	1,122
Schools										
Preschool	-	673	712	1,132	1,158	1,158	1,593	1,327	3,545	3,059
Primary	1,529	1,772	1,632	1,949	1,900	1,900	2,544	2,220	3,094	2,473
Secondary	922	1,087	1,102	1,162	1,118	1,118	1,290	1,398	1,735	2,324
Total	2,451	3,532	3,446	4,243	4,190	4,176	5,427	4,945	8,374	7,856

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	9.0%	6.4%	2.0%	-3.3%	-0.2%	5.3%	0.2%	1.4%	12.7%	-7.1%
Primary	0.8%	-1.0%	1.3%	-3.6%	-0.5%	1.0%	-0.3%	1.6%	1.6%	-10.6%
Secondary	2.9%	-0.8%	2.0%	1.8%	0.7%	0.7%	-0.4%	2.3%	7.5%	15.7%
Total	1.9%	-0.1%	1.6%	-1.8%	0.0%	1.9%	-0.2%	1.7%	6.8%	-3.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Morocco**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

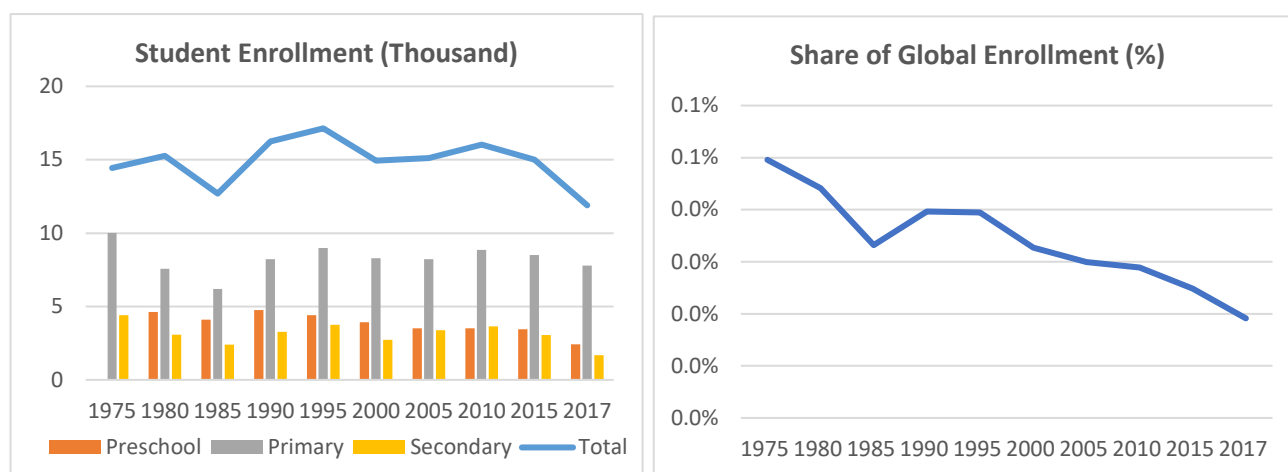
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	5	4	5	4	4	4	4	3	2
Primary	10	8	6	8	9	8	8	9	9	8
Secondary	4	3	2	3	4	3	3	4	3	2
Total	14	15	13	16	17	15	15	16	15	12
Schools										
Preschool	-	24	21	26	23	23	22	19	23	20
Primary	30	21	14	17	28	28	27	27	29	25
Secondary	37	27	18	34	32	32	22	37	42	32
Total	67	72	53	77	78	83	71	83	94	77

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.3%	-1.9%	-1.1%	-5.2%	-16.2%	0.8%	-1.2%	-1.9%	0.7%	-6.7%
Primary	0.8%	0.1%	0.7%	-1.8%	-4.3%	-2.1%	5.1%	-0.4%	-1.1%	-7.2%
Secondary	0.6%	-1.8%	3.0%	-10.6%	-25.9%	2.3%	-0.6%	1.5%	-2.1%	-12.7%
Total	0.6%	-0.8%	0.7%	-4.2%	-11.0%	0.7%	0.8%	0.0%	-1.1%	-9.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Mozambique**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

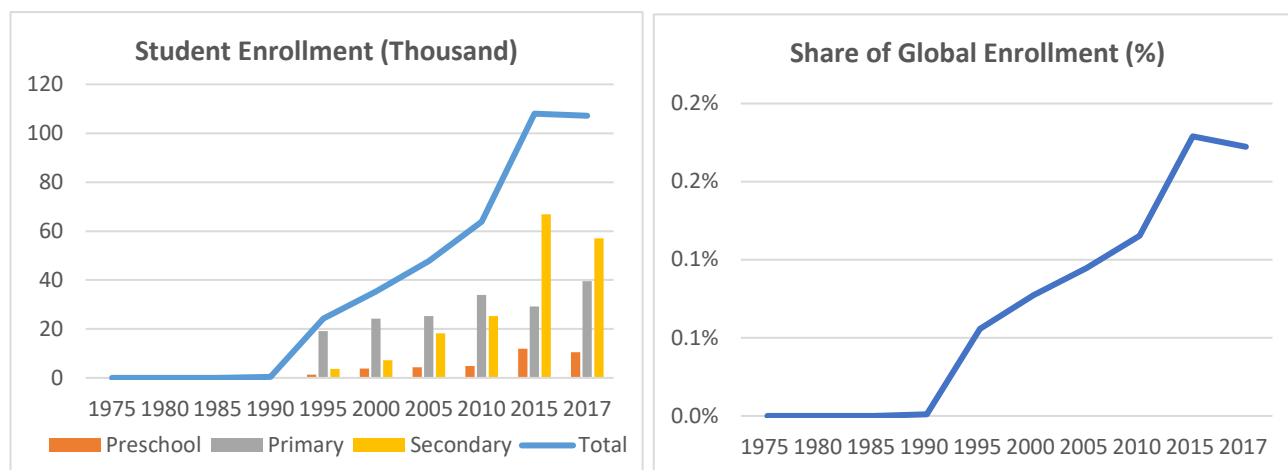
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	1	4	4	5	12	11
Primary	0	0	0	0	19	24	25	34	29	40
Secondary	0	0	0	0	4	7	18	25	67	57
Total	0	0	0	0	24	35	48	64	108	107
Schools										
Preschool	-	0	0	0	14	14	34	75	58	111
Primary	0	0	0	2	73	73	281	376	128	72
Secondary	0	0	0	0	16	16	32	46	49	67
Total	0	0	0	2	3	103	347	497	235	250

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	0.0%	2.3%	11.8%	-6.0%	0.0%	0.0%	18.3%	5.8%	38.3%
Primary	0.0%	51.0%	3.4%	2.2%	16.3%	0.0%	43.3%	17.8%	-21.0%	-25.0%
Secondary	0.0%	0.0%	13.3%	12.3%	-7.6%	0.0%	0.0%	11.1%	5.5%	16.9%
Total	0.0%	56.8%	6.1%	7.7%	-0.4%	0.0%	48.3%	17.0%	-9.3%	3.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Namibia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

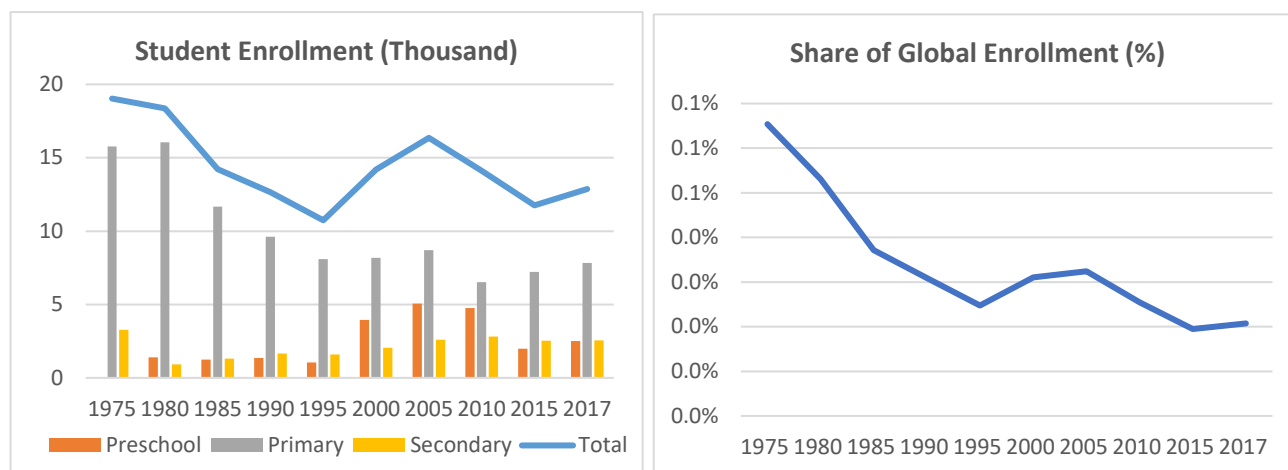
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	1	1	1	4	5	5	2	3
Primary	16	16	12	10	8	8	9	7	7	8
Secondary	3	1	1	2	2	2	3	3	3	3
Total	19	18	14	13	11	14	16	14	12	13
Schools										
Preschool	-	18	18	17	19	19	53	64	68	67
Primary	66	44	33	24	20	20	19	18	17	18
Secondary	30	18	19	5	6	6	7	7	8	7
Total	96	80	70	46	45	45	79	89	93	92

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-0.3%	11.2%	1.9%	-8.8%	12.0%	-0.6%	1.1%	12.9%	0.7%	-0.7%
Primary	-5.0%	-1.6%	-2.2%	2.6%	4.1%	-5.9%	-1.8%	-1.0%	0.0%	2.9%
Secondary	6.1%	2.2%	3.2%	-1.5%	0.2%	-12.0%	1.8%	1.6%	0.0%	-6.5%
Total	-3.7%	1.2%	-0.1%	-1.3%	4.7%	-5.4%	-0.2%	7.1%	0.5%	-0.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Nepal**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

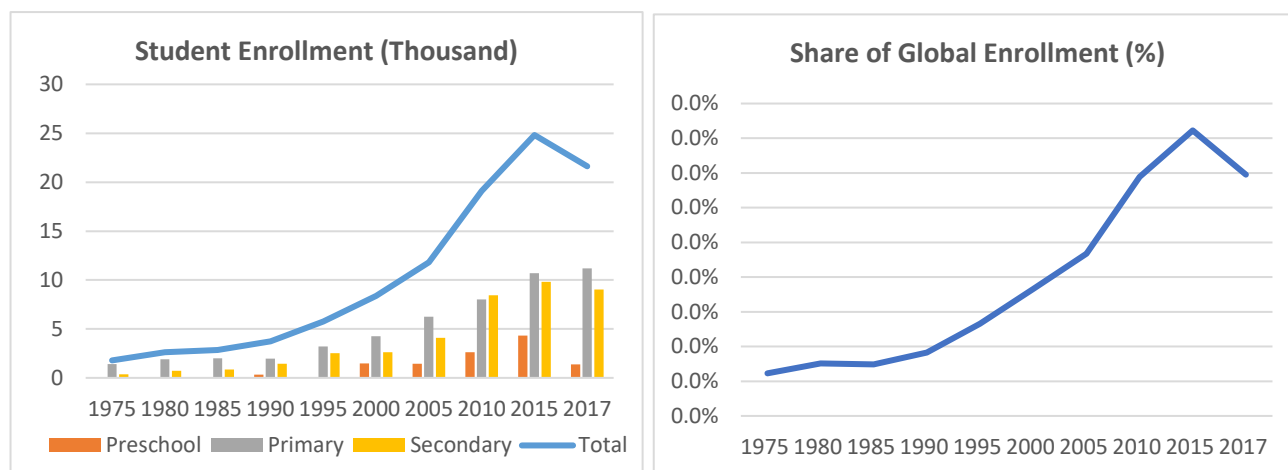
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	1	1	3	4	1
Primary	1	2	2	2	3	4	6	8	11	11
Secondary	0	1	1	1	3	3	4	8	10	9
Total	2	3	3	4	6	8	12	19	25	22
Schools										
Preschool	-	0	0	3	1	1	15	18	18	22
Primary	3	3	4	5	6	6	13	19	25	28
Secondary	2	2	4	3	6	6	6	18	21	25
Total	5	5	8	11	11	13	34	55	64	75

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	15.7%	5.9%	-8.8%	-43.4%	0.0%	-10.4%	33.5%	2.9%	10.6%
Primary	0.2%	8.1%	6.5%	4.9%	2.3%	5.2%	1.8%	12.2%	5.7%	5.8%
Secondary	7.3%	6.2%	12.4%	1.0%	-4.1%	4.1%	7.2%	11.6%	4.8%	9.1%
Total	3.6%	8.4%	8.6%	1.8%	-6.7%	8.2%	1.7%	15.5%	4.5%	8.3%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **New Caledonia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

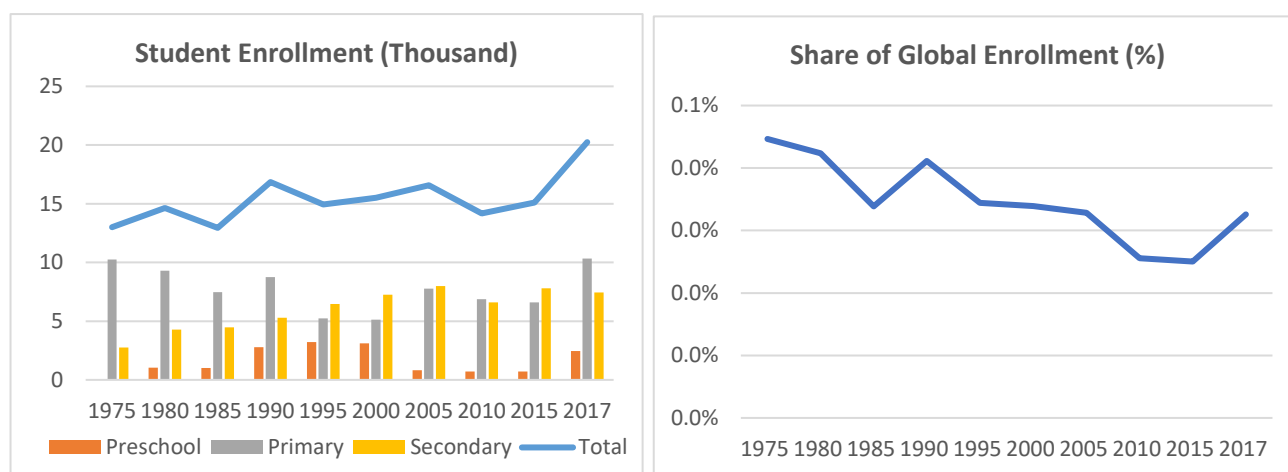
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	1	3	3	3	1	1	1	2
Primary	10	9	7	9	5	5	8	7	7	10
Secondary	3	4	4	5	6	7	8	7	8	7
Total	13	15	13	17	15	15	17	14	15	20
Schools										
Preschool	-	36	36	36	44	44	14	10	10	10
Primary	52	52	52	36	38	38	36	37	37	47
Secondary	18	18	18	26	30	30	22	23	8	23
Total	70	106	106	98	104	112	72	70	55	80

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	10.3%	1.1%	-13.7%	19.4%	86.4%	0.0%	2.0%	-13.8%	0.0%	0.0%
Primary	-0.6%	-5.2%	2.9%	6.0%	25.2%	-3.6%	0.5%	-0.3%	3.5%	12.7%
Secondary	2.1%	3.2%	-1.0%	1.8%	-2.2%	3.7%	1.4%	-2.6%	0.0%	69.6%
Total	1.4%	-0.8%	-0.9%	5.2%	15.8%	-0.8%	1.3%	-4.6%	1.9%	20.6%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **New Zealand**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

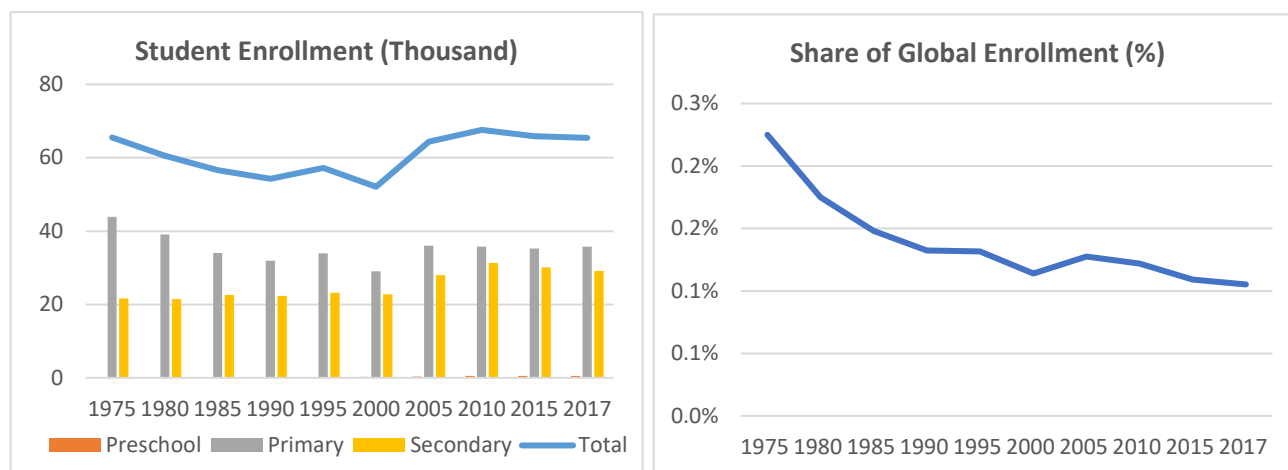
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	0	0	1	1	1
Primary	44	39	34	32	34	29	36	36	35	36
Secondary	22	21	23	22	23	23	28	31	30	29
Total	65	61	57	54	57	52	64	68	66	65
Schools										
Preschool	-	0	0	1	2	2	5	7	11	11
Primary	250	242	197	195	190	190	195	189	190	189
Secondary	79	61	52	47	47	47	47	49	49	49
Total	329	303	249	243	242	239	247	245	250	249

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	23.6%	7.8%	-0.6%	-3.2%	0.0%	7.2%	13.3%	6.7%	0.0%
Primary	-2.0%	-0.9%	2.1%	0.0%	0.8%	-2.1%	-0.3%	-0.1%	0.0%	-0.3%
Secondary	0.4%	0.2%	3.2%	-1.0%	-1.5%	-2.6%	0.0%	0.4%	0.0%	0.0%
Total	-1.1%	-0.4%	2.6%	-0.5%	-0.3%	-2.2%	-0.2%	0.2%	0.2%	-0.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Nicaragua**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

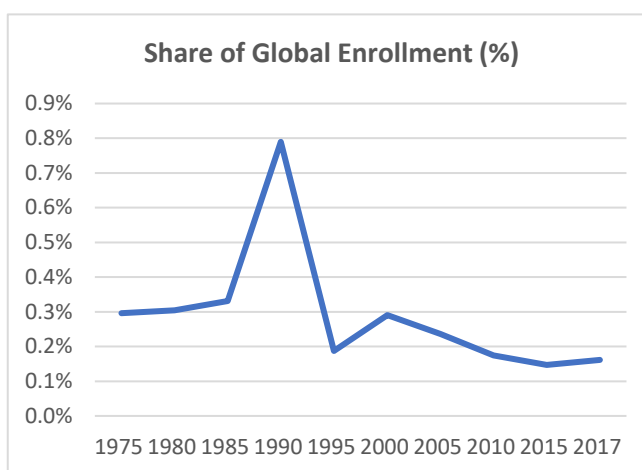
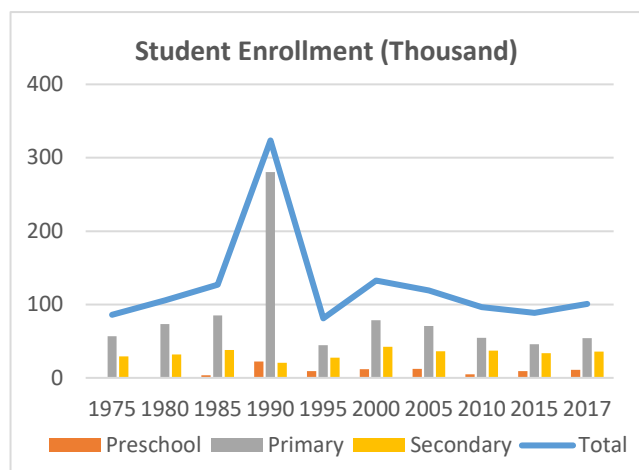
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	3	22	9	12	12	5	9	11
Primary	57	73	85	281	45	79	71	54	46	54
Secondary	29	32	38	21	27	42	36	37	34	36
Total	86	105	127	324	81	133	119	97	89	101
Schools										
Preschool	-	6	32	64	57	57	144	97	72	113
Primary	133	130	66	84	333	333	525	657	510	536
Secondary	107	101	46	60	78	78	111	117	133	117
Total	240	237	144	208	147	468	780	871	715	766

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	58.0%	-6.2%	-8.4%	12.0%	9.5%	26.7%	-1.2%	5.5%	2.2%	25.3%
Primary	14.4%	-12.0%	-3.6%	-0.1%	8.6%	-4.3%	14.8%	7.0%	-2.9%	2.5%
Secondary	-4.3%	7.5%	-1.3%	-0.6%	2.8%	-5.1%	2.7%	4.1%	0.0%	-6.2%
Total	11.9%	-8.5%	-3.1%	0.6%	6.5%	-1.3%	8.4%	6.4%	-1.8%	3.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Niger**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

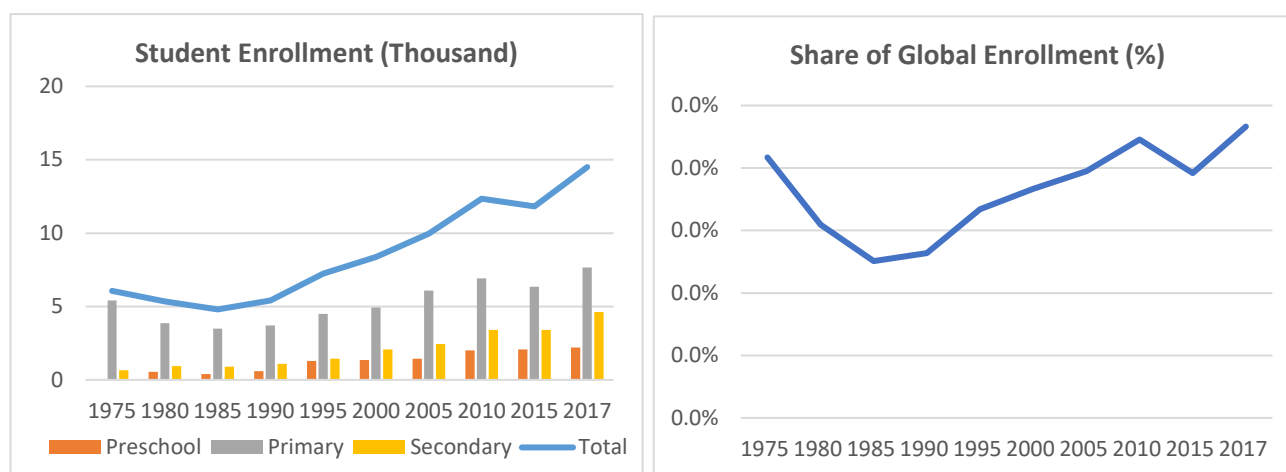
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	0	1	1	1	1	2	2	2
Primary	5	4	4	4	5	5	6	7	6	8
Secondary	1	1	1	1	1	2	2	3	3	5
Total	6	5	5	5	7	8	10	12	12	14
Schools										
Preschool	-	6	3	3	4	4	6	7	10	14
Primary	16	10	7	7	7	7	9	12	14	16
Secondary	2	4	2	2	2	2	3	2	4	4
Total	18	20	12	12	13	13	18	21	28	34

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	1.1%	8.5%	4.1%	1.3%	3.2%	-6.7%	2.9%	5.8%	10.4%	18.3%
Primary	-0.4%	2.9%	3.4%	1.5%	9.8%	-3.5%	0.0%	5.5%	4.2%	6.9%
Secondary	1.6%	6.6%	5.1%	4.5%	16.7%	-6.7%	0.0%	0.0%	10.4%	0.0%
Total	0.1%	4.5%	4.0%	2.3%	10.7%	-5.0%	0.8%	4.9%	7.1%	10.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Nigeria**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

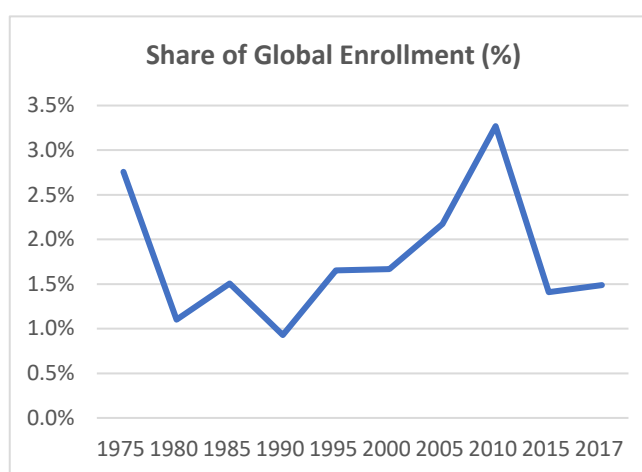
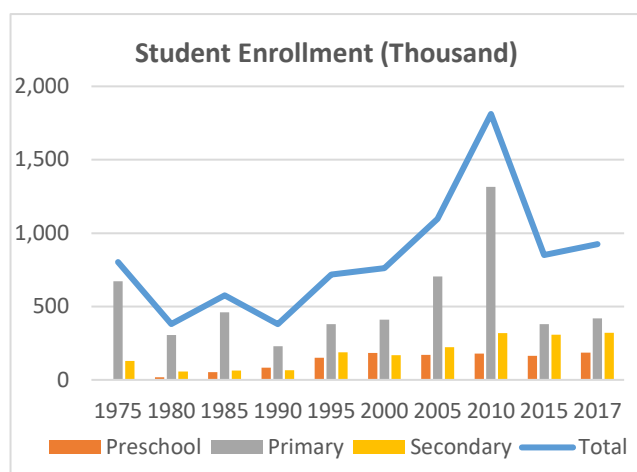
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	17	52	84	151	184	170	179	164	185
Primary	673	306	461	230	380	410	704	1314	380	420
Secondary	130	57	64	67	187	168	223	319	307	321
Total	802	380	577	381	718	762	1,097	1,812	851	926
Schools										
Preschool	-	303	577	1,040	1,380	1,380	2,182	1,878	1,281	1,563
Primary	1,668	698	1,601	1,220	1,246	1,246	2,744	2,634	1,419	1,722
Secondary	134	79	104	137	208	208	271	525	673	849
Total	1,802	1,080	2,282	2,397	2,711	2,834	5,197	5,037	3,373	4,134

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	17.0%	8.2%	-0.3%	0.5%	6.1%	13.1%	2.9%	3.1%	-2.6%	10.5%
Primary	-2.8%	6.0%	12.4%	-15.1%	5.0%	5.7%	0.2%	7.8%	-5.9%	10.2%
Secondary	1.7%	9.7%	6.6%	0.1%	2.3%	5.7%	4.3%	9.7%	7.1%	12.3%
Total	0.0%	7.2%	9.1%	-9.1%	4.3%	8.3%	1.7%	5.9%	-2.8%	10.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Pakistan**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

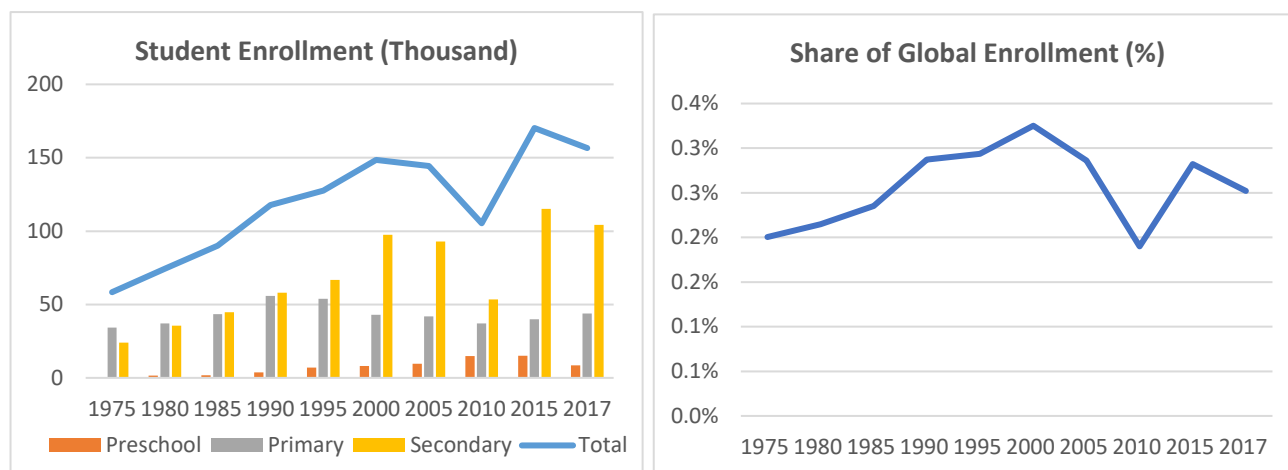
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	2	2	4	7	8	10	15	15	9
Primary	34	37	43	56	54	43	42	37	40	44
Secondary	24	36	45	58	67	98	93	53	115	104
Total	58	74	90	118	127	149	144	105	170	157
Schools										
Preschool	-	52	51	92	124	124	103	137	138	118
Primary	131	118	147	156	203	203	200	191	219	162
Secondary	88	107	107	124	139	139	153	155	136	217
Total	219	277	305	372	353	466	456	483	493	497

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	9.0%	7.9%	6.1%	-7.4%	-24.4%	5.9%	3.0%	1.0%	-2.1%	-7.5%
Primary	4.2%	-2.6%	-1.5%	2.4%	4.7%	2.8%	2.7%	-0.6%	-2.3%	-14.0%
Secondary	5.0%	5.3%	-5.8%	10.0%	-4.9%	1.5%	1.1%	1.1%	4.9%	26.3%
Total	4.7%	2.4%	-3.4%	5.8%	-4.1%	3.0%	2.3%	0.4%	0.4%	0.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Panama**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

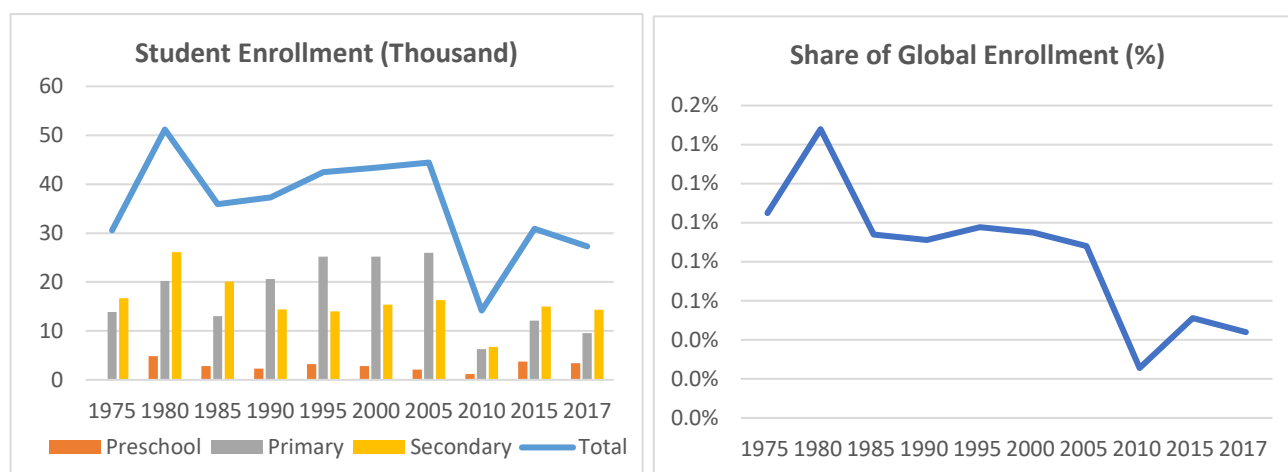
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	5	3	2	3	3	2	1	4	3
Primary	14	20	13	21	25	25	26	6	12	10
Secondary	17	26	20	14	14	15	16	7	15	14
Total	31	51	36	37	42	43	44	14	31	27
Schools										
Preschool	-	143	144	133	77	77	158	74	37	42
Primary	29	62	28	32	38	38	38	45	44	48
Secondary	26	92	80	39	38	38	40	40	41	44
Total	55	297	252	204	214	153	236	159	122	134

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-7.1%	2.0%	-8.6%	16.7%	-4.7%	-0.7%	-5.3%	-0.4%	-7.8%	6.5%
Primary	0.2%	2.0%	-12.9%	6.1%	-11.2%	-6.4%	1.7%	1.7%	0.9%	4.4%
Secondary	-5.8%	0.7%	-8.0%	11.4%	-2.2%	-8.2%	-0.3%	0.5%	1.4%	3.6%
Total	-3.1%	1.5%	-10.6%	9.8%	-6.0%	-3.7%	-2.8%	0.4%	-2.4%	4.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Papua New Guinea**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

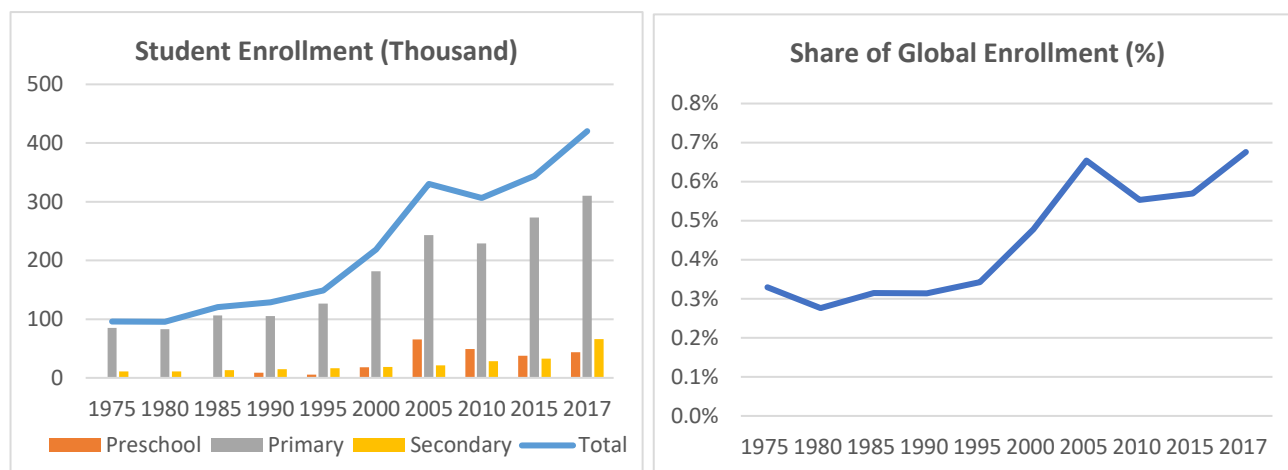
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	1	9	6	18	65	49	38	44
Primary	85	83	106	105	126	182	243	229	273	310
Secondary	11	11	13	15	17	19	21	28	33	66
Total	96	96	120	129	149	218	330	306	344	420
Schools										
Preschool	-	25	16	44	133	133	307	828	831	829
Primary	704	653	775	798	830	830	1,029	1,278	1,592	2,142
Secondary	52	56	64	60	79	79	84	121	84	84
Total	756	734	855	902	944	1,042	1,420	2,227	2,507	3,055

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	21.1%	7.4%	10.4%	-1.6%	7.6%	5.8%	11.7%	20.1%	0.0%	-0.1%
Primary	2.4%	5.6%	2.4%	4.4%	6.6%	2.0%	0.4%	4.4%	7.7%	16.0%
Secondary	2.9%	2.4%	4.2%	13.0%	41.8%	0.7%	2.8%	4.4%	-5.1%	0.0%
Total	3.0%	5.4%	3.4%	4.6%	10.5%	2.1%	1.5%	7.9%	4.6%	10.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Paraguay**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

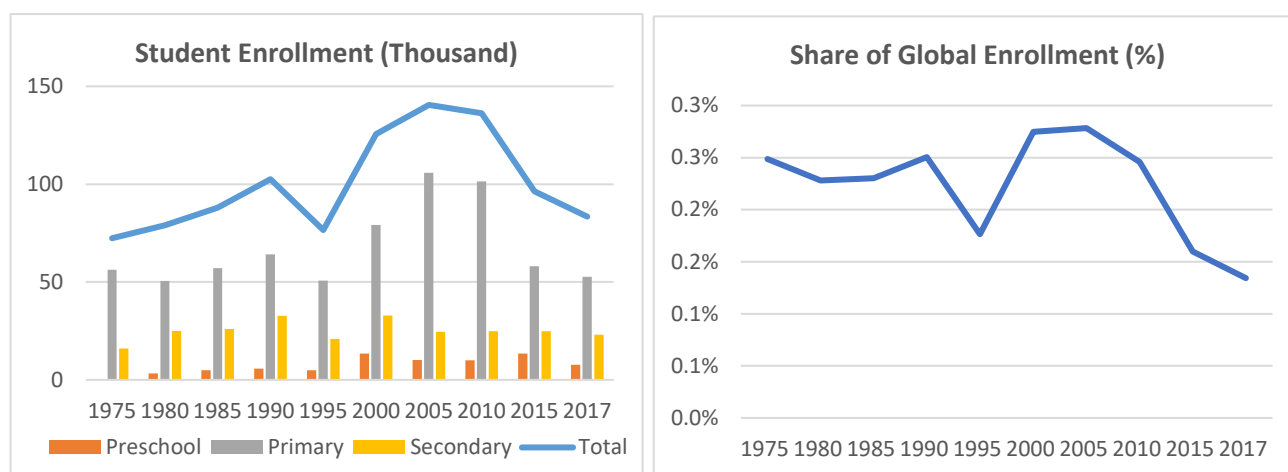
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	3	5	6	5	14	10	10	13	8
Primary	56	51	57	64	51	79	106	101	58	53
Secondary	16	25	26	33	21	33	25	25	25	23
Total	72	79	88	103	77	126	141	136	96	83
Schools										
Preschool	-	50	73	100	172	172	134	250	176	195
Primary	167	162	180	191	680	680	199	597	231	266
Secondary	102	111	121	109	220	220	121	302	164	208
Total	269	323	374	400	401	1,072	454	1,149	571	669

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	5.4%	9.1%	-3.0%	-3.5%	-24.0%	7.2%	5.6%	3.8%	-3.5%	5.3%
Primary	2.4%	2.1%	2.5%	-8.9%	-4.7%	1.7%	13.5%	-1.3%	-10.9%	7.3%
Secondary	2.7%	0.0%	-2.7%	-1.1%	-3.8%	-0.2%	7.3%	3.2%	-5.2%	12.6%
Total	2.7%	2.0%	0.8%	-6.8%	-6.9%	2.2%	10.4%	0.7%	-7.4%	8.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Peru**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

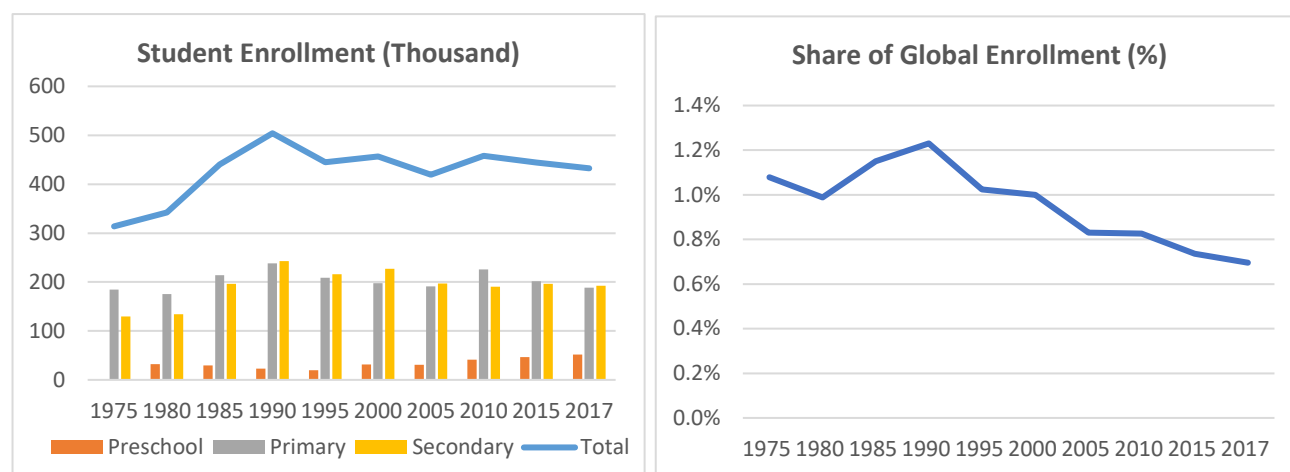
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	32	30	23	20	32	31	41	46	52
Primary	184	176	214	238	209	198	191	226	202	189
Secondary	129	134	196	243	216	227	197	191	196	192
Total	314	342	440	504	445	457	419	458	444	433
Schools										
Preschool	-	471	457	156	192	192	543	412	401	444
Primary	485	389	354	406	471	471	839	568	562	551
Secondary	286	267	358	423	401	401	635	548	541	524
Total	771	1,127	1,169	985	1,031	1,064	2,017	1,528	1,504	1,519

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-3.3%	3.1%	2.8%	3.2%	5.5%	-10.5%	2.1%	7.9%	1.1%	5.2%
Primary	3.1%	-1.8%	1.3%	-2.5%	-3.3%	0.4%	1.5%	1.9%	-0.4%	-1.0%
Secondary	6.1%	-0.7%	-1.7%	0.1%	-1.0%	4.7%	-0.5%	3.2%	-0.6%	-1.6%
Total	4.0%	-1.0%	0.0%	-0.8%	-1.3%	-1.3%	0.8%	3.7%	-0.1%	0.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Philippines**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

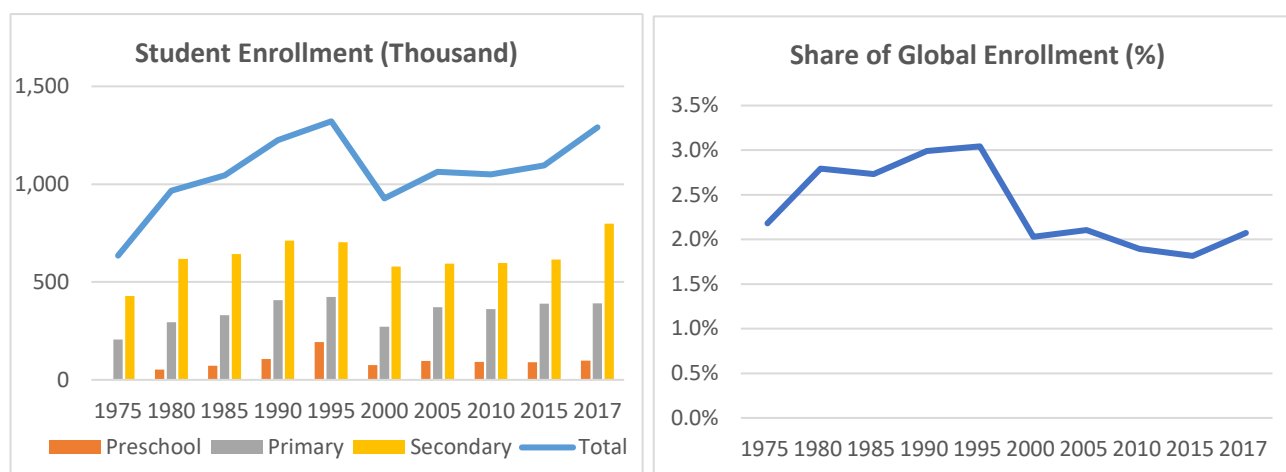
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	53	73	106	194	76	97	92	91	99
Primary	207	295	330	408	424	271	371	361	390	392
Secondary	428	619	643	711	704	580	595	597	615	799
Total	635	967	1,046	1,225	1,321	927	1,063	1,050	1,095	1,290
Schools										
Preschool	-	335	427	552	682	682	794	1,000	1,151	1,143
Primary	420	347	362	410	494	494	599	801	889	941
Secondary	963	957	965	1,011	1,026	1,026	1,043	1,098	1,171	1,215
Total	1,383	1,639	1,754	1,973	2,028	2,202	2,436	2,899	3,211	3,299

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	7.1%	-3.3%	2.0%	1.0%	4.5%	5.1%	2.1%	3.9%	1.9%	-0.3%
Primary	3.3%	-4.0%	2.9%	1.2%	0.2%	1.7%	1.9%	5.0%	2.3%	2.9%
Secondary	1.4%	-2.0%	0.3%	4.3%	14.0%	0.6%	0.1%	0.7%	1.5%	1.9%
Total	2.4%	-2.7%	1.3%	3.0%	8.5%	1.9%	1.1%	2.8%	1.9%	1.4%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Poland**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

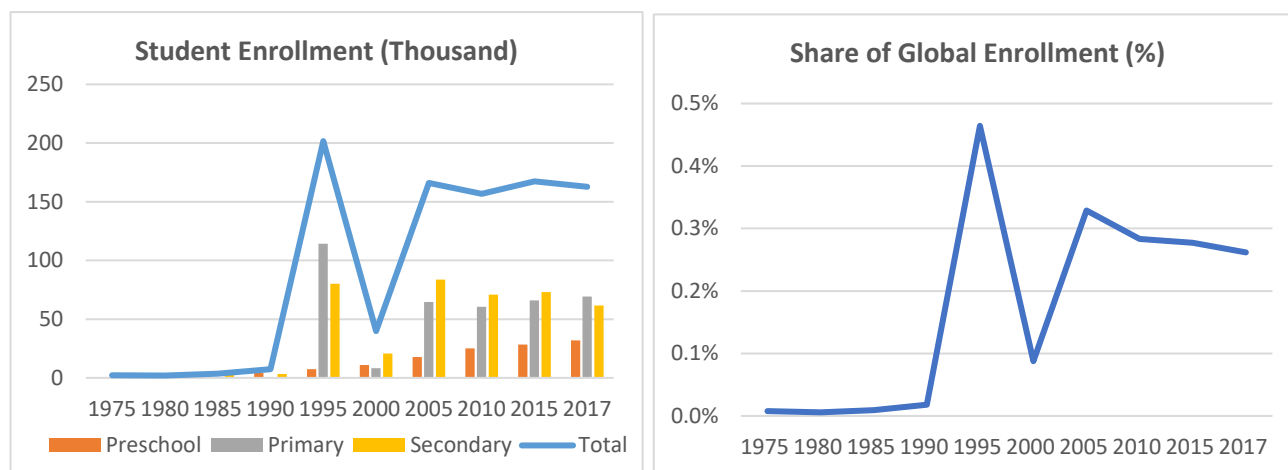
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	1	4	7	11	18	25	28	32
Primary	0	0	0	0	114	8	65	61	66	69
Secondary	2	2	2	3	80	21	84	71	73	62
Total	2	2	4	7	202	40	166	157	167	163
Schools										
Preschool	-	0	35	102	158	158	205	334	408	434
Primary	0	0	0	2	257	257	83	395	407	453
Secondary	12	12	14	19	171	171	192	430	501	485
Total	12	12	49	123	146	586	480	1,159	1,316	1,372

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.0%	10.5%	8.7%	3.4%	6.1%	0.0%	4.5%	7.8%	3.8%	3.1%
Primary	0.0%	48.5%	22.1%	1.9%	2.4%	0.0%	62.5%	4.4%	2.0%	5.5%
Secondary	5.0%	20.5%	13.1%	-2.0%	-8.1%	4.7%	24.6%	9.7%	1.7%	-1.6%
Total	14.1%	18.3%	14.7%	0.5%	-1.4%	26.2%	16.9%	7.1%	2.4%	2.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Portugal**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

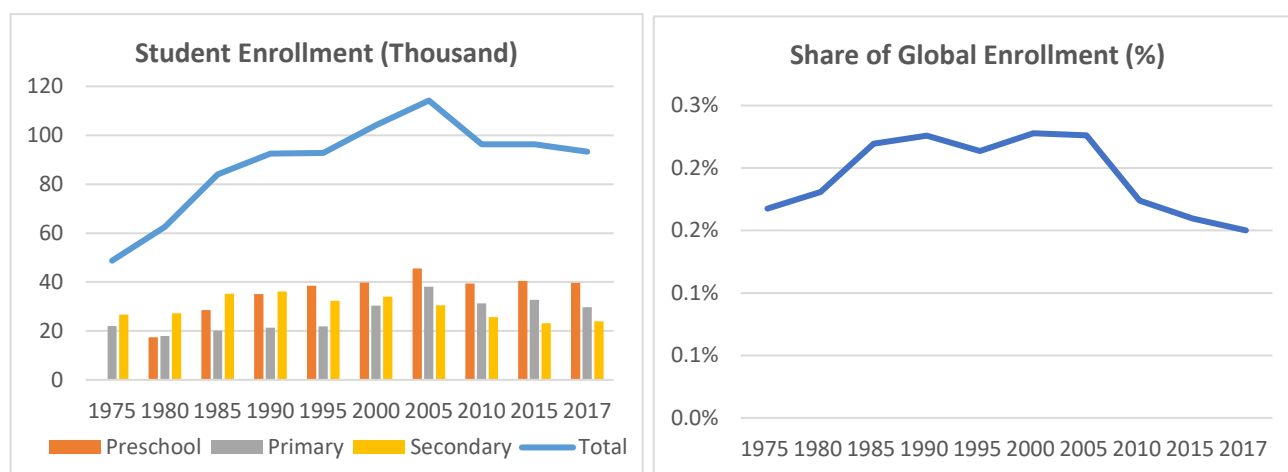
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	17	29	35	39	40	46	39	40	40
Primary	22	18	20	21	22	30	38	31	33	30
Secondary	27	27	35	36	32	34	31	26	23	24
Total	49	63	84	93	93	104	114	96	96	93
Schools										
Preschool	-	211	317	447	505	505	558	577	609	604
Primary	228	150	154	164	160	160	190	191	176	156
Secondary	185	115	127	177	99	99	96	81	65	61
Total	413	476	598	788	702	764	844	849	850	821

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	7.2%	1.3%	-0.1%	0.1%	-0.9%	7.8%	1.2%	1.3%	0.7%	-0.4%
Primary	1.8%	3.6%	0.3%	-0.7%	-4.7%	0.9%	-0.2%	1.8%	-2.9%	-5.9%
Secondary	2.9%	-0.6%	-2.8%	-1.0%	1.8%	4.4%	-5.6%	-2.0%	-4.0%	-3.1%
Total	4.0%	1.2%	-0.8%	-0.5%	-1.5%	5.2%	-0.3%	1.1%	-0.5%	-1.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Puerto Rico**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

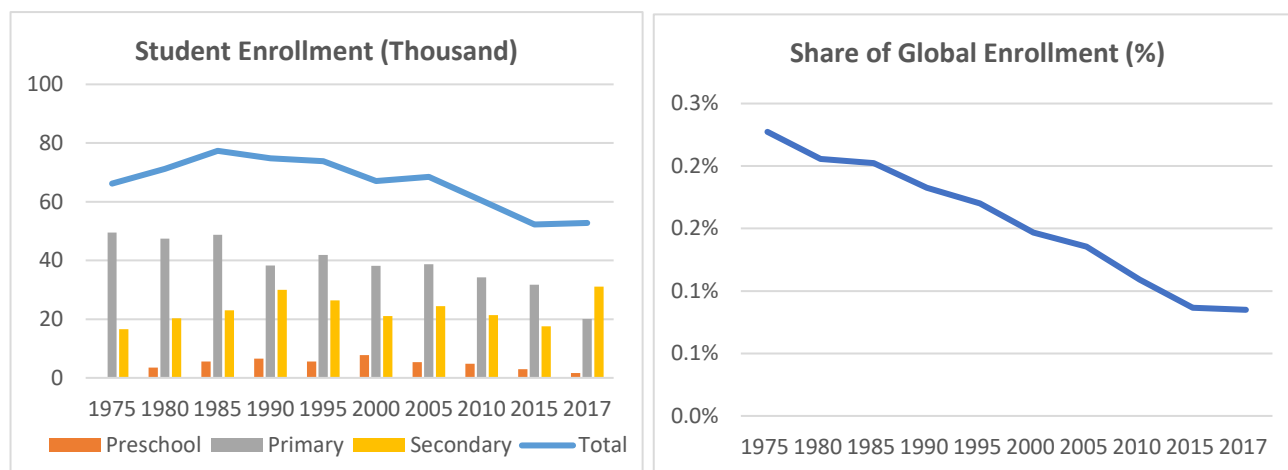
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	3	6	7	6	8	5	5	3	2
Primary	50	47	49	38	42	38	39	34	32	20
Secondary	17	20	23	30	26	21	24	21	18	31
Total	66	71	77	75	74	67	68	60	52	53
Schools										
Preschool	-	80	139	108	108	108	126	95	98	97
Primary	109	111	120	124	131	131	129	112	120	113
Secondary	75	77	74	80	105	105	106	101	93	90
Total	184	268	333	312	335	344	361	308	311	300

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	6.6%	1.7%	-4.6%	-13.9%	-23.8%	3.0%	0.0%	-1.3%	0.3%	-0.5%
Primary	-2.1%	0.0%	-1.1%	-7.4%	-20.6%	1.1%	0.6%	-1.6%	0.1%	-3.0%
Secondary	4.0%	-3.5%	0.1%	5.5%	33.1%	0.4%	2.8%	-0.4%	-1.6%	-1.6%
Total	0.5%	-1.1%	-1.0%	-1.9%	0.5%	1.5%	1.0%	-1.1%	-0.4%	-1.8%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Rwanda**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

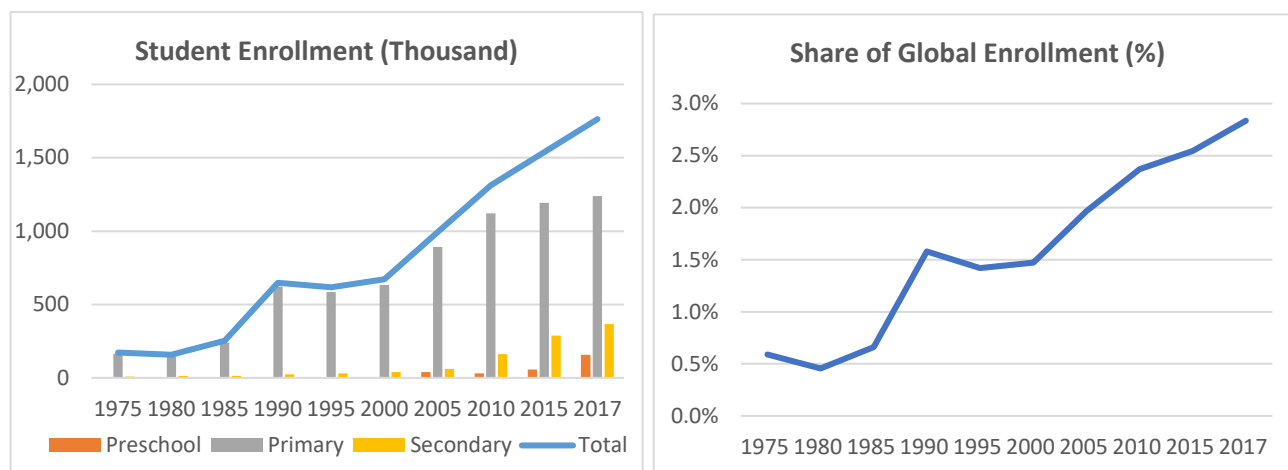
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	1	2	1	39	31	56	158
Primary	164	145	240	621	584	632	892	1121	1193	1239
Secondary	8	12	13	25	31	39	61	161	288	366
Total	172	158	253	648	617	672	992	1,313	1,536	1,763
Schools										
Preschool	-	4	11	18	39	39	30	137	616	810
Primary	891	826	925	1,026	1,013	1,013	1,073	1,232	919	1,123
Secondary	55	83	65	92	93	93	108	131	448	468
Total	946	913	1,001	1,136	1,126	1,145	1,211	1,500	1,983	2,401

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	42.4%	-3.4%	41.5%	26.1%	67.9%	16.2%	8.0%	13.4%	28.9%	14.7%
Primary	15.6%	0.2%	5.9%	1.4%	1.9%	2.2%	-0.1%	2.0%	-1.3%	10.5%
Secondary	7.2%	4.5%	15.3%	12.5%	12.9%	1.0%	0.1%	3.5%	19.9%	2.2%
Total	15.2%	0.4%	6.9%	4.3%	7.1%	2.2%	0.1%	2.7%	7.0%	10.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Senegal**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

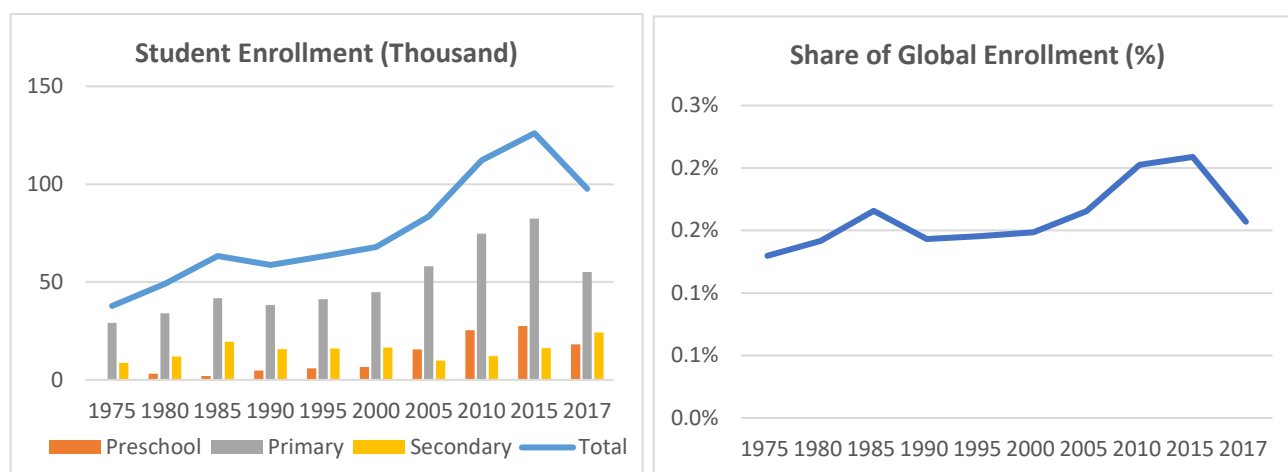
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	3	2	5	6	7	16	25	27	18
Primary	29	34	42	38	41	45	58	75	82	55
Secondary	9	12	19	16	16	17	10	12	16	24
Total	38	49	63	59	63	68	84	112	126	98
Schools										
Preschool	-	25	25	48	75	75	84	189	251	246
Primary	100	112	91	119	118	118	154	160	154	119
Secondary	41	46	46	45	42	42	37	40	34	40
Total	141	183	162	212	238	235	275	389	439	405

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	4.1%	3.4%	14.5%	-4.6%	-18.4%	6.7%	4.6%	9.7%	3.8%	-1.0%
Primary	1.2%	1.6%	5.2%	-4.2%	-18.3%	0.6%	-0.1%	3.1%	-4.1%	-12.1%
Secondary	2.8%	0.5%	-3.0%	10.4%	22.7%	-0.2%	-0.7%	-0.5%	0.0%	8.5%
Total	1.8%	1.5%	5.2%	-2.0%	-12.0%	1.5%	1.0%	5.2%	0.6%	-4.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Sierra Leone**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

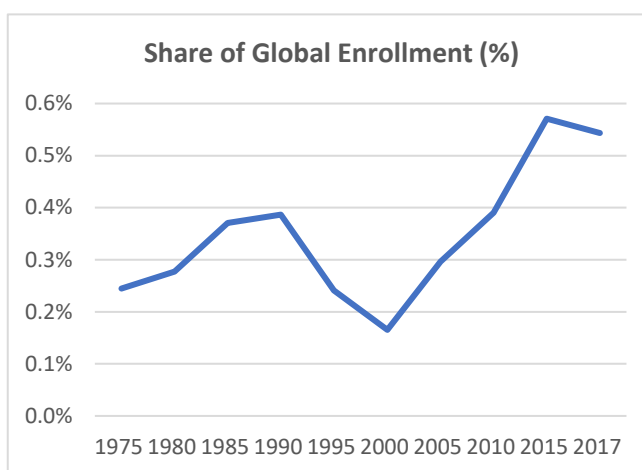
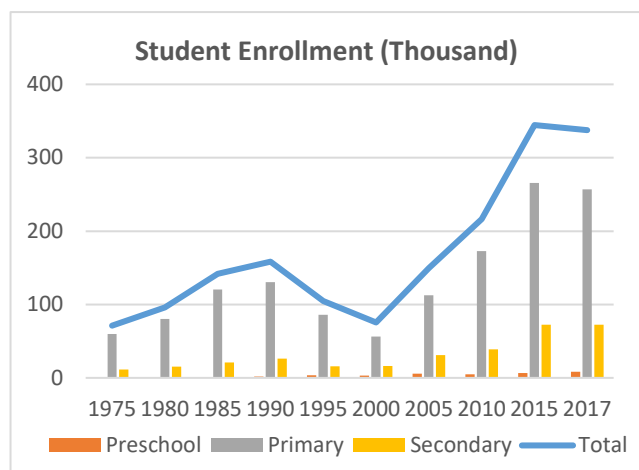
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	2	3	3	6	5	7	8
Primary	60	80	121	130	86	56	113	173	266	257
Secondary	12	15	21	26	16	16	31	39	72	73
Total	71	96	142	158	105	76	150	216	345	338
Schools										
Preschool	-	2	2	13	19	19	35	56	58	75
Primary	422	471	485	488	381	381	218	554	626	601
Secondary	34	38	45	61	37	37	29	54	68	101
Total	456	511	532	562	577	437	282	664	752	777

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	34.6%	4.8%	4.5%	8.5%	11.7%	20.6%	3.9%	11.4%	4.3%	13.7%
Primary	5.0%	-8.1%	11.9%	5.8%	-1.7%	0.4%	-2.4%	3.8%	1.2%	-2.0%
Secondary	5.4%	-4.6%	9.1%	9.2%	0.2%	4.8%	-4.9%	3.9%	9.4%	21.9%
Total	5.2%	-7.1%	11.1%	6.6%	-1.0%	1.0%	-2.5%	4.3%	2.3%	1.6%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Singapore**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

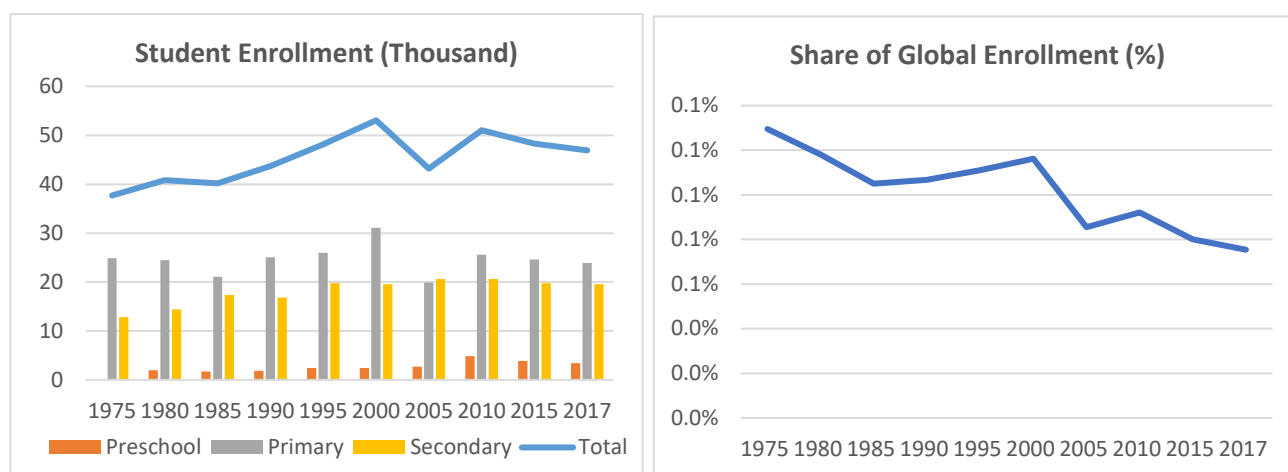
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	2	2	2	2	2	3	5	4	3
Primary	25	24	21	25	26	31	20	26	25	24
Secondary	13	14	17	17	20	20	21	21	20	20
Total	38	41	40	44	48	53	43	51	48	47
Schools										
Preschool	-	10	8	9	10	10	10	12	17	16
Primary	35	23	23	27	20	20	20	20	19	21
Secondary	15	17	20	19	17	17	15	15	16	17
Total	50	50	51	55	55	47	45	47	52	54

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-0.5%	2.8%	7.1%	-4.8%	-6.3%	-1.0%	1.1%	1.8%	4.2%	-3.0%
Primary	0.2%	2.2%	-1.9%	-1.0%	-1.5%	1.6%	-3.0%	0.0%	0.7%	5.1%
Secondary	1.5%	1.5%	0.5%	-0.7%	-0.5%	1.1%	-1.1%	-1.2%	1.8%	3.1%
Total	0.7%	2.0%	-0.4%	-1.2%	-1.5%	1.0%	-1.6%	0.0%	2.0%	1.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Slovakia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

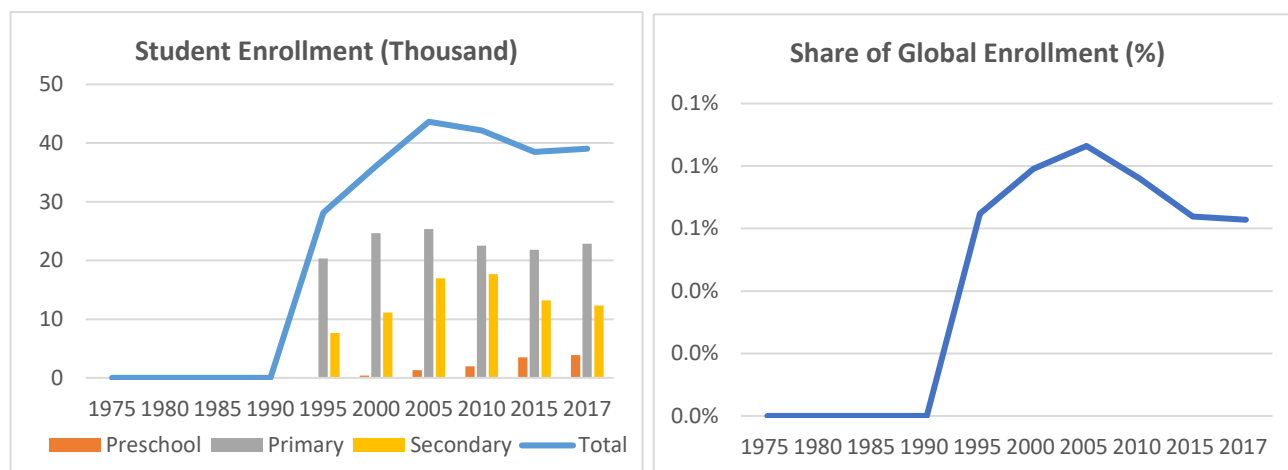
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-				0	0	1	2	4	4
Primary					20	25	25	23	22	23
Secondary					8	11	17	18	13	12
Total					28	36	44	42	38	39
Schools										
Preschool	-				3	3	10	30	38	61
Primary					84	84	86	111	110	107
Secondary					38	38	46	65	63	69
Total					0	125	142	206	211	237

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-		17.6%	10.1%	5.1%	-		25.9%	10.7%	26.7%
Primary			-0.9%	0.2%	2.4%			2.8%	-0.5%	-1.4%
Secondary			4.8%	-5.0%	-3.4%			5.5%	0.9%	4.7%
Total			1.6%	-1.1%	0.7%			5.1%	2.0%	6.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **South Africa**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

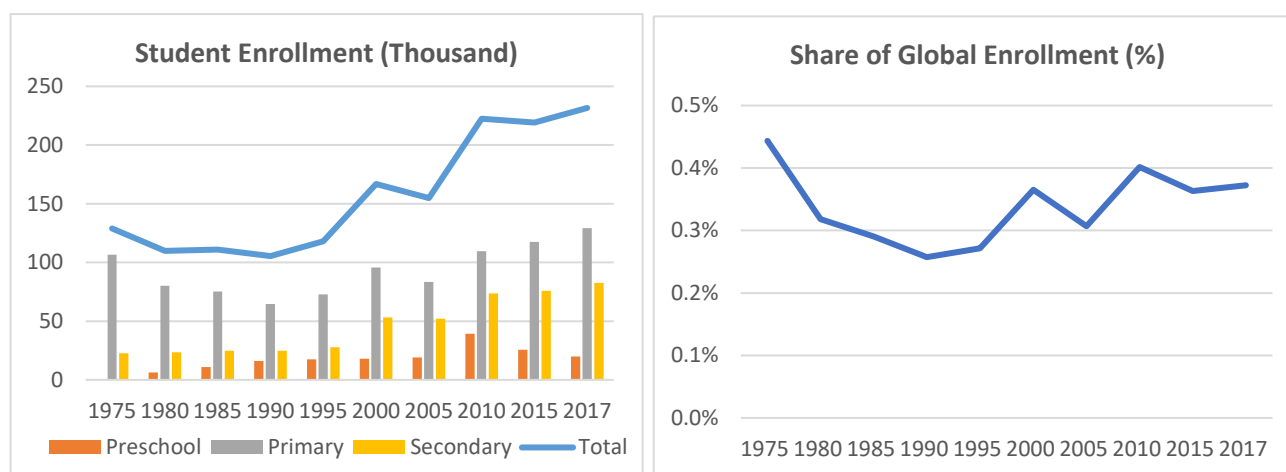
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	6	11	16	17	18	19	39	26	20
Primary	107	80	75	65	73	96	84	110	118	129
Secondary	23	23	25	25	28	53	52	74	76	83
Total	129	110	111	105	118	167	155	223	219	232
Schools										
Preschool	-	86	128	205	230	230	220	238	223	236
Primary	425	302	274	254	256	256	266	266	250	247
Secondary	158	126	126	105	94	94	115	111	98	115
Total	583	514	528	564	557	580	601	615	571	598

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	9.6%	1.1%	8.1%	-9.2%	-12.2%	9.1%	1.2%	0.3%	-0.1%	2.9%
Primary	-2.1%	4.0%	1.4%	2.4%	4.9%	-1.7%	0.1%	0.4%	-1.1%	-0.6%
Secondary	0.6%	7.9%	3.3%	1.6%	4.3%	-1.8%	-1.1%	1.7%	0.5%	8.3%
Total	-0.4%	4.7%	2.9%	0.6%	2.8%	0.9%	0.3%	0.6%	-0.4%	2.3%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **South Sudan**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

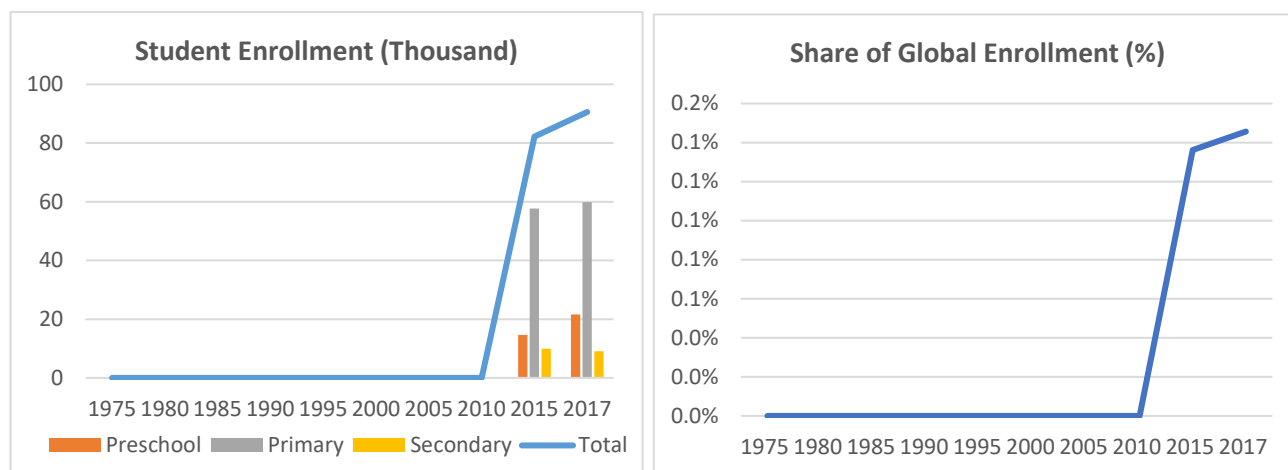
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-								15	22
Primary									58	60
Secondary									10	9
Total									82	91
Schools										
Preschool	-									76
Primary										120
Secondary										25
Total										221

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-				21.6%	-				
Primary					1.8%					
Secondary					-4.0%					
Total					4.9%					

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Spain**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

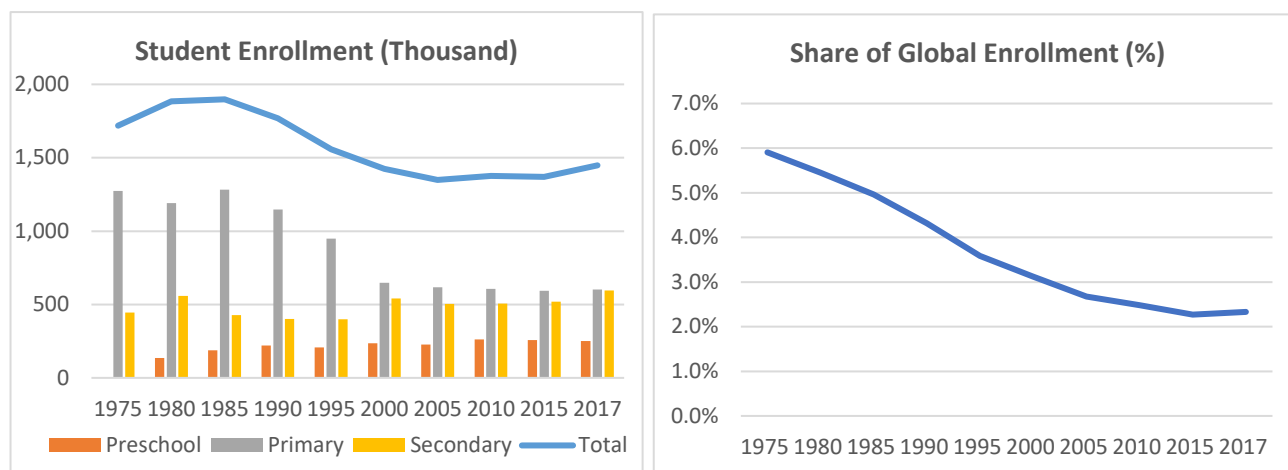
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	135	187	221	207	237	227	261	257	252
Primary	1,274	1,191	1,283	1,147	949	647	618	607	592	601
Secondary	445	559	428	401	400	541	504	507	520	595
Total	1,719	1,885	1,898	1,769	1,557	1,425	1,349	1,375	1,370	1,448
Schools										
Preschool	-	1,337	1,877	2,077	2,068	2,068	2,164	1,944	1,714	1,816
Primary	3,515	3,142	2,796	2,543	2,431	2,431	2,445	2,210	1,913	1,959
Secondary	1,701	1,710	1,606	1,223	1,454	1,454	2,133	1,983	1,807	1,841
Total	5,216	6,189	6,279	5,843	5,875	5,953	6,742	6,137	5,434	5,616

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	5.0%	0.7%	1.0%	-0.5%	-1.1%	4.5%	0.0%	-0.6%	-1.0%	2.9%
Primary	-0.4%	-5.6%	-0.6%	-0.1%	0.8%	-2.1%	-0.4%	-0.9%	-1.7%	1.2%
Secondary	-3.3%	3.0%	-0.6%	2.3%	6.9%	-3.3%	1.7%	3.2%	-1.1%	0.9%
Total	-0.6%	-2.1%	-0.4%	0.7%	2.8%	-0.6%	0.2%	0.3%	-1.3%	1.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Sri Lanka**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

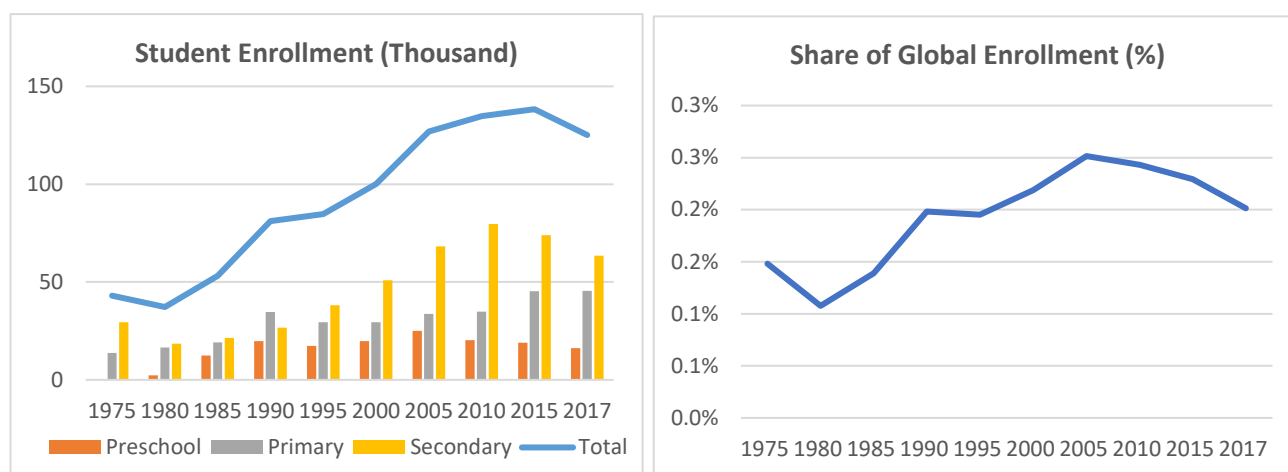
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	2	12	20	17	20	25	20	19	16
Primary	14	16	19	35	29	29	34	35	45	45
Secondary	29	19	21	27	38	51	68	80	74	63
Total	43	37	53	81	85	100	127	135	138	125
Schools										
Preschool	-	30	144	351	307	307	323	436	478	410
Primary	47	32	32	40	34	34	41	66	67	142
Secondary	31	43	44	45	44	44	49	75	67	99
Total	78	105	220	436	386	385	413	577	612	651

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	24.2%	0.0%	0.2%	-3.1%	-7.7%	27.9%	-1.3%	3.6%	-0.9%	-7.4%
Primary	7.7%	-1.6%	1.7%	3.9%	0.2%	2.3%	-1.6%	6.9%	11.6%	45.6%
Secondary	3.7%	6.6%	4.6%	-3.2%	-7.4%	0.5%	-0.2%	5.5%	4.0%	21.6%
Total	8.1%	2.1%	3.0%	-1.1%	-4.9%	15.3%	-1.2%	4.1%	1.7%	3.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Sudan**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

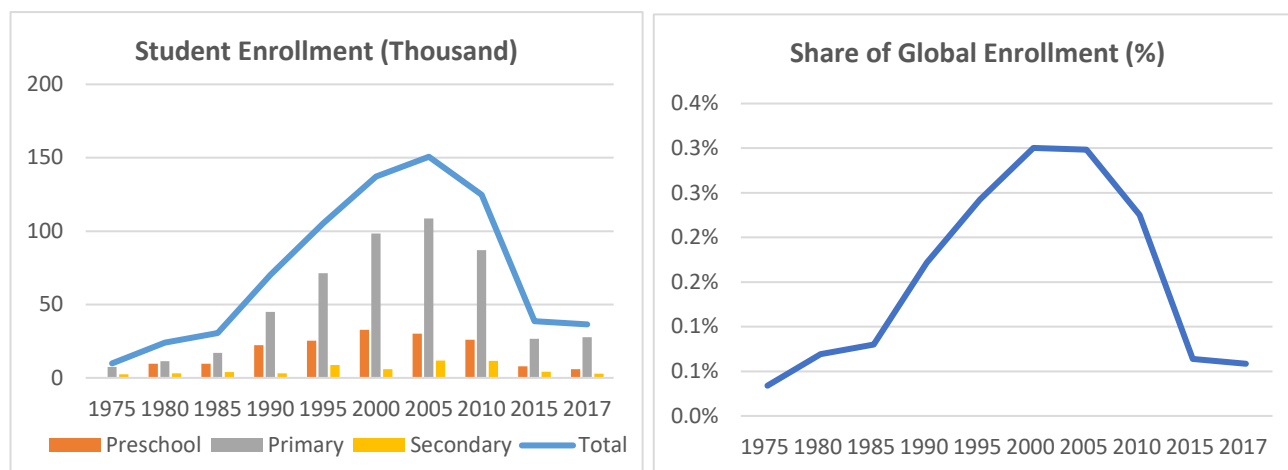
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	10	10	22	25	33	30	26	8	6
Primary	7	11	17	45	71	98	109	87	27	28
Secondary	2	3	4	3	9	6	12	12	4	3
Total	10	24	31	70	105	137	151	125	39	36
Schools										
Preschool	-	82	137	186	293	293	396	255	182	60
Primary	17	25	52	141	188	188	324	275	264	54
Secondary	10	12	23	24	21	21	24	36	36	13
Total	27	119	212	351	360	502	744	566	482	127

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	8.8%	3.9%	-2.3%	-19.0%	-12.7%	8.5%	4.6%	-1.4%	-18.7%	-42.6%
Primary	14.7%	8.2%	-1.2%	-15.1%	1.9%	18.9%	2.9%	3.9%	-20.7%	-54.8%
Secondary	0.1%	6.7%	6.9%	-18.2%	-17.4%	7.2%	-1.3%	5.5%	-13.5%	-39.9%
Total	11.4%	6.9%	-0.9%	-16.1%	-2.9%	11.4%	3.6%	1.2%	-19.2%	-48.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Suriname**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

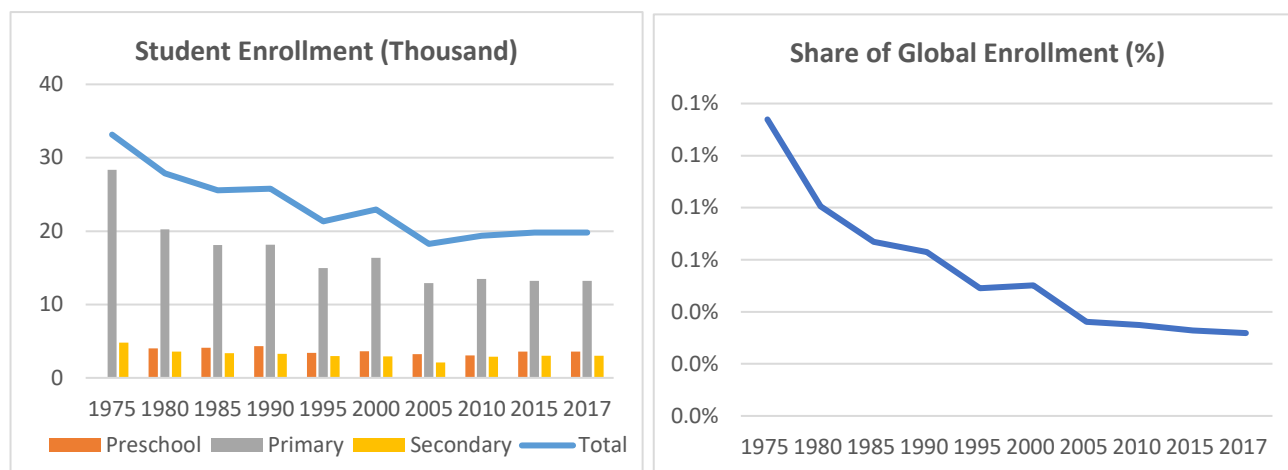
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	4	4	4	3	4	3	3	4	4
Primary	28	20	18	18	15	16	13	13	13	13
Secondary	5	4	3	3	3	3	2	3	3	3
Total	33	28	26	26	21	23	18	19	20	20
Schools										
Preschool	-	55	61	64	55	55	48	51	58	62
Primary	157	75	67	72	63	63	59	60	64	65
Secondary	13	11	11	11	11	11	11	11	11	11
Total	170	141	139	147	147	129	118	122	133	138

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	0.7%	-1.7%	-1.8%	2.3%	0.0%	1.5%	-1.5%	-0.8%	2.8%	3.4%
Primary	-1.1%	-1.0%	-1.9%	-0.3%	0.0%	-0.4%	-1.3%	-0.5%	1.2%	0.8%
Secondary	-0.9%	-1.2%	-0.2%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	-0.8%	-1.2%	-1.7%	0.3%	0.0%	0.4%	-1.3%	-0.6%	1.8%	1.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Swaziland**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

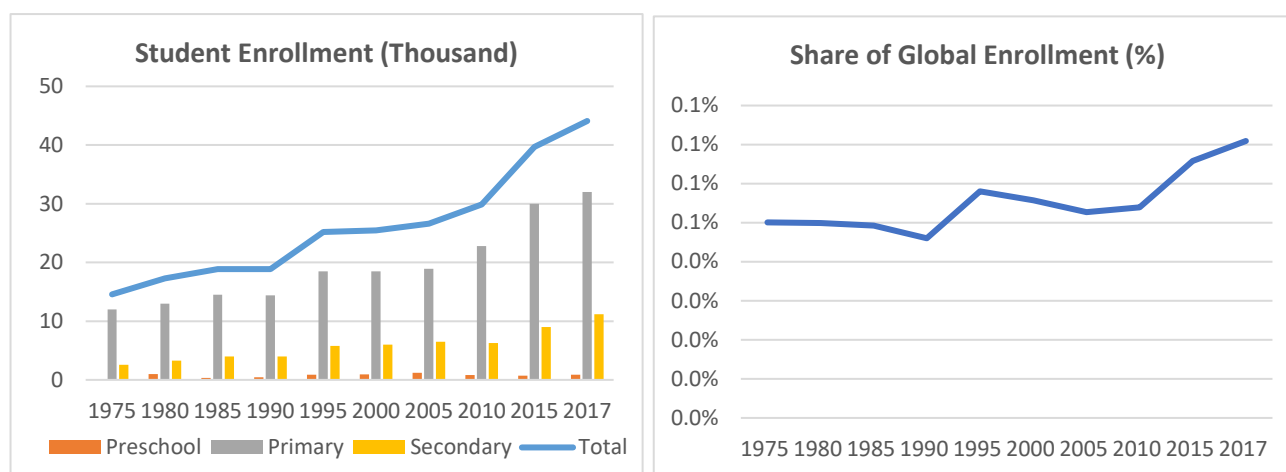
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	0	0	1	1	1	1	1	1
Primary	12	13	15	14	19	19	19	23	30	32
Secondary	3	3	4	4	6	6	7	6	9	11
Total	15	17	19	19	25	25	27	30	40	44
Schools										
Preschool	-	7	4	7	14	14	14	18	14	14
Primary	51	45	46	45	45	45	45	45	47	47
Secondary	8	9	10	12	12	12	15	16	13	13
Total	59	61	60	64	67	71	74	79	74	74

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-7.3%	7.3%	-1.3%	1.2%	13.4%	0.0%	7.2%	2.5%	-3.5%	0.0%
Primary	1.0%	2.5%	2.1%	5.0%	3.3%	0.0%	0.0%	0.0%	0.6%	0.0%
Secondary	2.0%	4.2%	0.4%	8.7%	11.6%	2.9%	0.0%	2.9%	-2.9%	0.0%
Total	0.9%	3.0%	1.6%	5.7%	5.4%	0.5%	1.0%	1.1%	-0.9%	0.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Tanzania, United Republic of**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

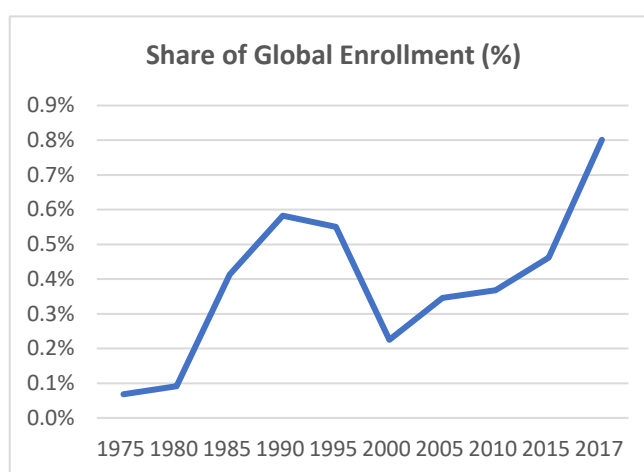
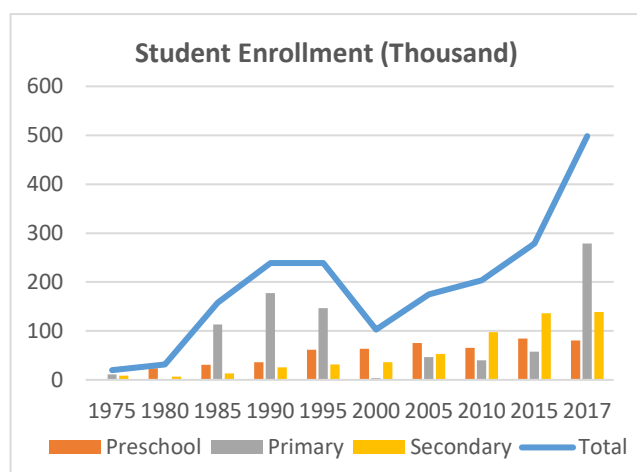
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	24	31	36	61	63	75	66	84	81
Primary	11	1	113	177	146	3	46	40	58	279
Secondary	9	7	13	26	31	36	53	98	136	139
Total	20	32	158	239	239	103	175	204	279	498
Schools										
Preschool	-	262	341	429	512	512	872	1,070	941	1,074
Primary	133	7	58	251	77	77	21	198	105	179
Secondary	56	51	78	127	159	159	213	290	314	389
Total	189	320	477	807	814	748	1,106	1,558	1,360	1,642

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	4.3%	5.8%	0.4%	3.0%	-2.1%	5.1%	1.8%	7.6%	0.1%	6.8%
Primary	66.5%	-33.1%	28.9%	31.9%	119.3%	43.0%	-11.1%	9.9%	-1.4%	30.6%
Secondary	14.2%	3.5%	10.4%	5.1%	0.8%	9.6%	2.3%	6.2%	4.3%	11.3%
Total	22.4%	-8.1%	7.1%	13.6%	33.7%	9.7%	-0.8%	7.6%	0.8%	9.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Thailand**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

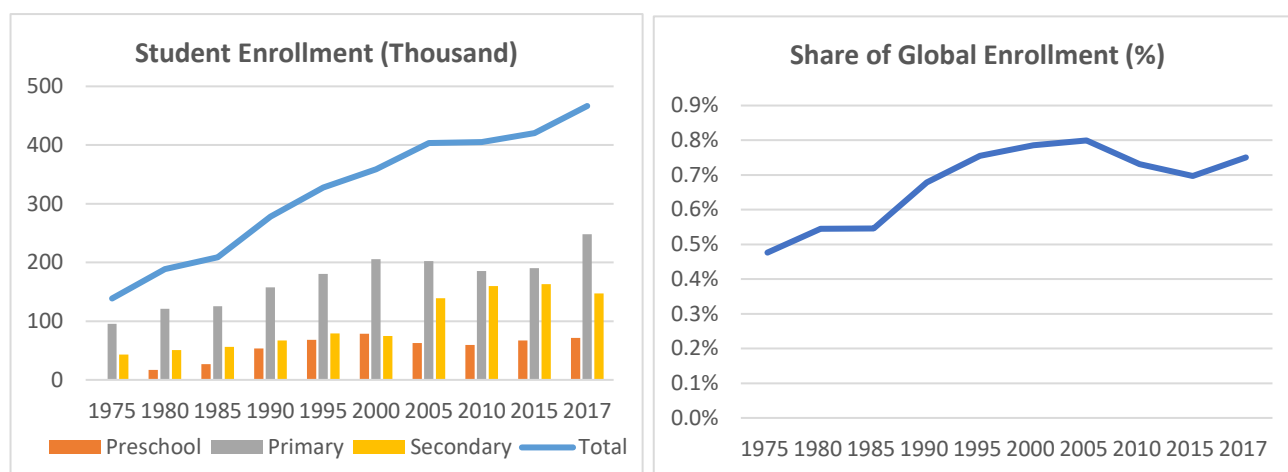
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	17	27	53	68	79	63	60	67	71
Primary	95	121	125	158	181	205	202	186	190	248
Secondary	43	51	56	67	79	75	139	160	163	147
Total	139	189	209	278	328	359	404	405	421	467
Schools										
Preschool	-	87	107	150	155	155	203	184	182	167
Primary	139	159	163	185	183	183	214	184	206	185
Secondary	96	102	107	120	140	140	160	158	188	156
Total	235	348	377	455	464	478	577	526	576	508

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	12.2%	4.0%	-2.7%	2.6%	3.0%	5.6%	0.3%	1.7%	-1.4%	-4.2%
Primary	2.7%	2.7%	-1.0%	4.2%	14.2%	1.5%	-0.1%	0.1%	0.1%	-5.2%
Secondary	2.8%	1.1%	7.9%	-1.2%	-5.0%	1.6%	1.6%	1.2%	-0.2%	-8.9%
Total	4.0%	2.6%	1.2%	2.0%	5.3%	2.7%	0.5%	1.0%	-0.5%	-6.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Timor, East**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

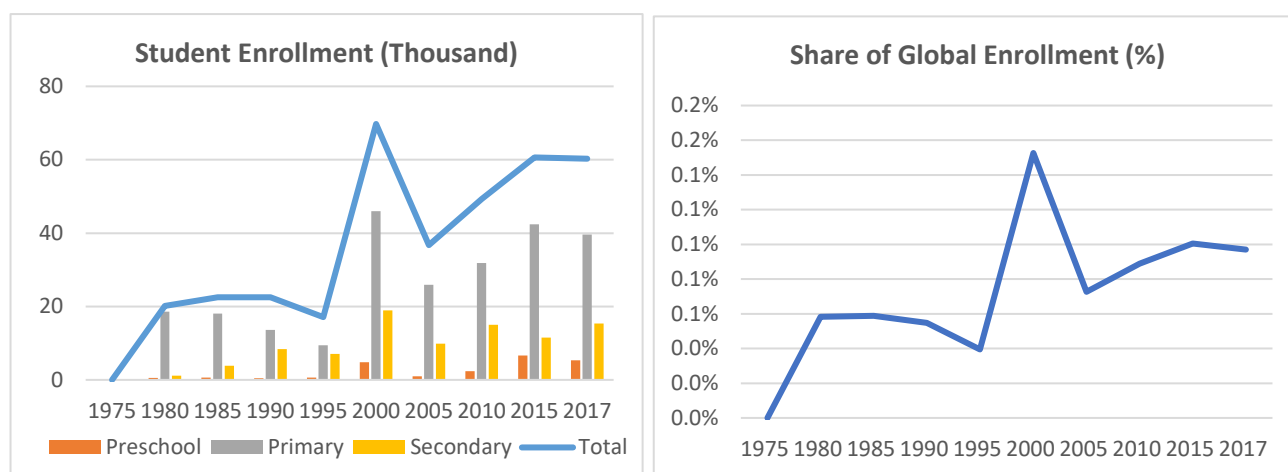
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	1	0	1	5	1	2	7	5
Primary	#VALUE!	19	18	14	9	46	26	32	42	40
Secondary	#VALUE!	1	4	8	7	19	10	15	12	15
Total	#VALUE!	20	23	22	17	70	37	49	61	60
Schools										
Preschool	-	5	3	9	8	8	11	21	39	56
Primary	DNE	67	85	89	114	114	178	130	195	169
Secondary	DNE	13	21	45	46	46	61	32	72	28
Total	0	85	109	143	143	168	250	183	306	253

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-0.6%	25.8%	-6.9%	12.4%	-10.0%	6.1%	-1.2%	10.1%	15.0%	19.8%
Primary	-3.0%	12.9%	-3.6%	3.1%	-3.4%	2.9%	2.5%	1.3%	3.8%	-6.9%
Secondary	22.3%	8.5%	-2.3%	0.4%	15.4%	13.2%	0.2%	-3.6%	-1.9%	-37.6%
Total	1.1%	12.0%	-3.4%	2.9%	-0.2%	5.3%	1.6%	0.9%	4.7%	-9.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Togo**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

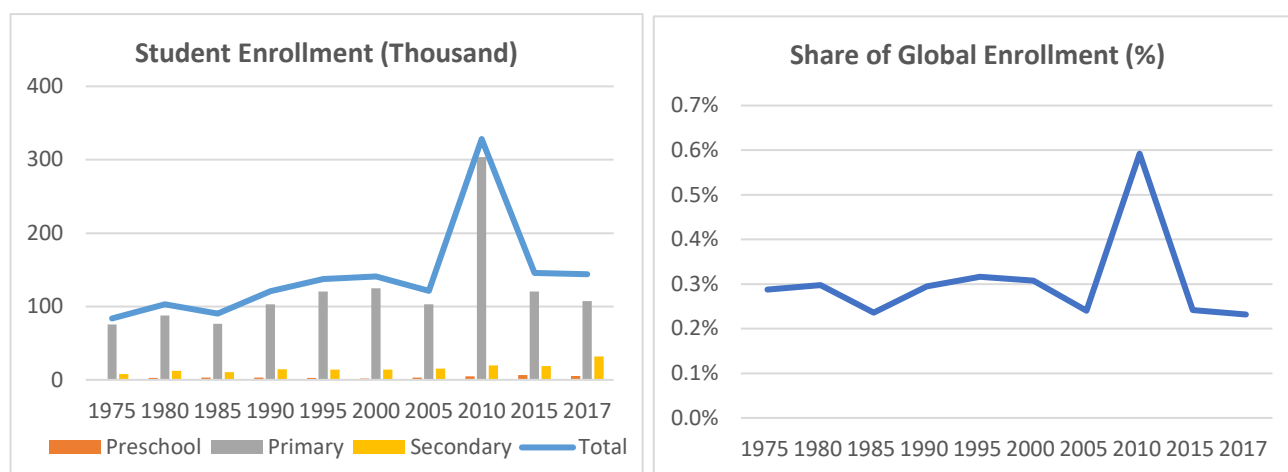
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	3	3	3	3	2	3	5	7	5
Primary	76	88	76	103	120	125	103	303	120	107
Secondary	8	12	10	15	14	14	15	20	19	32
Total	84	103	90	121	137	141	121	328	146	144
Schools										
Preschool	-	20	47	63	74	74	85	118	148	133
Primary	237	248	291	325	373	373	506	637	619	575
Secondary	32	37	44	49	35	35	35	59	69	77
Total	269	305	382	437	441	482	626	814	836	785

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	1.7%	-6.5%	11.3%	0.6%	-11.6%	12.2%	1.6%	4.8%	1.7%	-5.2%
Primary	1.6%	2.0%	9.3%	-13.8%	-5.6%	2.7%	1.4%	5.5%	-1.5%	-3.6%
Secondary	1.6%	-0.3%	3.5%	6.9%	29.5%	2.8%	-3.3%	5.4%	3.9%	5.6%
Total	1.6%	1.5%	8.8%	-11.1%	-0.6%	3.7%	1.0%	5.4%	-0.5%	-3.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Trinidad and Tobago**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

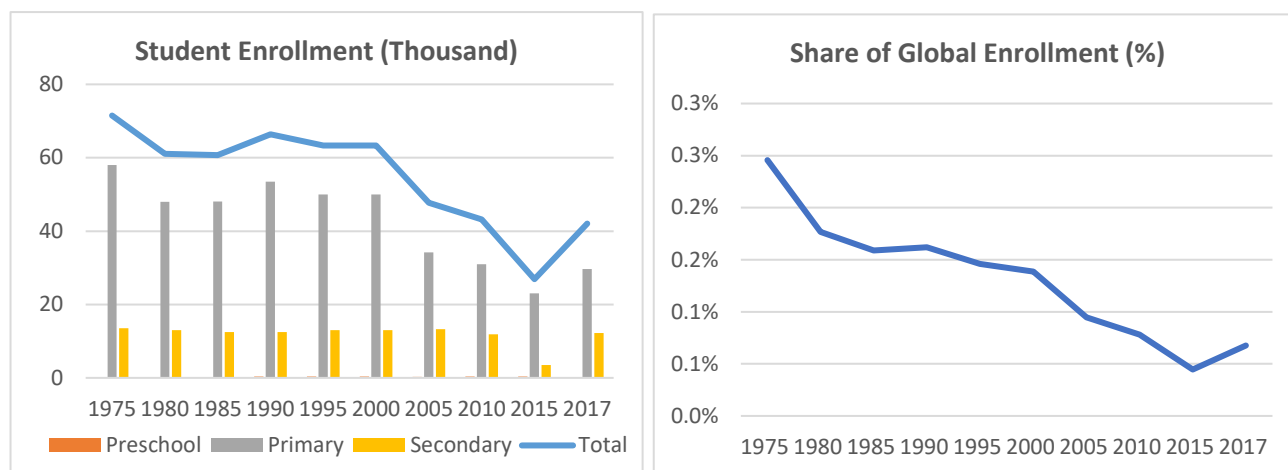
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	0	0	0	0	0	0	0
Primary	58	48	48	54	50	50	34	31	23	30
Secondary	14	13	13	13	13	13	13	12	4	12
Total	72	61	61	66	63	63	48	43	27	42
Schools										
Preschool	-	2	5	11	11	11	11	5	5	6
Primary	128	124	127	128	122	122	129	128	124	118
Secondary	27	26	24	24	24	24	24	23	22	22
Total	155	152	156	163	157	157	164	156	151	146

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	13.7%	0.0%	-0.4%	-12.7%	-43.0%	18.6%	0.0%	-7.6%	2.6%	9.5%
Primary	1.1%	-0.7%	-4.7%	-0.6%	13.6%	0.3%	-0.5%	0.5%	-1.2%	-2.4%
Secondary	-0.4%	0.4%	-0.9%	0.4%	87.1%	-0.8%	0.0%	-0.4%	-0.6%	0.0%
Total	0.8%	-0.5%	-3.8%	-0.4%	25.1%	0.7%	-0.4%	-0.1%	-0.9%	-1.7%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **United Arab Emirates**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

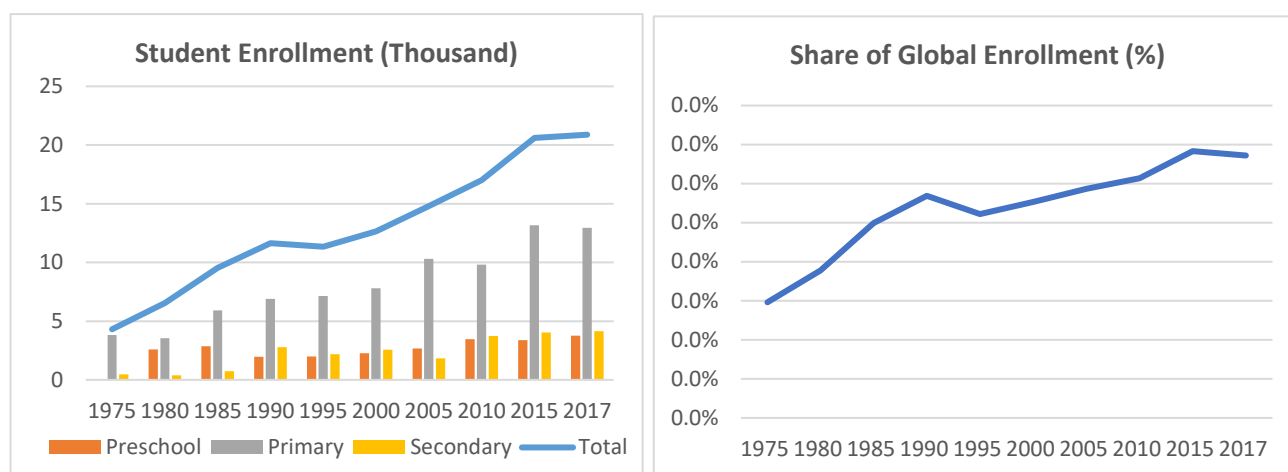
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	3	3	2	2	2	3	3	3	4
Primary	4	4	6	7	7	8	10	10	13	13
Secondary	0	0	1	3	2	3	2	4	4	4
Total	4	7	10	12	11	13	15	17	21	21
Schools										
Preschool	-	5	6	6	6	6	5	6	6	9
Primary	6	6	6	6	6	6	5	7	7	11
Secondary	4	2	2	6	6	6	5	6	6	7
Total	10	13	14	18	18	18	15	19	19	27

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-2.7%	1.5%	4.3%	1.2%	5.4%	1.8%	0.0%	0.0%	6.0%	22.5%
Primary	6.9%	1.2%	2.3%	4.0%	-0.8%	0.0%	0.0%	1.6%	6.7%	25.4%
Secondary	21.6%	-0.8%	3.8%	1.6%	1.4%	11.6%	0.0%	0.0%	2.2%	8.0%
Total	5.9%	0.8%	3.0%	3.0%	0.6%	3.3%	0.0%	0.5%	5.1%	19.2%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Uganda**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

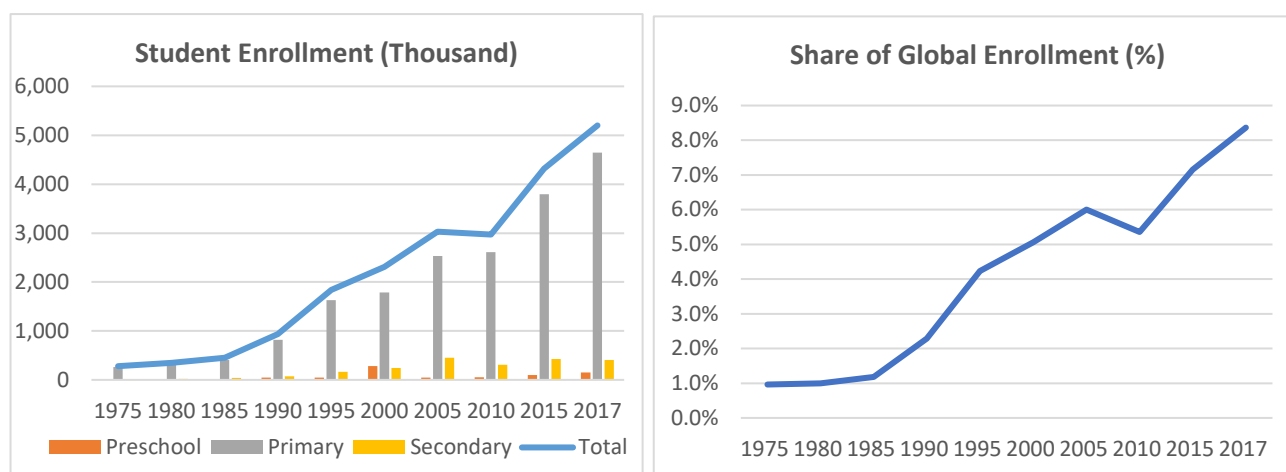
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	9	48	45	280	44	55	99	153
Primary	264	325	405	817	1630	1788	2531	2608	3795	4643
Secondary	16	19	39	74	162	244	455	307	425	405
Total	280	345	453	939	1,837	2,312	3,030	2,969	4,320	5,201
Schools										
Preschool	-	7	117	1,104	506	506	797	564	691	1,381
Primary	1,629	1,617	1,812	2,843	4,428	4,428	3,266	4,163	4,623	5,282
Secondary	74	81	167	238	450	450	667	627	687	811
Total	1,703	1,705	2,096	4,185	4,407	5,384	4,730	5,354	6,001	7,474

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	45.2%	19.4%	-15.1%	15.9%	24.2%	65.9%	-7.5%	1.1%	13.6%	41.4%
Primary	9.7%	8.1%	3.8%	8.6%	10.6%	5.8%	4.5%	-0.6%	3.5%	6.9%
Secondary	14.8%	12.7%	2.3%	4.0%	-2.4%	11.4%	6.6%	3.4%	3.7%	8.7%
Total	10.5%	9.4%	2.5%	8.3%	9.7%	9.4%	2.6%	-0.1%	4.9%	11.6%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **United States of America**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

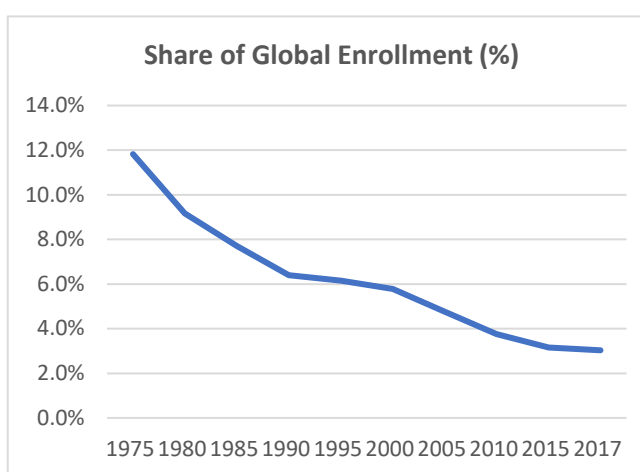
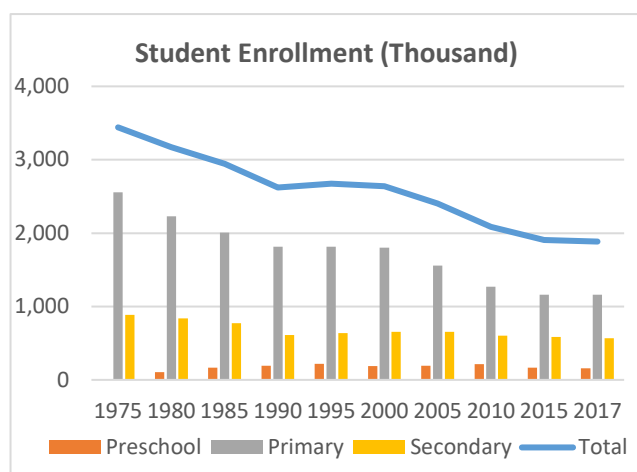
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	105	165	193	218	186	192	213	166	158
Primary	2,557	2227	2005	1815	1815	1800	1559	1270	1159	1159
Secondary	884	838	774	612	638	654	653	603	583	568
Total	3,441	3,170	2,944	2,620	2,672	2,640	2,405	2,086	1,908	1,885
Schools										
Preschool	-	3,406	4,690	5,318	5,668	5,668	5,194	5,051	4,936	4,282
Primary	8,414	8,022	7,764	7,294	6,964	6,964	6,793	6,122	5,638	5,135
Secondary	1,624	1,549	1,425	1,319	1,280	1,280	1,297	1,325	1,229	1,217
Total	10,038	12,977	13,879	13,931	13,925	13,912	13,284	12,498	11,803	10,634

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	6.3%	-0.4%	1.4%	-4.2%	-2.6%	4.6%	0.6%	-1.1%	-2.3%	-6.9%
Primary	-2.0%	-0.1%	-3.4%	-1.3%	0.0%	-0.9%	-0.5%	-1.3%	-2.5%	-4.6%
Secondary	-3.1%	0.7%	-0.8%	-0.8%	-1.2%	-1.6%	-0.3%	0.3%	-1.2%	-0.5%
Total	-1.9%	0.1%	-2.3%	-1.4%	-0.6%	0.7%	0.0%	-1.1%	-2.3%	-5.1%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Uruguay**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

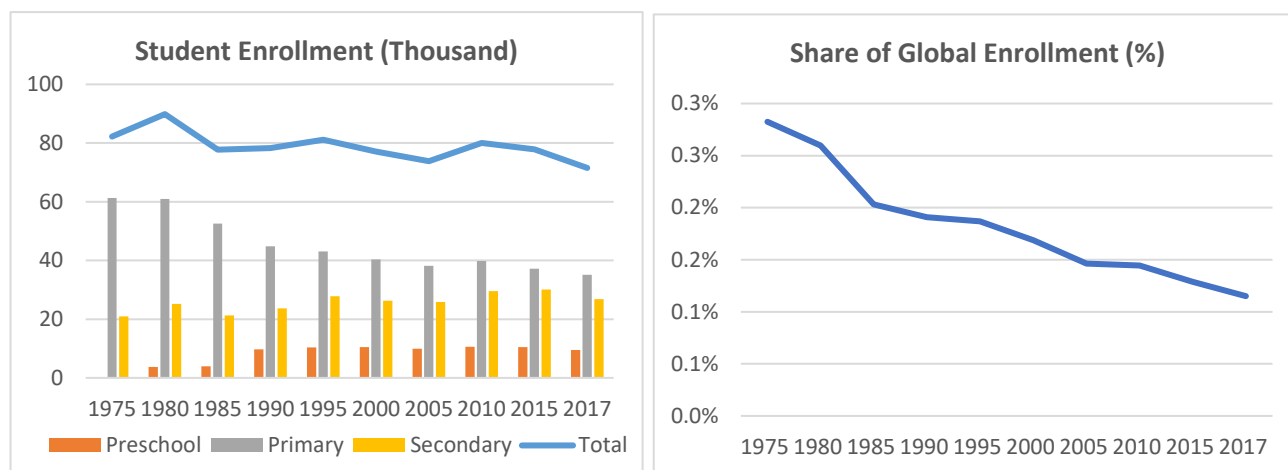
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	4	4	10	10	11	10	11	10	10
Primary	61	61	53	45	43	40	38	40	37	35
Secondary	21	25	21	24	28	26	26	30	30	27
Total	82	90	78	78	81	77	74	80	78	72
Schools										
Preschool	-	80	97	142	165	165	170	154	153	147
Primary	213	196	176	183	167	167	170	159	162	151
Secondary	95	93	92	95	89	89	82	75	83	82
Total	308	369	365	420	438	421	422	388	398	380

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	10.1%	0.7%	0.1%	-1.5%	-4.4%	5.9%	1.5%	-0.7%	-0.7%	-2.0%
Primary	-3.0%	-1.0%	-0.1%	-1.8%	-2.9%	-0.7%	-0.9%	-0.5%	-0.7%	-3.5%
Secondary	-0.6%	1.0%	1.2%	-1.4%	-5.6%	0.2%	-0.7%	-1.7%	1.3%	-0.6%
Total	-1.4%	-0.1%	0.4%	-1.6%	-4.1%	1.3%	0.0%	-0.8%	-0.3%	-2.3%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Vanuatu**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

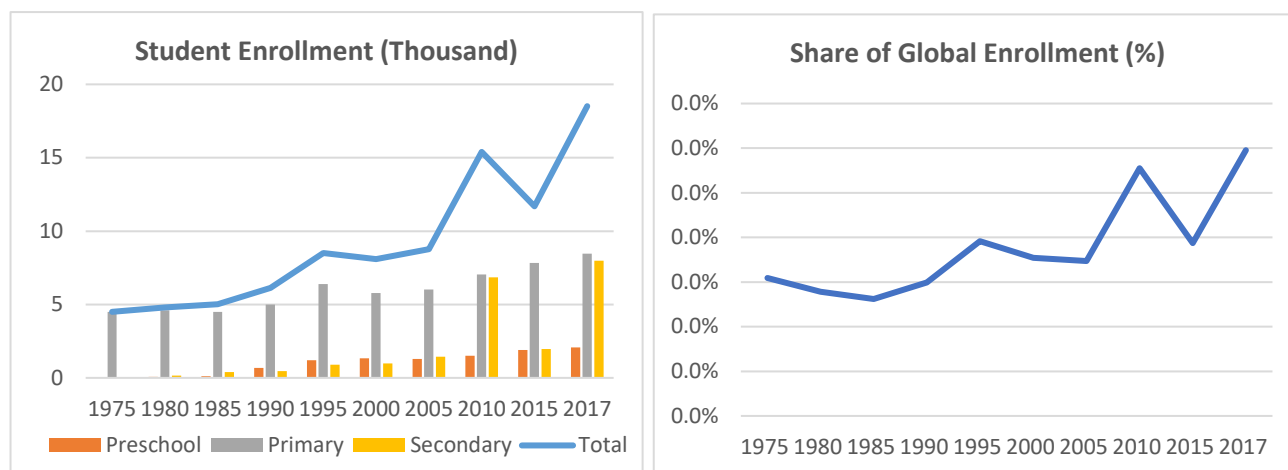
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	1	1	1	1	2	2	2
Primary	5	5	4	5	6	6	6	7	8	8
Secondary	0	0	0	0	1	1	1	7	2	8
Total	5	5	5	6	9	8	9	15	12	19
Schools										
Preschool	-	2	2	6	56	56	47	47	50	58
Primary	28	34	35	36	53	50	52	53	54	56
Secondary	0	2	2	2	8	8	10	11	13	19
Total	28	38	39	44	117	114	109	111	117	133

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-	7.0%	1.1%	4.7%	4.4%	-	25.0%	-1.7%	3.0%	7.7%
Primary	0.8%	1.4%	2.0%	2.7%	4.0%	0.6%	3.3%	0.6%	0.8%	1.8%
Secondary	11.6%	8.1%	21.5%	2.2%	101.3%	0.0%	14.9%	3.2%	8.1%	20.9%
Total	2.5%	2.8%	6.6%	2.7%	25.8%	1.5%	10.0%	-0.3%	2.6%	6.6%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Venezuela**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

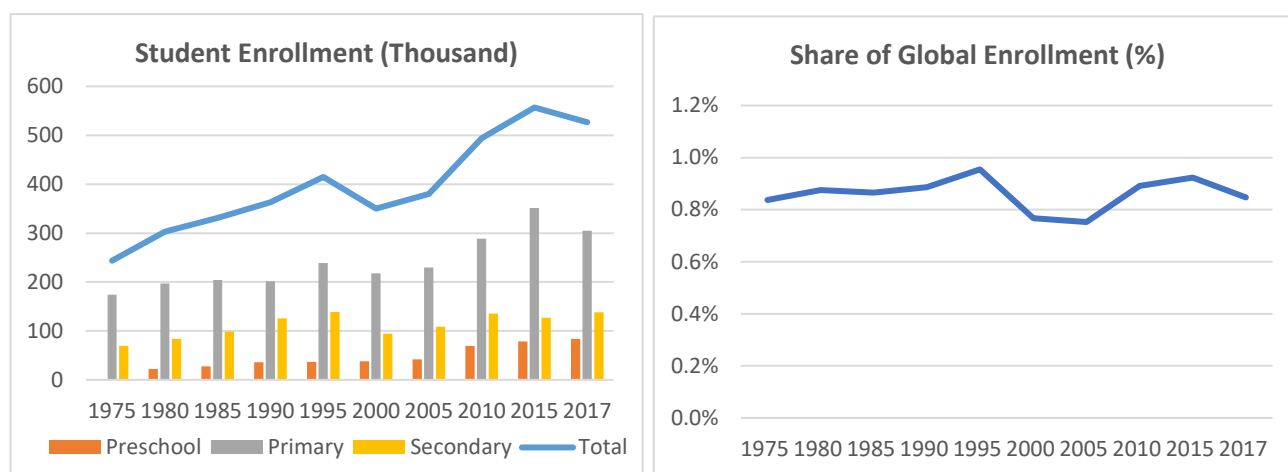
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	22	27	36	37	38	42	69	79	83
Primary	174	197	204	202	239	218	229	288	351	305
Secondary	70	84	99	126	139	94	109	136	127	138
Total	244	303	331	363	415	350	380	494	557	527
Schools										
Preschool	-	262	265	330	364	380	377	422	431	457
Primary	629	568	526	480	590	498	606	585	608	548
Secondary	259	344	271	281	361	375	416	404	387	422
Total	888	1,174	1,062	1,091	1,315	1,253	1,399	1,411	1,426	1,427

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-	0.6%	6.2%	2.7%	3.1%	-	1.4%	1.1%	1.1%	3.0%
Primary	0.2%	0.8%	2.9%	0.8%	-6.8%	-1.7%	0.4%	1.6%	-0.9%	-5.1%
Secondary	4.1%	-2.8%	3.7%	0.2%	4.3%	-2.0%	2.9%	0.7%	0.6%	4.4%
Total	1.8%	-0.4%	3.5%	0.9%	-2.7%	-0.7%	1.4%	1.2%	0.2%	0.0%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Viet Nam**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

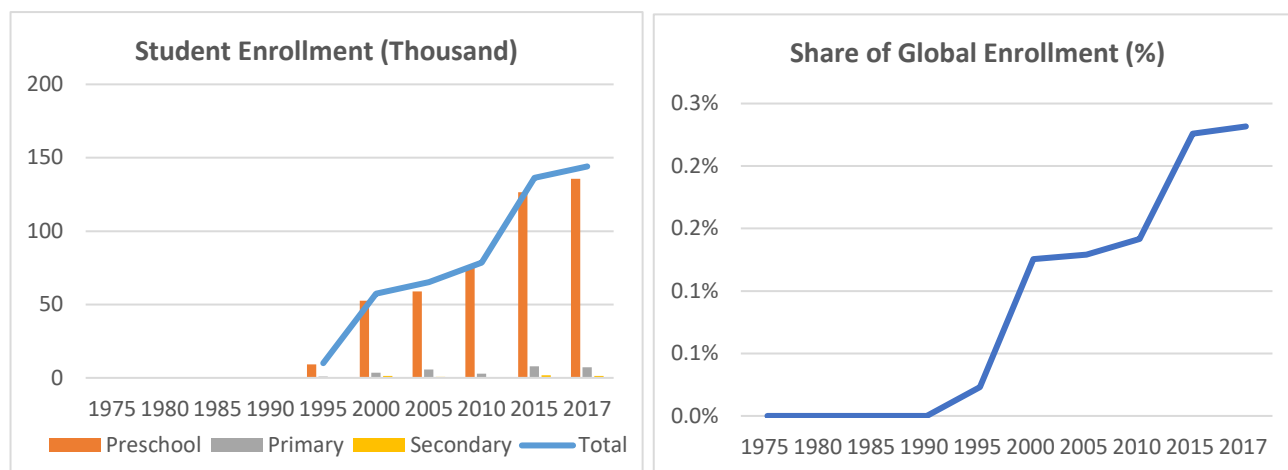
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-				9	52	59	76	127	136
Primary					1	3	6	3	8	7
Secondary					0	1	1	0	2	1
Total					10	57	65	79	136	144
Schools										
Preschool	-				110	603	578	554	783	910
Primary					15	84	88	12	43	45
Secondary					0	4	2	4	25	24
Total					125	691	668	570	851	979

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-		3.7%	8.7%	3.5%	-		-0.8%	7.3%	7.8%
Primary			-2.2%	14.5%	-4.9%			-17.7%	20.8%	2.3%
Secondary			-26.3%	51.6%	-18.6%			0.0%	29.2%	-2.0%
Total			3.2%	9.1%	2.8%			-1.9%	8.0%	7.3%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Zambia**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

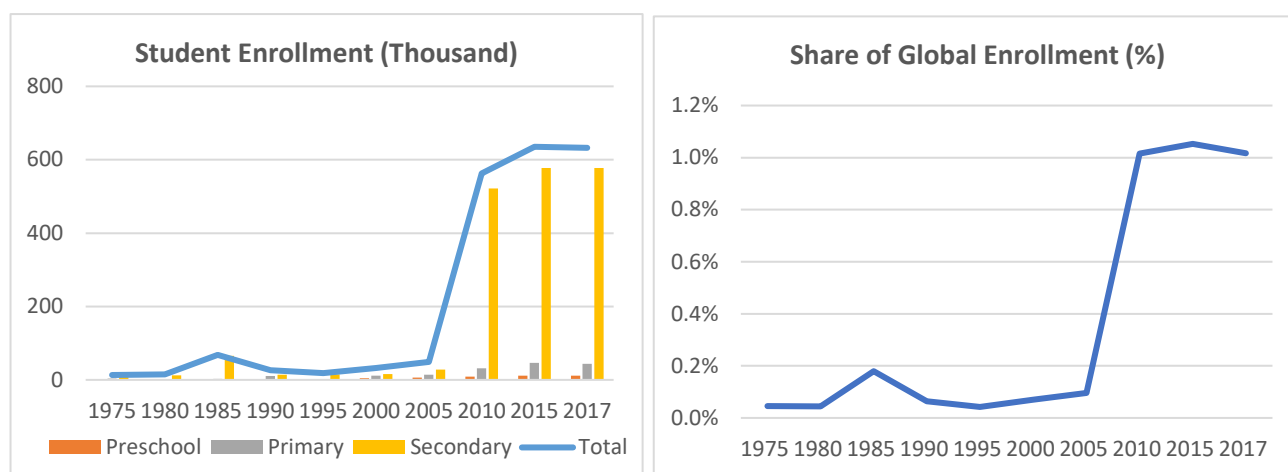
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	0	0	2	2	5	6	9	12	12
Primary	4	2	3	11	2	11	14	32	46	44
Secondary	9	13	65	14	15	16	28	522	577	577
Total	13	15	69	26	18	32	49	563	635	633
Schools										
Preschool	-	5	12	16	16	79	92	98	99	111
Primary	13	9	6	4	9	41	40	76	96	96
Secondary	34	37	38	41	38	47	67	59	89	88
Total	47	51	56	61	63	167	199	233	284	295

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-	11.2%	7.1%	3.6%	0.8%	-	17.3%	2.2%	1.8%	5.9%
Primary	16.9%	0.6%	10.7%	4.6%	-3.2%	-7.8%	26.2%	6.4%	3.4%	0.0%
Secondary	0.8%	1.5%	41.8%	1.4%	0.0%	1.0%	1.4%	2.3%	5.9%	-0.6%
Total	5.6%	2.1%	33.2%	1.7%	-0.2%	1.8%	10.6%	3.4%	3.4%	1.9%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



Citation: Wodon, Q. 2020. *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education.

Global Catholic Education Report 2020: Country Profiles

Country: **Zimbabwe**

Data: Statistical yearbooks of the Church

Table 1: Trends in the Number of Students (Thousand) and Schools, 1975-2017

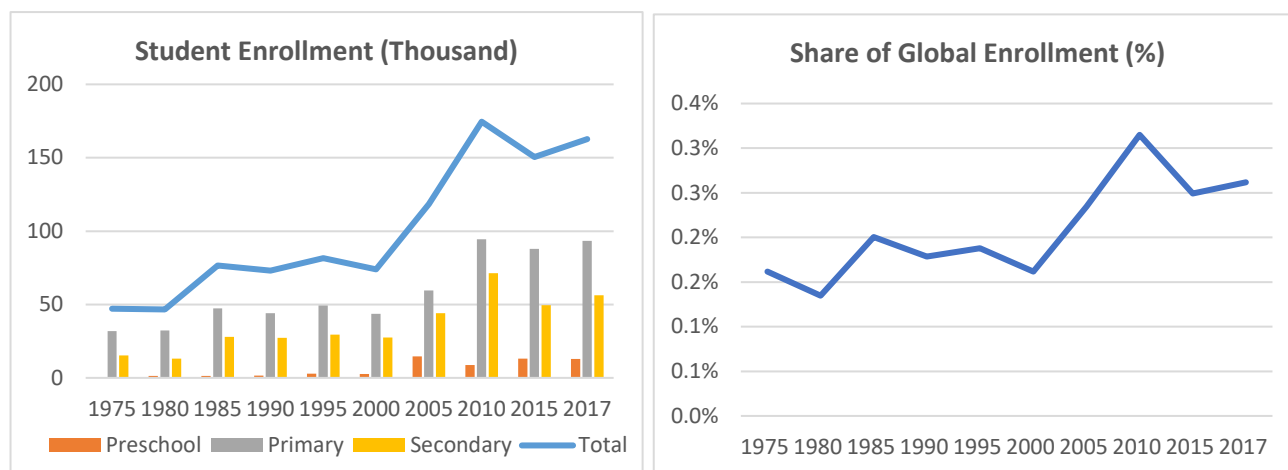
	1975	1980	1985	1990	1995	2000	2005	2010	2015	2017
Students										
Preschool	-	1	1	2	3	3	15	9	13	13
Primary	32	32	47	44	49	44	60	94	88	93
Secondary	15	13	28	27	30	28	44	71	50	56
Total	47	47	77	73	82	74	118	175	150	163
Schools										
Preschool	-	16	21	39	55	68	84	83	95	92
Primary	85	69	70	69	70	72	81	104	118	121
Secondary	89	73	74	54	58	59	72	97	111	114
Total	174	158	165	162	183	199	237	284	324	327

Note: No data for preschools in 1975.

Table 2: Annual Growth Rates in the Number of Students and Schools, Various Periods (%)

	Students					Schools				
	1980s	1990s	2000s	2010s	2015-17	1980s	1990s	2000s	2010s	2015-17
Preschool	-	5.0%	12.7%	5.6%	-0.6%	-	5.7%	2.0%	1.5%	-1.6%
Primary	3.2%	-0.1%	8.0%	-0.2%	3.1%	0.0%	0.4%	3.7%	2.2%	1.3%
Secondary	7.6%	0.1%	10.0%	-3.3%	6.6%	-3.0%	0.9%	5.1%	2.3%	1.3%
Total	4.6%	0.1%	9.0%	-1.0%	4.0%	0.3%	2.1%	3.6%	2.0%	0.5%

Note: Compounded growth rates for 10 years by decade (e.g., 1980 to 1990) except last two periods



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