

U.S. GOVERNMENT STRATEGY ON INTERNATIONAL BASIC EDUCATION

FY 2020 Report to Congress

The U.S. Agency for International Development (USAID) submits this report on behalf of the U.S. Government (USG) as a progress update in response to the requirement in Section 4(a) of the Reinforcing Education Accountability in Development (READ) Act of 2017. This report describes the implementation of the USG's International Strategy on Basic Education (Strategy) during Fiscal Year (FY) 2020.

Message from the Acting Senior Coordinator for International Basic Education Assistance

COVID-19 brought drastic changes to the world, with unique challenges in the global education sector. More than 90 percent of schools around the world closed at one point during the pandemic, affecting 1.6 billion learners in at least 194 countries.

Amid these challenges and changes to the global landscape of education, the Strategy continues to drive increased coordination and collaboration among departments and agencies and support our partners in developing countries to return to learning. Our “One USG” approach is providing thoughtful analysis, planning, resources, and commitment by each department and agency that invests in international basic education. This report highlights our collective efforts to expand access to high-quality education and improve learning outcomes.

Despite the challenges of the COVID-19 pandemic, departments and agencies have continued to deliver real, highly effective results in partner countries. **In FY 2020, we collectively reached more than 25.4 million learners** through programs designed to improve measurable learning outcomes and expand access to high-quality education for all. In the last year, **departments and agencies worked to address and mitigate the impacts of COVID-19** by helping to ensure that education systems around the world can be resilient through the pandemic, as well as any future challenges, and prevent development backsliding. The work included **ensuring access for children and youth to distance learning, continuing to support nutritional needs through take-home rationing, supporting the well-being of learners and educators, and preparing for safe and responsible school closings and reopenings.**

The collective efforts of the departments and agencies under the Strategy—together with strong, bipartisan support from Congress—serve as a foundation to build education systems back better to be more resilient to future shocks. We will build on this progress and continue to work toward a world where education systems in partner countries enable all individuals to acquire the education and skills needed to be productive members of society.

—LeAnna Marr, Acting U.S. Senior Coordinator for International Basic Education Assistance

The U.S. Government Strategy Objectives

The COVID-19 pandemic severely affected education systems around the world with widespread school closures and disruptions to service. These closures caused program indicators to be lower in FY 2020 as programs and activities adapted during the pandemic. Despite these challenges, the **USG reached more than 24.3 million primary and secondary students in 57 countries and more than one million individuals with tertiary, vocational, and other workforce training.** USG programs continue to build the resilience capacities of education systems to sustain access to safe, high-quality learning in the face of future shocks.

OBJECTIVE ONE: Improve Measurable Learning Outcomes

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

Provide children with a strong foundation

The USG focuses its efforts on two areas in early childhood to foster the physical, cognitive, linguistic, and social-emotional development of young children: 1) child nutrition and health programs and 2) pre-primary education programs.

In FY 2020, the USG provided more than **2.9 million children in 21 countries with nutrition assistance** and provided education support to **more than 20,000 children in pre-primary programs.**¹

- Projects from the Department of Agriculture (USDA) fed school meals to more than 1.9 million food-insecure children during the school year and distributed take-home rations to over 1.7 million children and community members during the global COVID-19 pandemic.

Improve basic skills

The USG works with governments and private-sector providers in partner countries to increase students' reading, math, and other basic skills by the end of primary school.

In FY 2020, the USG:

- Provided more than **24.3 million primary and secondary students in 57 countries with opportunities to learn literacy, numeracy, and other basic skills**, in formal and nonformal settings, including in local languages.
 - In response to COVID-19, more than 30 USAID Missions supported distance learning programming over a variety of platforms including radio, television, and Internet.
- **Trained and provided professional development to nearly 315,000 teachers and educators in 45 countries**, improving their instruction in literacy, numeracy, and other basic skills.
 - For example, the COVID-19 pandemic had a large impact on the Millennium Challenge Corporation's El Salvador programming; however, implementers in the country were able to

¹ This is the first year that the USG is tracking pre-primary programming.

adapt the teacher training component to an online format and trained 5,660 instructors (more than double the target).

- Distributed more than **32.3 million textbooks and other teaching and learning materials**.
- Engaged with more than **22,000 parent-teacher associations (PTAs) or community-based school governance structures in 35 countries**.

Prepare individuals for a productive future

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

- In FY 2020, the USG provided more than **one million individuals with tertiary, vocational, and other workforce training in 48 countries**.

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

Under the Strategy, the USG prioritizes reaching the most marginalized and vulnerable groups because their learning should be in safe, equitable, and high-quality learning environments.

Children and youth affected by crisis and conflict, especially those who are displaced

The USG funds education programs in crisis- and conflict-affected environments² to respond to short-term educational needs. These programs also work with stakeholders in partner countries to address the long-term, systemic reforms needed to mitigate future crises and build individual, community, and institutional resilience. As part of these efforts, the USG works with international organizations and nongovernmental organizations to expand access to education for refugees and others affected by conflict.

- In FY 2020, preliminary data under new measurements show that education programs **reached more than 600,000 children and youth in 12 countries affected by crisis and conflict**.³
- The USG also **built or repaired more than 6,400 educational facilities in 31 countries** that provide safe, accessible, and supportive learning environments for students and teachers.

Individuals who experience discrimination and marginalization, including girls

The USG works to provide the most marginalized and vulnerable populations with access to safe, equitable, and high-quality education. This work has far-reaching positive effects on individuals and their households, communities, and countries.

In FY 2020, the USG:

² For this report, the Strategy does not count individuals as being in “crisis and conflict” if COVID-19 is the sole risk factor.

³ The number is likely to increase with final data. Thirty countries with USG education programming for children and youth are affected by crisis and conflict. In FY 2020, departments and agencies worked on more definitive measures to capture the number of children and youth affected by crisis and conflict. These measures will allow for disaggregation by marginalized groups such as girls.

- **Provided education interventions to at least 12.1 million women and girls** in formal and nonformal settings. **This figure represents approximately 49 percent of the beneficiaries** for whom sex is known, continuing efforts for gender parity in programs.
- **Delivered health care and nutrition to more than 851,000 girls** in early childhood, pre-primary, primary, and secondary education. **This figure represents approximately 49 percent of the beneficiaries** for whom sex is known, continuing efforts for gender parity in programs and staying in alignment with the Strategy.
- **Worked with governments and parliaments in 15 countries to adopt 57 new or reformed public-sector laws, policies, regulations, and/or administrative procedures** that support increased access to education and/or improved learning.

Children and youth vulnerable to violence, abuse, and exploitation, particularly child laborers, married adolescents, and victims of trafficking

The USG works to address the barriers to education faced by the world's most vulnerable children and youth and to tackle the root causes of child labor in part by promoting access to high-quality education for children around the globe. Ensuring children and youth who are victims of, or vulnerable to, exploitation, abuse, and violence are able to receive an education is essential to breaking cycles of poverty and violence.

In FY 2020, the USG addressed barriers to education by **providing education or vocational services to more than 2,455 children engaged in, or at high risk of, child labor.**

- During FY 2020, the Department of Labor worked with its grantees to adjust their approaches, as the COVID-19 pandemic presented unprecedented new challenges to vulnerable children and youth. For example, the Youth Pathways Central America (YPCA) project, which works to reduce child labor and hazardous work in El Salvador and Honduras, shifted its focus to supporting opportunities for virtual schooling for vulnerable children and virtual training for youth. YPCA is providing digital learning and socio-emotional support to bolster the efforts by the ministries of education to connect youth, teachers, and parents.
- In FY 2020, the Department of State's partners adapted education programs in response to the COVID-19 pandemic by advocating for refugee inclusion in national distance and remote learning opportunities, ensuring child protection services continued throughout the response, and promoting safe return to classrooms whenever possible.

A Whole-of-Government Approach for Progress

COORDINATION GOAL 1: Strengthen the transparency and accountability of and streamline reporting on U.S. Government-funded programs.

The Strategy commits the USG to “harmonizing common project-level indicators to supplement existing agency indicators and using global indicators and definitions wherever possible.” The adoption of harmonized indicators will increase collaboration among departments and agencies on data collection, performance setting for benchmark assessments, and cross-branding methodologies and toolkits.

Progress on harmonized indicators

In FY 2020, the Advisory Committee agreed to a process to build consensus across departments and agencies and harmonize indicators. Given the range of education programs, it is understood that not all departments and agencies will report on every indicator. Rather, each will report on the indicators that most align with its programs. In addition, departments and agencies have agreed that current programs will not have to alter existing work; instead, indicators will be adopted as they move forward. The USG Advisory Committee approved the following harmonized indicators in FY 2020:

Math:

1. Percentage of students who improve their level of math proficiency.⁴
2. Percentage change in students who achieve minimum proficiency in math.⁵

Workforce Development (WFD): Given the wide variety of WFD programming, the Advisory Committee adopted three outcome indicators measuring distinct aspects of WFD programming: completion, employment, and skills.

1. Percent of individuals who complete USG-assisted workforce development programs.
2. Percent of individuals employed following participation in USG-assisted workforce development programs.
3. Percent of individuals who demonstrate skills following participation in USG-assisted workforce development programs.

COORDINATION GOAL 2: Ensure a consistent level of quality across programs.

In the fall of 2020, USAID sent a coordination survey to USAID Mission staff to better understand how agencies and departments coordinated on basic education programs and to identify opportunities to increase the frequency and effectiveness of coordination.

Mission staff in 41 countries responded to the survey and provided examples of effective coordination, flagged factors facilitating or hindering working together, and identified steps that could help strengthen coordination. Below is an overview of the findings. Annex Four includes further information on all types reported:

- *Reporting of coordination:* 41 Missions reported supporting basic education work.
 - Of the 36 Missions that report coordination is possible, 34 reported some level of coordination.
 - Of the 18 respondents from countries experiencing conflict and crisis, 14 reported some level of coordination.
- *Types of coordination:* The top three types of coordination from 34 Missions that reported:
 - 74 percent reported sharing data, research, and evidence.

⁴ Based on improvement in math proficiency along a four-point scale. Improvement in math proficiency is included because it demonstrates a range of improvement along the proficiency scale. It also shows more nuanced changes in students' scores, even when they are below minimum proficiency.

⁵ Based on the concept of change in minimum proficiency in math.

- 71 percent reported holding cross-agency meetings and/or events with non-USG partners and stakeholders.
- 53 percent reported cross-agency coordination of meetings with host country government officials.
- *Bilateral and multilateral coordination:* Out of the 41 Missions that reported:
 - 80 percent report coordinating with bilateral organizations.
 - 80 percent reported coordinating with multilateral organizations.

COORDINATION GOAL 3: Improve coordination and reinforce a “One USG” approach while optimizing the strength of each department and agency to achieve the maximum impact of taxpayer dollars.

While COVID-19 drastically affected education around the world, departments and agencies continued to coordinate where possible and reinforce a One USG approach.

Throughout the pandemic, departments and agencies shared COVID-19-related tools and resources and coordinated in response.

- In Mozambique, the Peace Corps and USAID adapted a joint Community Library Program to the COVID-19 environment by providing literacy instruction via radio. You can read more about this program in Annex Three.
- In Guatemala, the nationwide school closure affected 4.2 million students enrolled across pre-primary and secondary school. USAID supported 2.4 million primary and lower secondary students in the public education system to transition to a virtual learning platform in coordination with the Ministry of Education. In addition, USAID and the Millennium Challenge Corporation provided technical assistance to the Ministry of Education and Health to release the school protocols. USAID is also partnering with a local foundation and the Department of Defense to ensure a safe learning environment by sanitizing schools and providing masks to all students, teachers, and administrators. This is expected to reach half the public primary schools in Guatemala.

In FY 2020, the USG also worked to update the Strategy webpage on EducationLinks to provide data and resources across departments and agencies at a country level.

- The site now features an overview of each department and agency, updated key documents, and an [interactive map](#).
 - Tab One of the map showcases how many agencies have active basic education programs to demonstrate collective presence.
 - Tab Two features a map that can be filtered by agency and program level/type.
- The full site can be found at www.edu-links.org/about/strategy.







Annex One: Data on Common Output Indicators Reported by Departments and Agencies for FY 2020

The common output indicators in Annex One are intended to bring together reporting on the results for assistance in international basic education funded by the USG to advance the objectives in the [Reinforcing Education Accountability in Development \(READ\) Act \(Division 2 of Public Law 115-56\)](#):

- Expand access equitably to basic education for all children, particularly marginalized children and vulnerable groups
- Improve measurably the quality of basic education and learning outcomes

An interagency USG technical working group developed the indicators because they capture progress toward the above goals. Currently, federal departments and agencies have greater harmony with respect to indicators that reflect outputs, such as actual numbers reached or produced, than metrics that illustrate outcomes, which capture the goal of outreach and production. As a result, the common indicators included in reporting at this time are those that mostly reflect outputs. The USG Technical Working Group is focused on improving collaboration across USG departments and agencies for expanding outcome indicators and for the accessibility, use, and collection of data, including improving reporting on disaggregated data on marginalized groups. These improvements will contribute to better harmonized outcome and output indicators in future reporting.

The USG Technical Working Group developed the common output indicators by consolidating existing indicators from federal departments and agencies, chosen to present a picture of USG funding for international basic education in FY 2019. The indicators address broad categories of support and reflect priorities articulated in the Strategy, including the following:

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

All common indicator data depend on data from FY 2020 submitted by USG departments and agencies that fund assistance programs in international basic education, including the U.S. Departments of Agriculture (USDA) and Labor (DOL), the Millennium Challenge Corporation (MCC), the Peace Corps, and USAID. Although the U.S. Department of State supports basic education in the countries in which it works, it does not track outputs separately for the education sector; the Department of State reports data when available through the data call for the annual Performance Plan and Report (PPR). Several of the common output indicators only reflect the work of one or two federal departments or agencies. This is not necessarily because those are the only departments or agencies doing work in that area, but they might be the only ones that collect data on that similar output indicator.

Data presented in Annex One represent provisional reporting for FY 2020 for several departments and agencies. When updated and verified figures are available later in FY 2021, the USG Technical Working Group will revise these tables and make them available on www.edu-links.com.

FY 2020 | SUMMARY BY COMMON INDICATOR

Contributing Agencies:



Updated April 21, 2021

I. Child, Youth, and Adult Learning and Preparedness



1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings

Number of males	12,749,270
Number of females	12,138,920
Total (male and female)	25,421,782
Number of individuals at risk	2,262,704
Number of individuals with disabilities	276,236

1b. Number of children and youth who received health and nutrition services

Number of males	863,707
Number of females	851,132
Total (male and female)	2,979,426
Number of individuals at risk	-
Number of individuals with disabilities	-

1c. Number of schools or institutions that received assistance

Number of pre-primary schools	1,888
Number of primary schools	31,715
Number of secondary schools	112
Total	107,473

2. Training Teachers/Educators



2a. Number of teachers/educators who received training/professional development

Number of males	124,506
Number of females	165,909
Total (male and female)	314,490

3. Providing safe and equitable learning environments



3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired

Total	6,427
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4. Engaging Families and Communities



4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance

Total	22,098
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5. Providing textbooks and teaching and learning materials



5a. Number of textbooks and other teaching and learning provided

Total	32,344,691
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6. Systems Strengthening



6a. Number of new or reformed public-sector laws, policies, regulations and/or administrative procedures that support increased access and/or learning adopted

Total	57
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6b. Number of education administrators and officials who complete professional development activities

Number of males	47,606
Number of females	19,935
Total (male and female)	71,462

FY 2020 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1a. Education Interventions

**Contributing
Agencies:**



Updated April 21, 2021

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings

	Primary and secondary					Tertiary, vocational, and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	12,532,564	11,853,862	24,387,064	2,261,258	275,487	206,466	275,066	1,014,486	1,446	758
Islamic Republic of Afghanistan	553,545	486,170	1,039,715	-	-	25	3,921	3,946	-	-
Republic of Azerbaijan	-	-	-	-	-	163	254	417	-	-
Republic of Bénin	6,167	4,608	10,775	-	-	-	-	-	-	-
Burma	7,825	7,370	15,195	-	-	37	58	1,254	14	-
Republic of Burundi	-	-	-	-	-	-	-	700	-	-
Kingdom of Cambodia	83,656	77,114	160,770	-	16,694	361	449	810	-	-
People's Republic of China	5,976	24,657	30,633	-	-	-	-	-	-	-
Republic of Colombia	3,627	1,663	5,290	208	-	2,098	2,766	4,868	-	-
Republic of Costa Rica	1,449	1,441	2,890	18	-	-	-	-	-	-
Republic of Côte d'Ivoire	-	-	-	-	-	-	-	287	-	-
Democratic Republic of the Congo	188,598	204,676	393,274	-	-	1,132	2,874	4,006	-	-
Republic of Djibouti	13,160	10,853	24,013	-	-	1,294	1,286	2,580	-	-
Dominican Republic	71,232	67,864	139,096	-	-	-	-	-	-	-
Eastern Caribbean and Barbados	35,485	37,670	73,155	-	-	-	-	-	-	-
Republic of Ecuador	144	105	249	-	-	-	-	-	-	-
Arab Republic of Egypt	16,236	29,003	45,239	-	-	59,776	56,025	115,792	-	-
Republic of El Salvador	65,367	62,629	127,996	54,589	-	3,718	4,043	7,761	-	-
Federal Democratic Republic of Ethiopia	1,237,996	1,106,150	2,344,146	450,507	-	-	-	-	-	-
Georgia	188	187	375	-	-	7,393	10,294	17,687	-	-
Republic of Ghana	247,963	237,980	485,943	-	-	-	-	-	-	-
Republic of Guatemala	1,386	1,792	3,177	-	-	2,247	2,414	9,322	-	-
Republic of Guinea	-	-	-	-	-	-	-	10,387	-	-
Co-operative Republic of Guyana	518	545	1,063	-	-	-	-	-	-	-
Republic of Haïti	15,585	15,511	31,096	-	-	-	-	-	-	-
Republic of Honduras	184,722	178,761	363,483	228,019	-	3,965	4,410	8,375	114	-
Republic of India	190,002	193,243	383,245	-	-	-	2,000	1,857	-	-

FY 2020 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

Updated April 21, 2021

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
	Primary and secondary					Tertiary, vocational, and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Republic of Indonesia	-	-	-	-	-	25,424	43,962	119,636	-	-
Republic of Iraq	-	-	-	-	-	301	257	1,060	135	-
Jamaica	109	104	213	-	-	-	-	-	-	-
Hashemite Kingdom of Jordan	189,747	214,793	404,540	-	-	1,011	1,661	6,526	-	10
Republic of Kazakhstan	-	-	350	-	-	-	-	-	-	-
Republic of Kenya	1,655,366	1,575,020	3,230,386	-	4,568	6,009	7,267	13,276	-	-
Republic of Kosovo	-	-	-	-	-	-	-	652	-	-
Kyrgyz Republic	112,214	108,129	220,343	-	-	204	260	464	-	-
Lao People's Democratic Republic	3,105	3,437	6,542	-	-	-	-	-	-	-
Lebanese Republic	75,426	72,776	148,202	-	148,202	203	291	2,529	494	-
Republic of Liberia	26,794	24,943	51,737	-	-	-	-	-	-	-
Republic of Malawi	1,791,912	1,786,567	3,578,479	-	87,781	91	121	212	-	-
Republic of Mali	34,154	34,503	68,657	-	266	-	-	1,448	-	-
United Mexican States	84	99	183	183	-	1,982	1,259	3,241	-	-
Republic of Moldova	939	1,187	2,126	-	-	-	-	344	-	-
Republic of Montenegro	-	-	-	-	-	7	62	69	-	-
Kingdom of Morocco	1,684,880	1,542,765	3,227,645	-	-	1,227	1,062	2,289	-	-
Republic of Mozambique	441,175	453,162	894,337	-	-	-	-	-	-	-
Federal Democratic Republic of Nepal	309,221	321,884	631,105	-	4,050	-	-	-	-	-
Republic of Nicaragua	743	746	1,489	1,489	35	1,006	875	1,881	-	-
Republic of Niger	-	-	-	-	-	224	141	355	-	-
Federal Republic of Nigeria	467,009	430,062	897,071	48,166	175	-	-	-	-	-
Republic of North Macedonia	-	-	-	-	-	26,583	24,228	50,811	-	-
Islamic Republic of Pakistan	5,763	931	6,694	6,694	-	563	713	2,238	-	-
Republic of Paraguay	65	64	129	129	-	26	53	79	-	-
Republic of The Philippines	114,511	107,178	221,689	-	432	-	-	1,222	-	-
Republic of Rwanda	754,510	721,883	1,476,393	-	11,844	20,861	60,330	81,191	-	-
Independent State of Samoa	127	114	241	-	-	-	-	-	-	-

FY 2020 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

Updated April 21, 2021

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
	Primary and secondary					Tertiary, vocational, and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Republic of Sénégal	219,178	253,750	472,928	-	-	164	66	230	-	-
Federal Republic of Somalia	122	19	141	141	-	524	244	768	-	-
Republic of South Africa	32,872	32,366	65,238	-	-	-	-	113,150	-	-
Republic of South Sudan	337,514	228,153	565,667	565,667	-	-	-	25,052	-	-
Democratic Socialist Republic of Sri Lanka	-	-	-	-	-	3,119	3,544	12,791	-	-
Republic of the Sudan	-	-	-	-	-	77	49	126	-	-
Republic of Tajikistan	99,801	93,511	193,312	-	1,368	-	-	-	-	-
United Republic of Tanzania	283,183	277,633	560,816	-	-	270	662	932	-	-
Kingdom of Thailand	463	489	952	-	-	-	-	-	-	-
Democratic Republic of Timor-Leste	2,568	2,555	5,123	-	-	-	-	-	-	-
Togolese Republic	1,842	1,617	3,459	-	-	-	-	-	-	-
Republic of Tunisia	-	-	-	-	-	299	293	5,736	-	-
Republic of Turkmenistan	-	-	-	-	-	31,387	32,090	126,729	-	-
Republic of Uganda	-	-	-	-	-	-	-	236,451	-	-
Republic of Uzbekistan	-	-	288	-	-	-	-	-	-	-
Socialist Republic of Vietnam	629	535	1,164	1,164	-	-	641	641	641	641
Republic of Yemen	523,619	365,406	889,025	889,025	73	-	-	-	-	-
Republic of Zambia	422,197	438,267	860,464	64	-	67	131	198	48	48

MULTI-COUNTRY PROGRAMMING

Europe and Eurasia Regional	8,863	8,448	17,311	-	-	-	-	55	-	-
Pacific Islands Regional	-	-	-	-	-	6	39	45	-	-
State NEA Regional	-	-	-	-	-	104	135	2,275	-	-
State Oceans and International Environmental and Scientific Affairs (OES)	-	-	-	-	-	57	68	243	-	-
State Western Hemisphere Regional	1,032	775	1,807	-	-	546	1,559	5,360	-	-
USAID Africa Regional	-	-	-	-	-	1,646	1,584	3,252	-	59

FY 2020 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

Updated April 21, 2021

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
	Primary and secondary					Tertiary, vocational, and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
USAID Latin America and Caribbean Regional	-	-	-	-	-	269	602	871	-	-

	Pre-Primary				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	10,240	9,992	20,232	-	680
Kingdom of Cambodia	3,482	3,318	6,800	-	680
Republic of Haiti	1,808	1,712	3,520	-	-
Lao People's Democratic Republic	2,199	2,115	4,314	-	-
Republic of Liberia	2,751	2,847	5,598	-	-

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1b. Nutrition

**Contributing
Agency:**



Updated April 21, 2021

1b. Number of children and youth who received health and nutrition services					
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	863,707	851,132	2,979,426	-	-
People's Republic of Bangladesh	21,909	23,848	45,757	-	-
Republic of Bénin	20,389	18,711	39,100	-	-
Republic of Burkina Faso	-	-	201,320	-	-
Kingdom of Cambodia	66,793	64,691	154,617	-	-
Republic of Cameroon	55,479	53,934	108,361	-	-
Republic of the Congo	-	-	84,058	-	-
Republic of Côte d'Ivoire	313,492	302,013	615,505	-	-
Republic of Guatemala	23,873	24,935	241,547	-	-
Republic of Honduras	27,445	29,885	57,330	-	-
Kyrgyz Republic	50,991	48,390	99,381	-	-
Lao People's Democratic Republic	-	-	141,884	-	-
Republic of Liberia	-	-	212,155	-	-
Republic of Mali	36,959	38,412	75,371	-	-
Republic of Mozambique	86,188	81,158	167,346	-	-
Federal Democratic Republic of Nepal	77,686	86,357	164,043	-	-
Republic of Nicaragua	40,528	39,069	79,597	-	-
Republic of Rwanda	41,975	39,729	81,729	-	-
Republic of Sénégal	-	-	75,676	-	-
Republic of Sierra Leone	-	-	57,983	-	-
United Republic of Tanzania	-	-	188,079	-	-
Democratic Republic of Timor-Leste	-	-	88,587	-	-

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1c. Schools and Institutions

**Contributing
Agencies:**



Updated April 21, 2021

	1c. Number of schools that received assistance			
	Pre-Primary Schools	Primary Schools	Secondary Schools	Total
Total (all countries)	1,888	31,715	112	107,473
Islamic Republic of Afghanistan	-	-	-	685
People's Republic of Bangladesh	-	170	-	170
Republic of Bénin	40	268	-	288
Republic of Burkina Faso	59	793	-	852
Kingdom of Cambodia	200	2,599	-	3,316
Republic of Cameroon	-	-	-	240
Republic of the Congo	-	470	-	470
Republic of Côte d'Ivoire	-	613	-	613
Arab Republic of Egypt	-	-	-	15
Federal Democratic Republic of Ethiopia	-	4,980	-	4,980
Republic of Ghana	-	-	-	230
Republic of Guatemala	721	892	-	1,108
Republic of Guinea-Bissau	-	758	-	758
Republic of Honduras	526	3,738	25	4,289
Republic of Kenya	-	-	-	23,733
Kyrgyz Republic	-	1,386	-	1,386
Lao People's Democratic Republic	215	940	-	1,865
Republic of Liberia	-	219	-	1,148
Republic of Malawi	-	6,300	85	6,385
Republic of Mali	-	272	-	272
Kingdom of Morocco	-	-	-	24,358
Republic of Mozambique	-	160	-	2,381
Federal Democratic Republic of Nepal	-	-	2	8,402
Republic of Nicaragua	127	988	-	1,115
Federal Republic of Nigeria	-	4,996	-	4,996
Republic of Rwanda	-	107	-	2,698
Republic of Sénégal	-	270	-	5,044
Republic of Sierra Leone	-	310	-	310
Republic of South Africa	-	255	-	255
United Republic of Tanzania	-	231	-	231
Democratic Republic of Timor-Leste	-	-	-	435
Republic of Zambia	-	-	-	4,445

FY 2020 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1c. Schools and Institutions

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Indicator 1c was new for FY 2019 and represents data aggregated from agency indicators that are also new, introduced in FY 2019 by USAID and FY 2018 by USDA. As such, data presented here underrepresent the number of schools receiving USG support worldwide, something which will improve over time.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR 2

TRAINING TEACHERS/EDUCATORS



Table 1.2a. Instructional Quality

Contributing Agencies:



Updated April 21, 2021

2a. Number of teachers/educators who received training/professional development			
	Number of males	Number of females	Total
Total (all countries)	124,506	165,909	314,490
Islamic Republic of Afghanistan	2,629	2,182	4,811
People's Republic of Bangladesh	2,263	954	3,237
Republic of Bénin	1,219	1,211	2,430
Bosnia and Herzegovina	11	17	28
Republic of Burkina Faso	266	144	410
Burma	-	-	320
Kingdom of Cambodia	1,555	3,519	10,848
Republic of Cameroon	5,907	18,302	24,209
People's Republic of China	61	147	208
Republic of Colombia	3	6	341
Republic of the Congo	-	-	60
Republic of Costa Rica	12	22	34
Republic of Côte d'Ivoire	663	637	1,300
Democratic Republic of the Congo	1,046	1,426	2,472
Dominican Republic	10	57	67
Eastern Caribbean and Barbados	-	-	3,340
Republic of Ecuador	-	1	1
Arab Republic of Egypt	219	277	496
Republic of El Salvador	3,997	2,709	6,706
Federal Democratic Republic of Ethiopia	11,284	9,461	20,745
Georgia	-	-	137
Republic of Ghana	226	579	805
Republic of Guatemala	346	1,034	12,373
Republic of Honduras	2,378	7,281	9,659
Republic of India	6,675	4,920	11,595
Jamaica	12	68	160
Hashemite Kingdom of Jordan	1,073	12,339	13,412
Republic of Kosovo	125	155	280
Kyrgyz Republic	80	1,003	1,083
Lao People's Democratic Republic	93	450	543
Republic of Liberia	867	387	1,244
Republic of Malawi	17,617	23,896	41,513
Republic of Mali	90	95	185
Republic of Moldova	79	159	238

FY 2020 | INDICATOR 2 TRAINING TEACHERS/EDUCATORS



Table 1.2a. Instructional Quality

Updated April 21, 2021

	2a. Number of teachers/educators who received training/professional development		
	Number of males	Number of females	Total
Kingdom of Morocco	19,224	18,249	37,473
Republic of Mozambique	3,276	1,553	5,089
Federal Democratic Republic of Nepal	651	1,126	1,777
Federal Republic of Nigeria	9,593	4,702	14,295
Republic of The Philippines	3,726	13,598	17,324
Republic of Rwanda	3,407	9,970	13,377
Republic of Sénégal	8,158	3,626	11,784
Republic of Serbia	89	255	344
Republic of Sierra Leone	-	-	2,432
Federal Republic of Somalia	90	6	96
Republic of South Africa	18	1,560	1,578
Republic of South Sudan	3,143	1,153	4,296
Republic of Tajikistan	1,493	4,575	6,068
United Republic of Tanzania	2,993	3,412	6,677
Kingdom of Thailand	17	67	84
Democratic Republic of Timor-Leste	40	27	67
Togolese Republic	297	23	320
Republic of Uganda	4,609	5,985	10,594
Socialist Republic of Vietnam	-	-	65
Republic of Yemen	55	147	202
Republic of Zambia	2,742	1,846	4,588

MULTI-COUNTRY PROGRAMMING

Europe and Eurasia Regional	79	591	670
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Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR 3

PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS



Table I.3a. Education Facilities

Contributing Agencies:



Updated April 21, 2021

3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired	
Total (all countries)	6,427
Islamic Republic of Afghanistan	173
People's Republic of Bangladesh	556
Republic of Bénin	75
Kingdom of Cambodia	107
Republic of Cameroon	55
Republic of the Congo	2
Dominican Republic	1
Republic of El Salvador	50
Georgia	4
Republic of Ghana	14
Republic of Guatemala	143
Republic of Honduras	127
Republic of India	4
Republic of Iraq	48
Hashemite Kingdom of Jordan	189
Republic of Kenya	233
Kyrgyz Republic	60
Lao People's Democratic Republic	2,404
Republic of Liberia	233
Republic of Madagascar	177
Republic of Malawi	151
Republic of Mali	11
Republic of Mozambique	507
Federal Democratic Republic of Nepal	149
Republic of Rwanda	29
Republic of Sierra Leone	185
Federal Republic of Somalia	22
Republic of South Africa	3
United Republic of Tanzania	317
Democratic Republic of Timor-Leste	149
Republic of Uganda	249

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR 4

ENGAGING FAMILIES AND COMMUNITIES



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

**Contributing
Agencies:**



Updated April 21, 2021

4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance

Total (all countries)	22,098
Islamic Republic of Afghanistan	302
People's Republic of Bangladesh	320
Republic of Bénin	133
Burma	64
Kingdom of Cambodia	865
Republic of Cameroon	148
Republic of Côte d'Ivoire	613
Democratic Republic of the Congo	408
Dominican Republic	190
Arab Republic of Egypt	407
Federal Democratic Republic of Ethiopia	2,962
Republic of Guatemala	893
Republic of Haïti	105
Republic of Honduras	2,335
Republic of Kenya	202
Lao People's Democratic Republic	1,274
Republic of Liberia	935
Republic of Malawi	69
Republic of Mali	350
Republic of Mozambique	431
Federal Democratic Republic of Nepal	1,591
Republic of Nicaragua	598
Federal Republic of Nigeria	1,145
Islamic Republic of Pakistan	428
Republic of The Philippines	749
Republic of Rwanda	104
Republic of Sénégal	1,033
Republic of Sierra Leone	118
Federal Republic of Somalia	96
Republic of South Sudan	562
Republic of Tajikistan	1,753
United Republic of Tanzania	499
Democratic Republic of Timor-Leste	219
Republic of Uganda	174
Republic of Yemen	23



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

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR 5 PROVIDING TEXTBOOKS AND TEACHING AND LEARNING MATERIALS



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

**Contributing
Agencies:**



Updated April 21, 2021

	5a. Number of textbooks and other teaching and learning materials provided
Total (all countries)	32,344,691
Islamic Republic of Afghanistan	370,884
People's Republic of Bangladesh	118,446
Republic of Bénin	204,627
Republic of Burkina Faso	69,575
Kingdom of Cambodia	1,905,210
Republic of Cameroon	96,116
Republic of the Congo	9,600
Democratic Republic of the Congo	581,415
Republic of Djibouti	81,700
Dominican Republic	16,912
Eastern Caribbean and Barbados	341,794
Arab Republic of Egypt	438
Republic of El Salvador	25,650
Federal Democratic Republic of Ethiopia	1,079,834
Republic of Guatemala	156,643
Republic of Haïti	398,138
Republic of Honduras	637,987
Republic of India	277,297
Hashemite Kingdom of Jordan	967,804
Kyrgyz Republic	562,810
Lao People's Democratic Republic	117,475
Lebanese Republic	335,922
Republic of Liberia	152,414
Republic of Malawi	218,838
Republic of Mali	361,740
Kingdom of Morocco	3,227,645
Republic of Mozambique	7,079,998
Federal Democratic Republic of Nepal	4,293,642
Republic of Nicaragua	146,558
Federal Republic of Nigeria	1,685,760
Republic of Rwanda	2,389,108
Republic of Sénégal	1,003,085
Republic of Sierra Leone	57,367
Federal Republic of Somalia	22,172
Republic of South Africa	220,468

FY 2020 | INDICATOR 5 PROVIDING TEXTBOOKS AND TEACHING AND LEARNING MATERIALS



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

Updated April 21, 2021

	5a. Number of textbooks and other teaching and learning materials provided
Republic of South Sudan	172,916
Democratic Socialist Republic of Sri Lanka	1
Republic of Tajikistan	589,349
United Republic of Tanzania	650,983
Democratic Republic of Timor-Leste	1,354,251
Republic of Uganda	330,158
Republic of Zambia	31,961

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR 6

STRENGTHENING SYSTEMS



Table 1.6a. Public Laws, Regulations and Policies

**Contributing
Agencies:**



Updated April 21, 2021

6a. Number of new or reformed public-sector laws, policies, regulations and/or administrative procedures that support increased access and/or learning adopted

Total (all countries)	57
People's Republic of Bangladesh	1
Republic of Burkina Faso	1
Kingdom of Cambodia	2
Republic of Cameroon	1
Republic of Côte d'Ivoire	2
Republic of El Salvador	7
Republic of Guatemala	9
Republic of Honduras	5
Republic of Kenya	13
Lao People's Democratic Republic	3
Republic of Liberia	7
Federal Democratic Republic of Nepal	1
Republic of Sierra Leone	2
United Republic of Tanzania	2
Democratic Republic of Timor-Leste	1

Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

FY 2020 | INDICATOR 6

STRENGTHENING SYSTEMS



Table 1.6b. Professional Development

**Contributing
Agencies:**



Updated April 21, 2021

6b. Number of education administrators and officials who complete professional development activities

	Number of males	Number of females	Total
Total (all countries)	47,606	19,935	71,462
Islamic Republic of Afghanistan	2,713	552	3,265
People's Republic of Bangladesh	113	28	141
Republic of Bénin	130	22	152
Kingdom of Cambodia	333	138	471
Republic of Cameroon	136	12	148
Republic of the Congo	-	-	164
Republic of Côte d'Ivoire	-	-	591
Democratic Republic of the Congo	1,506	432	1,938
Republic of Djibouti	136	46	182
Eastern Caribbean and Barbados	-	-	520
Arab Republic of Egypt	407	263	670
Republic of El Salvador	162	259	421
Federal Democratic Republic of Ethiopia	2,355	386	2,741
Republic of Ghana	1,068	406	1,474
Republic of Guatemala	176	138	412
Republic of Guinea-Bissau	-	-	408
Republic of Haïti	77	257	334
Republic of Honduras	274	427	701
Republic of Indonesia	16	36	52
Hashemite Kingdom of Jordan	314	1,527	1,841
Republic of Kenya	434	110	544
Kyrgyz Republic	22	98	405
Lao People's Democratic Republic	193	120	672
Lebanese Republic	81	161	242
Republic of Liberia	469	131	600
Republic of Malawi	5,812	1,156	6,968
Republic of Mali	343	73	416
Kingdom of Morocco	239	44	283
Republic of Mozambique	3,222	565	4,442
Federal Democratic Republic of Nepal	1,171	649	1,820
Republic of Nicaragua	323	347	670
Federal Republic of Nigeria	3,931	527	4,461
Islamic Republic of Pakistan	19	5	24
Republic of Paraguay	69	123	192

FY 2020 | INDICATOR 6 STRENGTHENING SYSTEMS



Table I.6b. Professional Development

Updated April 21, 2021

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Republic of The Philippines	2,926	3,397	6,323
Republic of Rwanda	3,124	1,173	4,297
Republic of Sénégal	6,735	364	7,099
Republic of Sierra Leone	-	-	520
Republic of South Africa	48	49	97
Republic of Tajikistan	1,028	1,651	2,679
United Republic of Tanzania	2,569	769	3,656
Republic of Uganda	788	429	1,217
Socialist Republic of Vietnam	1,408	1,431	2,839
Republic of Yemen	22	4	26
Republic of Zambia	2,575	1,177	3,752

MULTI-COUNTRY PROGRAMMING

USAID Latin America and Caribbean Regional	139	453	592
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Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY 2020. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2020 reporting for agencies.

Data

Data Source: All data displayed represent the sum of results reported for FY 2020 by USG agencies and departments that are implementing the *U.S. Government Strategy on International Basic Education*, including the U.S. Departments of Agriculture (USDA), Labor (DOL), and State; the Millennium Challenge Corporation (MCC); Peace Corps; and the U.S. Agency for International Development (USAID). The charts only include data for multi-country programming when it is clear that no double counting has occurred. The data are provisional, last updated on April 21, 2021.

Dashes: Cells with a dash (-) represent cases in which data are not available, either because USG agencies or departments did not collect them in the particular country, or because the agencies and departments collected them in FY 2020 but did not report them. They also might represent cases in which the indicator value is zero.

Sex Disaggregation: Numbers reported for males and females might not add to the number reported for the total if the USG departments and agencies did not collect data consistently for all three groups. Not all countries disaggregated data by sex.

Countries: These tables only include countries for which non-zero data for FY 2020 were available at the time of publication. As such, the list of countries listed in each table under-represents the scope of the USG's investments in international basic education. A country could have USG-funded programming, but not data if, for example, one or more departments or agencies are in the process of transitioning indicators in that country.

COVID-19: The COVID-19 pandemic severely impacted education systems around the world with widespread school closures and disruptions to service. These closures caused program indicators to be lower in FY 2020 as programs and activities adapted to the pandemic.

Agency Notes

U.S. Department of State: Although the U.S. Department of State supports basic education in the countries in which it works, it does not track outputs separately for the education sector; the Department of State reports data when available through the data call for the annual Performance Plan and Report (PPR).

Peace Corps: Data submitted by Peace Corps represent only those projects that have gone through the Agency's project realignment process. As such, data reported for FY 2020 represent a limited portion of Peace Corps' full education portfolio.

USAID: USAID's data displayed in the tables represent data submitted by bilateral Missions during the Agency's process for completing the PPR for FY 2020. The PPR is an annual data call and record for performance information from all USAID and Department of State operating units that implement foreign assistance programs. The PPR process for FY 2020 includes an ongoing data submission period from December 2020 to March 2021. USAID checks and vets the data beginning in late December, and Missions can address any errors, inconsistencies, or missing data prior to the final submission. As these revisions are ongoing, the above tables might not capture some of the revisions to the final dataset that will result from the vetting process, as the final submission process may occur after the transmittal of this report.






Annex Two: USG Disbursements of Foreign Aid for International Basic Education in FY 2020

The disbursement data presented in Annex Two are intended to describe efforts by Federal Departments and Agencies to implement the U.S. Government Strategy on International Basic Education in FY 2020. Data come from Foreign Aid Explorer, the official record of U.S. foreign aid maintained by USAID, and are publicly available at <https://explorer.usaid.gov>. Foreign Aid Explorer (FAE) defines a disbursement as “an outlay of funds, or cash or cash equivalent, placed at the disposal of a recipient government or organization.” Negative disbursements could appear for reconciliations and corrections.

Data presented in Foreign Aid Explorer come from the financial systems of the submitting departments and agencies and other U.S. Government reports and publications, such as the President’s annual Budget Request and monthly Treasury statements. USAID cleans, standardizes, validates, and codes the data posted to Foreign Aid Explorer to meet the dual U.S. Government’s official foreign aid reporting requirements—the Green Book (to Congress)—and the U.S. Annual Assistance Report (to the Development Assistance Committee of the Organization for Economic Co-operation and Development).


FY 2020 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION—SUMMARY

Updated March 2, 2021

FUNDING DEPARTMENT / AGENCY (USDA, DOL, MCC, Peace Corps, USAID)		FY 2020 USG Foreign Aid Disbursements for International Basic Education by Education Level					
TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
TOTAL	1,184,506,821	50,998,985	4,425,363	984,663,489	74,089,720	6,923,034	63,406,231
Crisis and Conflict- Affected Countries Total	613,240,877	30,542,591	-	472,470,860	56,022,393	-	54,205,033
 USDA	178,893,653	-	-	178,893,653	-	-	-
 DEPARTMENT OF EDUCATION	12,670,980	-	-	-	-	-	12,670,980
 MILLENNIUM CHALLENGE CORPORATION	73,056,044	-	-	-	58,975,618	5,408,023	8,672,403
 Peace Corps	193,285,857	-	-	193,285,857	-	-	-
 USAID FROM THE AMERICAN PEOPLE	726,600,288	50,998,985	4,425,363	612,483,979	15,114,102	1,515,011	42,062,848


FY 2020 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated March 2, 2021

USDA FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		USDA FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
TOTAL	178,893,653	-	-	178,893,653	-	-	-
Crisis and Conflict-Affected Countries Total	61,256,096	-	-	61,256,096	-	-	-
People's Republic of Bangladesh	13,488,441	-	-	13,488,441	-	-	-
People's Republic of Benin	3,349,796	-	-	3,349,796	-	-	-
Republic of Burkina Faso*	5,908,950	-	-	5,908,950	-	-	-
Kingdom of Cambodia	3,498,716	-	-	3,498,716	-	-	-
Republic of Cameroon	5,958,750	-	-	5,958,750	-	-	-
Republic of the Congo	4,979,061	-	-	4,979,061	-	-	-
Republic of Cote D'Ivoire	7,926,485	-	-	7,926,485	-	-	-
Federal Democratic Republic of Ethiopia*	4,997,627	-	-	4,997,627	-	-	-
Republic of Guatemala*	10,090,497	-	-	10,090,497	-	-	-
Republic of Guinea-Bissau	4,204,496	-	-	4,204,496	-	-	-
Republic of Haiti*	2,229,844	-	-	2,229,844	-	-	-
Republic of Honduras*	5,215,091	-	-	5,215,091	-	-	-
Republic of Kenya	6,409,329	-	-	6,409,329	-	-	-
Kyrgyz Republic	3,455,879	-	-	3,455,879	-	-	-
Lao People's Democratic Republic	11,852,611	-	-	11,852,611	-	-	-
Republic of Liberia*	3,751,787	-	-	3,751,787	-	-	-
Republic of Malawi	7,763,964	-	-	7,763,964	-	-	-
Republic of Mali*	4,683,509	-	-	4,683,509	-	-	-
Islamic Republic of Mauritania	3,224,516	-	-	3,224,516	-	-	-
Republic of Mozambique	12,693,547	-	-	12,693,547	-	-	-
Federal Democratic Republic of Nepal*	13,036,961	-	-	13,036,961	-	-	-
Republic of Nicaragua*	5,438,251	-	-	5,438,251	-	-	-
Republic of Rwanda	5,423,713	-	-	5,423,713	-	-	-
Republic of Senegal*	5,903,579	-	-	5,903,579	-	-	-
Republic of Sierra Leone	6,719,986	-	-	6,719,986	-	-	-
Democratic Socialist Republic of Sri Lanka	962,430	-	-	962,430	-	-	-
United Republic of Tanzania	7,010,784	-	-	7,010,784	-	-	-

FY 2020 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated March 2, 2021

USDA FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		USDA FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
Democratic Republic of Timor-Leste	6,962,684	-	-	6,962,684	-	-	-
Togolese Republic	1,752,369	-	-	1,752,369	-	-	-


Notes:

In these countries, McGovern-Dole projects also reached some pre-primary schools in addition to primary schools.

** Crisis and conflict-affected countries*

FY 2020 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated March 2, 2021


DOL FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		DOL FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
TOTAL	12,670,980	-	-	-	-	-	12,670,980
Crisis and Conflict-Affected Countries Total	9,703,199	-	-	-	-	-	9,703,199
People's Republic of Bangladesh	671,638	-	-	-	-	-	671,638
Burma*	709,000	-	-	-	-	-	709,000
Republic of Colombia*	781,525	-	-	-	-	-	781,525
Republic of Costa Rica*	796,350	-	-	-	-	-	796,350
Republic of Honduras*	888,266	-	-	-	-	-	888,266
United Mexican States*	1,216,690	-	-	-	-	-	1,216,690
Republic of Paraguay*	772,405	-	-	-	-	-	772,405
Socialist Republic of Vietnam*	3,559,853	-	-	-	-	-	3,559,853
Republic of Zambia*	979,110	-	-	-	-	-	979,110
MULTI-COUNTRY PROGRAMMING							
Central America Region	2,296,143	-	-	-	-	-	2,296,143

Notes:

* Crisis and conflict-affected countries

FY 2020 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated March 2, 2021


MCC FY 2020		MCC FY 2020					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified
TOTAL	73,056,044	-	-	-	58,975,618	5,408,023	8,672,403
Crisis and Conflict-Affected Countries Total	53,416,136	-	-	-	46,312,127	-	7,104,009
Republic of El Salvador*	47,882,607	-	-	-	44,679,174	-	3,203,433
Georgia	27,163	-	-	-	-	-	27,163
Republic of Guatemala*	5,533,529	-	-	-	1,632,953	-	3,900,576
Republic of Cote D'Ivoire	2,416,788	-	-	-	875,558	-	1,541,230
Kingdom of Morocco	17,195,956	-	-	-	11,787,933	5,408,023	-

Notes:

* Crisis and conflict-affected countries


FY 2020 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated March 2, 2021

Peace Corps FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		Peace Corps FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
TOTAL	193,285,857	-	-	193,285,857	-	-	-
Crisis and Conflict-Affected Countries Total	16,342,389	-	-	16,342,389	-	-	-
Republic of Albania	1,370,279	-	-	1,370,279	-	-	-
Republic of Armenia	1,831,752	-	-	1,831,752	-	-	-
Belize	216,317	-	-	216,317	-	-	-
People's Republic of Benin	1,759,771	-	-	1,759,771	-	-	-
Republic of Botswana	717,756	-	-	717,756	-	-	-
Burma*	1,784,721	-	-	1,784,721	-	-	-
Kingdom of Cambodia	1,232,714	-	-	1,232,714	-	-	-
Republic of Cameroon	1,266,660	-	-	1,266,660	-	-	-
People's Republic of China	2,432,077	-	-	2,432,077	-	-	-
Republic of Colombia*	2,302,427	-	-	2,302,427	-	-	-
Union of the Comoros	1,086,728	-	-	1,086,728	-	-	-
Republic of Costa Rica*	2,692,987	-	-	2,692,987	-	-	-
Dominican Republic	3,374,334	-	-	3,374,334	-	-	-
Republic of Ecuador	2,659,946	-	-	2,659,946	-	-	-
Kingdom of Eswatini	1,091,509	-	-	1,091,509	-	-	-
Federal Democratic Republic of Ethiopia*	1,482,182	-	-	1,482,182	-	-	-
Republic of Fiji	1,636,409	-	-	1,636,409	-	-	-
Republic of The Gambia	429,063	-	-	429,063	-	-	-
Georgia	1,813,885	-	-	1,813,885	-	-	-
Republic of Ghana	899,988	-	-	899,988	-	-	-
Republic of Guatemala*	901,055	-	-	901,055	-	-	-
Republic of Guinea	1,360,689	-	-	1,360,689	-	-	-
Co-operative Republic of Guyana	662,566	-	-	662,566	-	-	-
Republic of Indonesia	2,426,057	-	-	2,426,057	-	-	-
Jamaica	892,991	-	-	892,991	-	-	-
Republic of Kosovo	1,144,267	-	-	1,144,267	-	-	-
Kyrgyz Republic	1,602,531	-	-	1,602,531	-	-	-
Kingdom of Lesotho	1,753,695	-	-	1,753,695	-	-	-
Republic of Liberia*	2,421,133	-	-	2,421,133	-	-	-
Republic of Madagascar	942,551	-	-	942,551	-	-	-

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Updated March 2, 2021


Peace Corps FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		Peace Corps FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
Republic of Malawi	1,130,329	-	-	1,130,329	-	-	-
United Mexican States*	523,207	-	-	523,207	-	-	-
Republic of Moldova	1,144,011	-	-	1,144,011	-	-	-
Mongolia	1,660,704	-	-	1,660,704	-	-	-
Kingdom of Morocco	3,893,084	-	-	3,893,084	-	-	-
Republic of Mozambique	2,647,181	-	-	2,647,181	-	-	-
Republic of Namibia	2,518,964	-	-	2,518,964	-	-	-
Federal Democratic Republic of Nepal*	341,517	-	-	341,517	-	-	-
Republic of North Macedonia	2,117,921	-	-	2,117,921	-	-	-
Republic of Panama	933,080	-	-	933,080	-	-	-
Republic of Paraguay*	772,436	-	-	772,436	-	-	-
Republic of Peru	2,310,467	-	-	2,310,467	-	-	-
Republic of the Philippines*	1,495,065	-	-	1,495,065	-	-	-
Republic of Rwanda	1,826,685	-	-	1,826,685	-	-	-
Independent State of Samoa	1,139,526	-	-	1,139,526	-	-	-
Republic of Senegal*	1,416,439	-	-	1,416,439	-	-	-
Republic of Sierra Leone	1,153,141	-	-	1,153,141	-	-	-
Federal Republic of South Africa	3,233,470	-	-	3,233,470	-	-	-
United Republic of Tanzania	2,073,570	-	-	2,073,570	-	-	-
Kingdom of Thailand	3,336,045	-	-	3,336,045	-	-	-
Democratic Republic of Timor-Leste	1,619,668	-	-	1,619,668	-	-	-
Togolese Republic	683,166	-	-	683,166	-	-	-
Kingdom of Tonga	866,189	-	-	866,189	-	-	-
Republic of Uganda*	981,656	-	-	981,656	-	-	-
Ukraine	3,278,343	-	-	3,278,343	-	-	-
Republic of Vanuatu	875,930	-	-	875,930	-	-	-

MULTI-COUNTRY PROGRAMMING

World	84,672,576	-	-	84,672,576	-	-	-
North and Central America Region	2,110,058	-	-	2,110,058	-	-	-


FY 2020 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated March 2, 2021

USAID FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
TOTAL	726,600,288	50,998,985	4,425,363	612,483,979	15,114,102	1,515,011	42,062,848
Crisis and Conflict-Affected Countries Total	472,523,057	30,542,591	-	394,872,375	9,710,266	-	37,397,825
Islamic Republic of Afghanistan*	104,189,354	4,178,445	-	78,745,662	7,724,399	-	13,540,848
Republic of Albania	(38,675)	(38,675)	-	-	-	-	-
Republic of Armenia	45,608	45,608	-	-	-	-	-
Republic of Azerbaijan	391,853	391,853	-	-	-	-	-
People's Republic of Bangladesh	(2,080,527)	-	-	(2,080,527)	-	-	-
People's Republic of Benin	804,304	-	-	804,304	-	-	-
Plurinational State of Bolivia	25,686	-	-	-	-	-	25,686
Bosnia and Herzegovina	770,731	327,244	-	443,487	-	-	-
Republic of Burkina Faso*	2,295,741	-	-	2,295,741	-	-	-
Burma*	2,114,181	-	-	314,181	-	-	1,800,000
Kingdom of Cambodia	3,597,419	-	200,000	2,471,687	-	-	925,732
Democratic Republic of the Congo*	31,560,282	-	-	31,560,282	-	-	-
Republic of Djibouti	6,198,388	3,653,790	-	2,544,598	-	-	-
Dominican Republic	5,516,799	1,389,190	-	4,081,579	-	-	46,030
Arab Republic of Egypt	14,061,591	5,115,972	-	7,225,107	1,042,945	-	677,567
Republic of El Salvador*	7,545,586	1,552,369	-	5,993,217	-	-	-
Federal Democratic Republic of Ethiopia*	22,723,432	120,752	-	22,601,411	-	-	1,268
Georgia	823,765	-	-	823,765	-	-	-
Republic of Ghana	7,250,959	-	4,225,363	1,225,867	1,799,729	-	-
Republic of Guatemala*	7,860,986	5,885,444	-	1,975,541	-	-	-
Republic of Guinea	444,870	387,803	-	-	-	-	57,067
Republic of Haiti*	6,198,322	192,858	-	6,005,464	-	-	-
Republic of Honduras*	11,441,384	-	-	10,666,291	-	-	775,093
Republic of India	2,651,192	943,128	-	1,708,064	-	-	-
Republic of Indonesia	1,107,666	-	-	1,107,666	-	-	-
Jamaica	510,227	293,675	-	216,552	-	-	-
Hashemite Kingdom of Jordan*	47,691,994	2,492,792	-	42,870,837	-	-	2,328,366
Republic of Kenya	8,643,002	-	-	8,643,002	-	-	-


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Updated March 2, 2021

USAID FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
Republic of Kosovo	2,094,813	1,762,346	-	332,467	-	-	-
Kyrgyz Republic	4,391,228	-	-	4,391,228	-	-	-
Lao People's Democratic Republic	2,560,435	-	-	2,560,435	-	-	-
Lebanese Republic*	20,707,250	-	-	20,707,250	-	-	-
Republic of Liberia*	22,589,121	946,048	-	21,643,073	-	-	-
Republic of Madagascar	77,281	-	-	-	-	-	77,281
Republic of Malawi	18,999,638	-	-	18,999,638	-	-	-
Republic of Mali*	18,404,185	636,400	-	13,271,187	1,729,067	-	2,767,531
Islamic Republic of Mauritania	49,527	-	-	-	-	-	49,527
Kingdom of Morocco	7,259,231	668,033	-	4,290,693	2,222,493	-	78,013
Republic of Mozambique	18,191,720	-	-	18,196,692	17,014	-	(21,986)
Federal Democratic Republic of Nepal*	16,495,499	-	-	9,758,689	-	-	6,736,809
Republic of Nicaragua*	1,698,898	-	-	1,698,898	-	-	-
Republic of Niger*	228,499	-	-	228,499	-	-	-
Republic of Nigeria*	26,696,705	-	-	26,696,705	-	-	-
Republic of North Macedonia	270,489	-	-	270,489	-	-	-
Islamic Republic of Pakistan*	24,805,248	2,807,979	-	13,309,823	-	-	8,687,447
Republic of Peru	37,897	-	-	37,897	-	-	-
Republic of the Philippines*	7,892,255	-	-	7,892,255	-	-	-
Republic of Rwanda	20,497,250	-	-	20,469,425	-	-	27,825
Republic of Senegal*	26,731,317	-	-	26,731,317	-	-	-
Republic of Serbia	51,813	51,813	-	-	-	-	-
Federal Republic of Somalia*	5,224,854	-	-	5,224,854	-	-	-
Federal Republic of South Africa	3,525,828	387,372	-	3,149,055	-	-	(10,598)
Federal Republic of South Sudan*	18,345,433	-	-	18,345,433	-	-	-
Democratic Socialist Republic of Sri Lanka	2,190,356	2,190,356	-	-	-	-	-
Syrian Arab Republic*	660,637	-	-	660,637	-	-	-
Republic of Tajikistan	5,209,256	-	-	5,167,235	-	-	42,021

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Updated March 2, 2021

USAID FY 2020 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2020 International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
United Republic of Tanzania	13,990,603	-	-	13,990,603	-	-	-
Democratic Republic of Timor-Leste	(16,106)	(16,106)	-	-	-	-	-
Republic of Uganda*	5,602,123	-	-	5,602,123	-	-	-
Ukraine	321,654	-	-	-	321,654	-	-
Republic of Uzbekistan	1,590,399	1,022,117	-	568,283	-	-	-
Bolivarian Republic of Venezuela	8,000	-	-	8,000	-	-	-
Socialist Republic of Vietnam*	256,799	-	-	-	256,799	-	-
West Bank/Gaza	(2,018,483)	-	-	(2,015,666)	-	-	(2,817)
Republic of Yemen*	19,803,178	11,729,504	-	7,313,211	-	-	760,464
Republic of Zambia*	12,759,797	-	-	12,759,797	-	-	-

MULTI-COUNTRY PROGRAMMING

Africa Region	2,125,104	46,280	-	901,222	-	-	1,177,602
Asia Region	307,890	-	-	307,890	-	-	-
Caribbean Region	1,969,086	484,003	-	1,418,791	-	-	66,293
Eastern Africa Region	1,515,011	-	-	-	-	1,515,011	-
Eastern Asia Region	349,401	349,401	-	-	-	-	-
Eastern Europe Region	555,193	555,193	-	-	-	-	-
Latin America and Caribbean Region	3,875,222	-	-	3,875,222	-	-	-
Middle East and North Africa Region	1,925,471	446,000	-	1,479,471	-	-	-
West Africa Region	(2,615)	-	-	(2,615)	-	-	-

CONTRIBUTIONS TO MULTILATERALS

Global Partnership for Education	90,000,000			90,000,000			
Global Book Alliance in Action	1,449,781						1,449,781

Notes:

* crisis and conflict-affected countries

FY 2019 | FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION – NOTES

Data Source

Source: Data displayed in the country list table are based on FY 2020 data of Foreign Aid disbursement amounts by agencies and departments. All financial data come from Foreign Aid Explorer (FAE) <https://explorer.usaid.gov>. Data on FAE come from the submitting agencies' financial systems and other U.S. Government reports and publications on an annual basis. All data go through a vetting and verification process before being posted to the website.

Dashes: Cells with a dash (-) represent cases where the FY 2020 disbursement value is zero. Values in parenthesis represent negative disbursements.

Data Classification

Sector Classification: Data presented in Annex Two follow the sectors used by FAE. FAE categorizes data by distinct “aid” sectors that describe what a program does (e.g., basic education, secondary education, post-secondary education). The “sector” classification is based on the international standard maintained by the OECD’s Development Assistance Committee <http://www.oecd.org/dac/stats/purposecodessectorclassification.htm>.

Sector Categories: Sector categories are aggregations of aid sectors into broader areas. Sector categories represent the broadest level of data classification areas presented by FAE (e.g., Agriculture, Commodity Assistance, Economic Growth, Education, Governance, Health and Population, Humanitarian, Infrastructure, and Other).

Purpose Codes: Within sector categories, data are also assigned a purpose code. Common purpose codes for education include primary education and basic life skills for youth. Data presented here are tagged with any education-related purpose code except higher education, which encompasses support to degree and diploma programs at universities, colleges, and polytechnics and includes the provision of scholarships. The code “level unspecified” includes educational facilities and training; education policy and administrative management; educational research; and teacher training. For the purposes of this report, it is also includes funding for programming that reaches multiple education levels.

Definitions

Funding Agency: The agencies award U.S. aid funds, with the exception of the Executive Office of the President (EOP). For foreign assistance appropriated through EOP, the obligating agency (USAID, State Department, Treasury Department, etc.) is reported as the funding agency.

Disbursements: Amounts paid by federal agencies, by cash or cash equivalent, during the fiscal year to liquidate government obligations. Negative disbursements appear for reconciliations and corrections.

Current Amount (USD): Current dollar amounts are unadjusted, actual values. All USD values presented in the table are current amount values.

Country Regions: Departments and agencies use different definitions to categorize countries into regions. Data are presented as received from FAE.

Crisis and Conflict-Affected Countries across USG include: Islamic Republic of Afghanistan, Republic of Burkina Faso, Burma, Democratic Republic of the Congo, Republic of Colombia, Republic of Costa Rica, Republic of El Salvador, Federal Democratic Republic of Ethiopia, Republic of Guatemala, Republic of Haiti, Republic of Honduras, Hashemite Kingdom of Jordan, Lebanese Republic, Republic of Liberia, Republic of Mali, United Mexican States, Federal Democratic Republic of Nepal, Republic of Nicaragua, Republic of Niger, Federal Republic of Nigeria, Islamic Republic of Pakistan, Republic of Paraguay, Republic of the Philippines, Republic of Senegal, Federal

FY 2019 | FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION – NOTES

Republic of Somalia, Republic of South Sudan, Syrian Arab Republic, Republic of Uganda, Socialist Republic of Vietnam, Republic of Yemen, and Republic of Zambia.

Agency-Specific Notes

U.S. Department of Agriculture (USDA): In some countries where USDA works, McGovern-Dole projects reach some pre-primary schools in addition to primary schools. This funding cannot be disaggregated.

Department of Labor (DOL): Disbursements shown are for countries where DOL supported education programming in FY 2020. However, due to internal policy, DOL does not categorize its programs with the OECD-DAC "Education" sector classification. In some cases, disbursement data may include amounts related to non-education programs in addition to education programs.

Peace Corps: While most Peace Corps Volunteers work at the primary level, they may also work at the secondary level or both, and currently the agency does not track this distinction at the post level.

U.S. Department of State: The disbursement figures for the Department of State for FY 2020 were not available as of March 2, 2021.

Annex Three: Contributions to Progress by Departments and Agencies in FY 2020

U.S. Department of Agriculture (USDA)

USDA's McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) supports international basic education by providing school meals to preschool and primary school-age children, and funding teacher training, school construction and rehabilitation, capacity-building, and related support, to help boost the school enrollment and academic performance of preschool and primary students. In FY 2020, the McGovern-Dole program was active in 30 countries, with 47 active projects,⁶ benefiting more than 3.6 million children, women, and families. The McGovern-Dole program expended more than \$217 million during FY 2020 to achieve these efforts.

In FY 2020, McGovern-Dole projects fed nutritious school meals to over 1.9 million food-insecure children during the school year and distributed take-home rations to over 1.7 million children and community members during the global COVID-19 pandemic. When schools closed in FY 2020 because of COVID-19, many projects pivoted from providing in-school meals to providing rations, which helped mitigate food insecurity created by the global COVID-19 pandemic and ensure that the USDA-donated commodities used for school meals did not expire or go to waste.

Depending on the country's context, McGovern-Dole projects also adapted their training and education activities. This included rolling out awareness campaigns to mitigate the negative impacts of COVID-19 on project beneficiaries; supplying additional handwashing materials to schools and beneficiary households; and distributing supplementary reading materials to support children's home-based learning during school closures. For example, under the McGovern-Dole project in Mali when schools closed, 74,301 students who would otherwise be attending school received take-home rations; 97 teachers and pedagogical advisors received additional training to deliver remediation courses to early-grade students who lost learning time during school closures; and 1,445 hand washing kits were distributed to 267 schools along with posters for both schools and students to foster COVID-19 mitigation measures.

Throughout FY 2020, the McGovern-Dole program contributed to the Strategy through alignment, coordination, and co-locating, primarily with USAID, education programs with an effort to improve measurable learning outcomes and expand access to education. Regular meetings between McGovern-Dole staff and USAID education staff in Washington ensured the coordination of programs in the countries and regions where they were taking place. To avoid duplicating literacy efforts in geographic areas where USAID's education and USDA's McGovern-Dole programs align, USDA encouraged its McGovern-Dole implementing partners to use teacher training materials and children's learning materials developed by USAID, rather than unnecessarily creating duplicative materials.

When schools closed in the Kyrgyz Republic nationwide in March 2020 because of the COVID-19 pandemic, the McGovern-Dole project, implemented by Mercy Corps and reaching over 90,000 school-age children in 440 schools in seven regions, adapted and pivoted to embrace distance learning activities. To maintain the progress the McGovern-Dole project had made under literacy promotion, Mercy Corps

⁶ The number of active projects includes those funded at the end of FY 2020. By design, projects funded in FY 2020 did not reach any participants during FY 2020.

encouraged teachers and librarians to adapt to this new way of teaching. This included using available digital communication tools to ensure that students continued reading while at home.

To support teachers and librarians in making this change, Mercy Corps organized online technical support sessions for over 600 teachers and school librarians to share tips on working remotely with tailored technical solutions for the local context. This resulted in summer online reading camps conducted by 224 schools that engaged 10,801 school age children and 1,898 parents. Teachers and librarians encouraged families to report how they were reading at home by sharing videos and sending photos.

In turn, families of McGovern-Dole beneficiaries requested more books so they could continue reading at home while schools remained closed. To meet this need and maintain social distancing, Mercy Corps digitized 13 titles in Kyrgyz and Russian in order to create animated books that children can read on their devices. As a result, even during school closures, over 90,000 school age children had access to age-appropriate reading materials.

To determine the countries to prioritize, USDA's Foreign Agricultural Service (FAS) conducts detailed country analyses and incorporates input from FAS Posts overseas, other FAS offices, State Department, and USAID. McGovern-Dole priority countries are identified based on selection criteria that include per capita income, child nutrition indicators, literacy rates, prior McGovern-Dole programming, political stability, and FAS Post coverage. USDA also considers Administration priorities, USDA priorities, USG-wide areas of focus, and any shift in a country or region's circumstances that creates expanded opportunities for creating or supporting a national school meals program. Each year, the final priority country list is included in the annual McGovern-Dole Notice of Funding Opportunity.

U.S. Department of Education (ED)

ED plays a unique role among the relevant Executive Branch departments and agencies identified in the READ Act. ED does not directly administer international basic education programs as the other agencies do, but contributes to the goals of the READ Act through expertise in administering and studying the implementation and impact of domestic education programs that aim to address the needs of historically underserved students in the United States, including economically disadvantaged students, students with disabilities, students of color, and English language learners.

ED also supports USAID's READ Act implementation efforts in serving as a consultant on various issues related to evaluating implementation and progress of the work. Specifically, ED has offered insights and recommendations into common indicators that participating agencies have identified as necessary for accurate reporting per the READ Act.

In addition, ED supports diplomacy through its international activities. ED's international bilateral relationships are important to education diplomacy and the process of building mutually beneficial and reciprocal relationships between countries in the education arena. Engagement generally focuses on facilitating a substantive dialogue on education issues of high priority to the Secretary and Administration. ED also works closely with the National Security Council (NSC) and interagency partners on multilateral engagement, such as G7/G20, the Organisation for Economic Co-operation and Development (OECD), Asia-Pacific Economic Cooperation (APEC), and the Organization of American States (OAS). By building and fostering relationships with government officials, policymakers, researchers, educators, students, and other professionals around the world, providing leadership on

education issues, collaborating with other departments and agencies, and learning with other countries, ED is helping support educational excellence, equity, and economic development at home and abroad.

U.S. Department of Labor (DOL)

In FY 2020, the Department of Labor (DOL) awarded over \$25 million in new grants to combat child labor, forced labor, and human trafficking in seven countries. DOL's Bureau of International Labor Affairs (ILAB) projects adopt a holistic approach to promote sustainable efforts that address child labor's underlying causes, including poverty and lack of access to education. Project strategies include linking vulnerable groups to existing government social programs, providing children with education or training opportunities, helping families improve their livelihoods to meet basic needs without relying on child labor, and raising awareness about risks of child labor and trafficking.

For example, the DOL-funded Youth Pathways Central America (YPCA) project works to reduce child labor and hazardous work in El Salvador and Honduras. During FY 2020, as the COVID-19 pandemic presented unprecedented new challenges to vulnerable children and youth, YPCA shifted its focus to supporting opportunities for virtual schooling for vulnerable children and virtual training for youth. YPCA is providing digital learning and social-emotional support to bolster Ministry of Education efforts to connect youth, teachers, and parents. The project provides basic school supplies—"school kits"—so children in poverty have the necessary resources to study at home. YPCA also identified other critical participant needs arising as a result of COVID-19 and began providing in-kind food and hygiene kits, with distribution being conducted through the project's school coordinators in collaboration with school principals.

DOL prioritizes countries for programming based on criteria that include the following considerations: documented need for programming to address child labor, particularly its worst forms, including forced labor, and human trafficking; the existence of governmental, non-governmental, and private-sector partners that are committed to promoting positive change; the potential for long-term impact; and Administration priorities.

U.S. Department of State (State)

In FY 2020, State's Bureau of Population, Refugees, and Migration (PRM) provided a total of nearly \$104.4 million to support education programs for conflict-affected and refugee children. Programs support a range of activities that strive for learning and protection, including provision of school materials, school rehabilitation, support for teachers, safe transportation, and specific activities to support education for girls, including outreach for enrollment.

In FY 2020, PRM partners adapted education programs in response to the COVID-19 pandemic by advocating for refugee inclusion in national distance and remote learning opportunities, ensuring child protection services continued throughout the response, and promoting safe return to classrooms whenever possible. PRM also invested in greater collaboration between the education and child protection sectors in humanitarian responses through the Alliance for Child Protection in Humanitarian Action. This work led to the creation of a new e-learning module and toolkit for field staff to address greater collaboration between the two sectors. As part of PRM's FY 2020 education assistance, PRM also contributed \$5 million to Education Cannot Wait to ensure refugee children continue to benefit from first response and multiyear resilience programs to increase access to and improve quality of education.

In FY 2020, State's Office of the Global AIDS Coordinator, through the President's Emergency Plan for AIDS Relief (PEPFAR), invested over \$400 million and doubled funding for the DREAMS Partnership, a 15-country investment to reduce new HIV infections in adolescent girls and young women (AGYW). DREAMS countries use approximately 10 percent of their funding on education subsidies and other education support (funding for supplies, uniforms, etc.) to help AGYW transition to and complete secondary school. In FY 2020, over \$40 million in PEPFAR funds went toward education support.

Millennium Challenge Corporation (MCC)

Recognizing poverty reduction and economic growth are possible when countries invest in educating their people, MCC works with partner countries to ensure that students obtain the knowledge and skills that help them improve their employment opportunities and incomes. When, in FY 2020, the COVID-19 pandemic led to the suspension of education services in several partner countries, several MCC activities were revised to provide governments support for adapting to remote learning and for developing guidance to inform when and how learners could return safely to their schools.

MCC's El Salvador Investment Compact (2016–2020) included activities to reform the national education system by improving the secondary education curriculum, aligning the country's TVET system with workforce skills, and providing professional development for teachers of grades 7 to 12. MCC aimed to train 2,700 school instructors and construct 45 schools. The COVID-19 pandemic and major tropical storm events in FY 2020 had large impacts on MCC's investments. Implementers were able to adapt the teacher training component to an online format and trained 5,660 instructors (more than double the target). However, although each of the 45 schools received new or significantly refurbished facilities, as well as new equipment, furnishings, and learning materials intended to improve the quality and capacity of education and training services, only 36 schools were completed by the compact end date. The government of El Salvador has agreed to continue the funding and implementation of incomplete activities, including remaining construction.

MCC uses policy indicators drawn from public, third-party, governance data to develop country scorecards reflecting each eligible country's commitment to ruling justly, investing in people, and economic freedom. These scorecards are used by MCC's Board to recommend which eligible countries should be considered for future compacts. MCC and the selected partner country then jointly conduct a constraints-to-growth analysis to identify the constraints to private investment and entrepreneurship that are most binding to economic growth in the country. The results of this analysis enable the country and MCC to prioritize sectors and activities, such as investments in education.

Peace Corps

The Peace Corps' education programs focus primarily on English teaching in 36 countries. However, its education sector also includes state-of-the-art projects in childhood literacy in 11 countries, and ten country programs in Africa offer a science, technology, engineering, and math (STEM) approach to teaching math and science.

On March 15, 2020, the Peace Corps temporarily suspended Peace Corps Volunteer (PCV) operations and began evacuating Volunteers from all posts because of the COVID-19 pandemic. All PCVs were successfully evacuated, and the Peace Corps continues to monitor conditions and develop plans for sending PCVs back to the field when appropriate.

In addition to preparing to return Volunteers to service overseas, the Peace Corps has continued to engage Returned PCVs, as private citizens who donate their voluntary services, in virtual service. Seventeen Peace Corps countries are supporting host-country partners with virtual education engagements focused on online and blended learning. Achievements of this virtual service include the creation of virtual language clubs, teacher training, capacity-building, and curriculum development at the secondary and post-secondary levels.

The Peace Corps has a long-standing legacy of service working alongside host country partners on locally prioritized projects that often support underserved communities. Education is among the agency's six core areas of service. To make a lasting impact, the Peace Corps focuses on skills transfer, intercultural understanding, and relationship building.

USG Agencies Collaborate in a COVID-19 Work-Around: Literacy by Radio

Since 2013, the Community Library Program (CLP) partnership between the Peace Corps and USAID has focused on improving early grade reading skills through literacy activities by establishing community libraries. The program has relied on PCVs and their local counterparts to implement literacy activities related to community needs.

Approximately 54 community libraries have been established across Mozambique. In six years, 165 PCVs, 158 counterparts, and 840 community volunteers implemented CLPs. Approximately 8,173 children have benefited from the program, and 157,279 children's books were distributed. USAID provides reading materials and trains teachers in proven, interactive programs. While the CLP focuses on school students in grades 1–3, it serves children of all ages.

Early in the COVID-19 pandemic, the Mozambican government closed schools and community centers. Children were temporarily left with no opportunities for formal education. Simultaneously, the Peace Corps repatriated PCVs. In response, Peace Corps staff and PCV counterparts, with support from USAID, expanded the outreach of a weekly community radio program to support child literacy remotely. The program now broadcasts from nine community radio stations and reaches five provinces. Literacy thrives despite the pandemic.

U.S. Agency for International Development (USAID)

Improving education is a foundational driver of development and is fundamental to fostering local ownership and sustainability. USAID directly fulfills the objectives of the Strategy through its work under the 2018 Education Policy.

In FY 2020, USAID provided technical leadership and support to USAID Missions to ensure that children and youth, particularly the most marginalized, have increased access to high-quality education, and higher education institutions have the capacity to be central actors in development.

USAID worked swiftly and aggressively to lead a robust response to COVID-19. Since the beginning of the pandemic, USAID has adapted education programming in more than 50 countries to respond to the outbreak. Worldwide, USAID mobilized more than \$900 million for education during the COVID-19 response in FY 2020 and so far in FY 2021.⁷ More than 30 USAID Missions supported distance learning programming over a variety of platforms including radio, television, and Internet. USAID also developed

⁷ Data Source: Foreign Aid Explorer. Data extracted on March 17, 2021

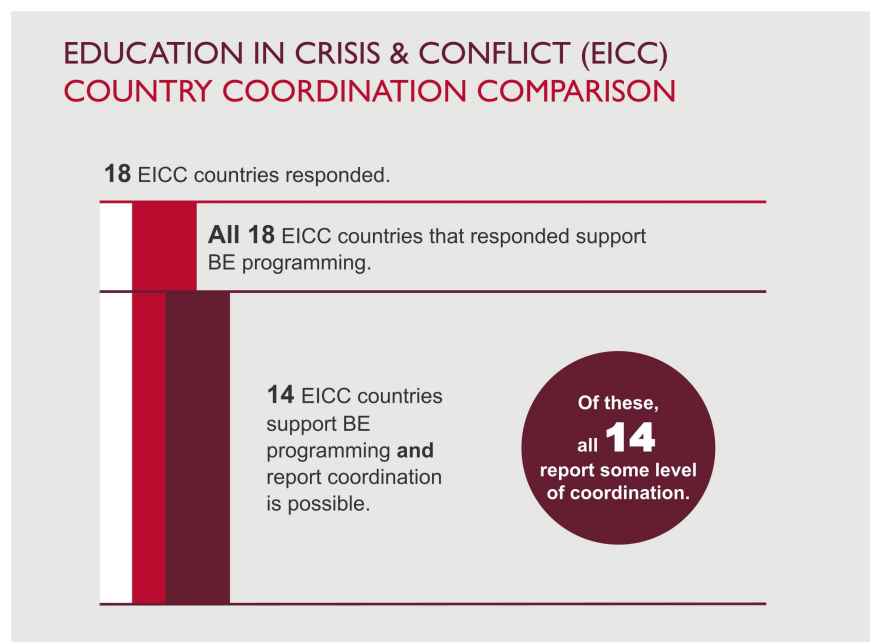
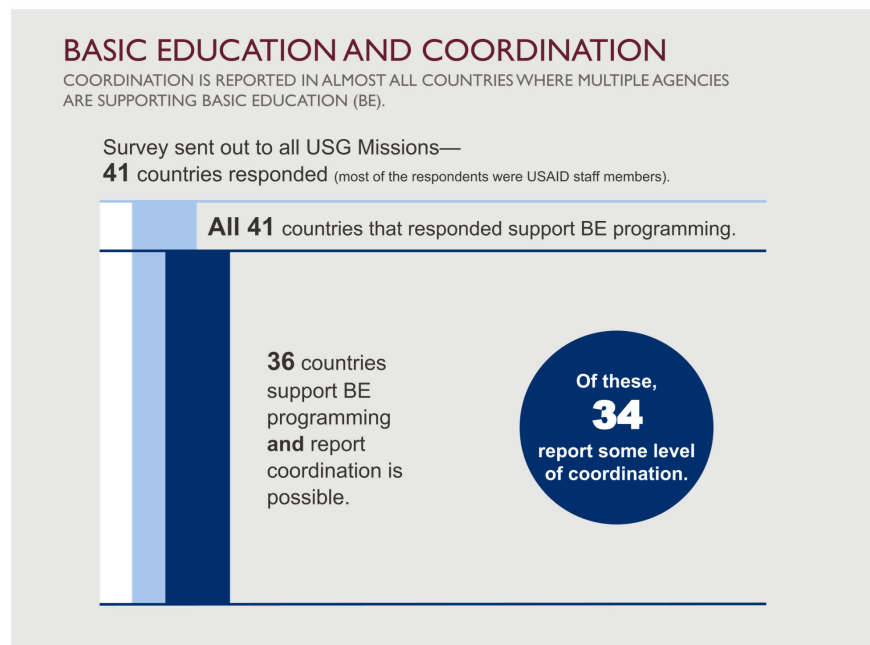
education tools and resources in distance learning; support for psychosocial, safety, and social emotional learning; return to learning and school reopening; and data-driven emergency response planning. Despite the pandemic, USAID reached more than 24 million children at the primary and secondary levels in 2020, providing millions of children with access to education.

USAID uses a variety of principles for allocating education funding, including national security priorities, development needs, and expected effectiveness. Initially, in keeping with the Agency's overall emphasis on supporting partner countries, requests for funding originate at the country level. USAID coordinates with State to assign sectoral levels globally. Recommendations are based on objective criteria such as budget pipelines, adequacy of staffing to manage, evidence on the effectiveness of current programs, and/or likely effectiveness of planned programs.

Annex Four: Highlights of Country-Level USG Coordination in FY 2020

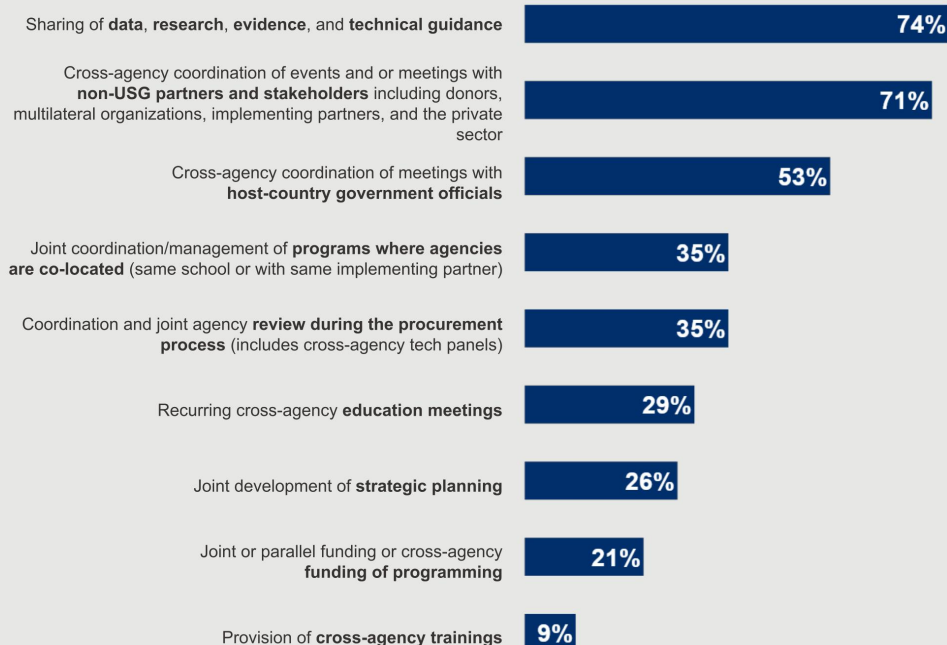
In the fall of 2020, USAID sent USG staff working overseas in Missions the USG coordination survey to better understand how USG agencies were coordinating on basic education programs and to identify opportunities to increase the frequency and effectiveness of coordination. This survey followed a similar survey sent in September 2019.

The following is an overview of responses from the survey:



WHAT TYPE OF COORDINATION IS OCCURRING?

Percent of countries with coordination (n=34)



USG COORDINATION WITH BILATERAL AND MULTILATERAL ORGANIZATIONS

Out of **41** countries...

80% report coordinating with **bilateral** organizations.

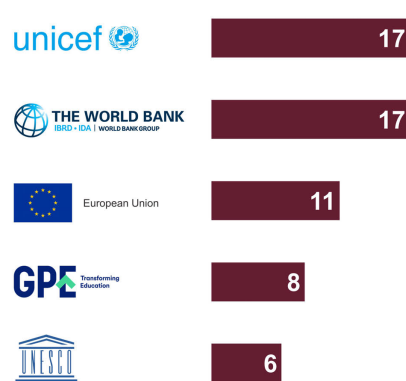
Most frequent coordination:



&

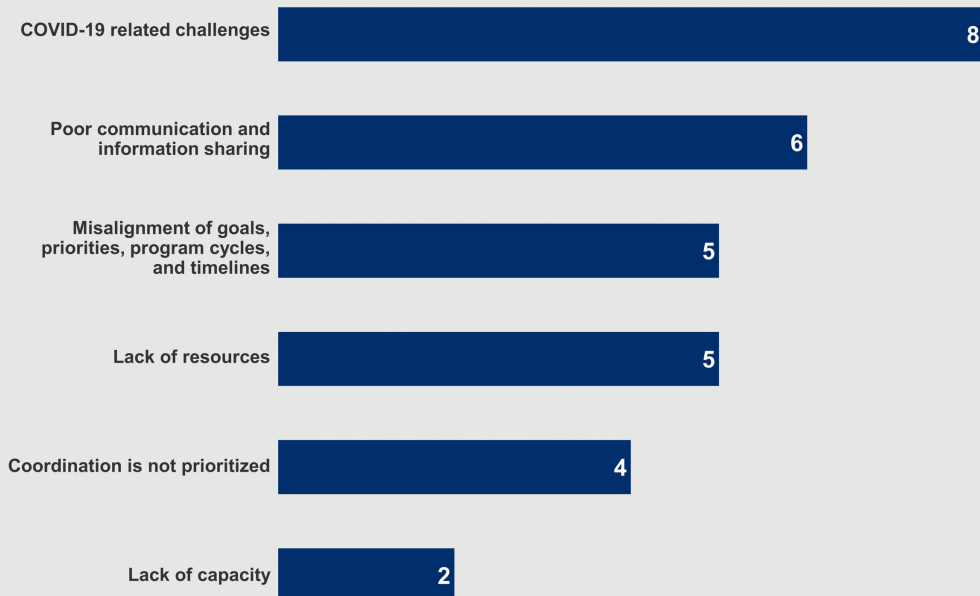
80% report coordinating with **multilateral** organizations.

Most frequent coordination:



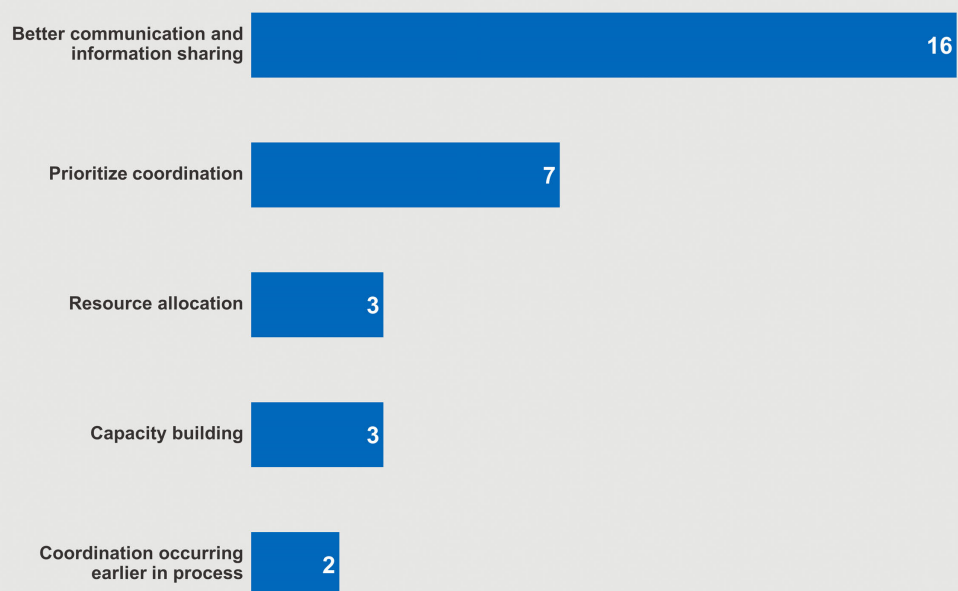
ARE THERE ANY CHALLENGES THAT LIMIT EACH AGENCY'S ABILITY TO COORDINATE WITH OTHER USG AGENCIES?

Frequency of open-ended responses by category



WHAT TYPE OF SUPPORT IS NEEDED TO FACILITATE INCREASED CROSS-AGENCY COORDINATION?

Frequency of open-ended responses by category



The following is a snapshot of country-level coordination highlights from the survey:

Africa

Ethiopia: USAID and the Peace Corps are now coordinating on primary school support. The Peace Corps will consider placement in areas where USAID is implementing primary education activities.

Ghana: The interagency's priority on women's development has allowed department and agency working groups to share project strategies, data, and outcomes. This forum has also increased USG partners' efforts around education interventions and increased in-country coordination and information sharing.

Liberia: USAID and the Peace Corps coordinate through shared funding, complementary support to teachers and students in the same primary schools, collaboration during teacher training, and shared use of teaching and reading materials developed under USAID's basic education program.

Mozambique: USAID and the Peace Corps jointly planned and developed a statement of work to carry out early-grade reading activities. USAID has access to considerable resources and a broad knowledge base in the area of early-grade reading. Peace Corps Volunteers live in local communities, are highly motivated, often speak the local language, and have extensive community networks that extend to education personnel and community leaders. USAID and the Peace Corps tapped into each other's strengths and created an interagency synergy to mobilize communities around improving early-grade reading.

Nigeria: State coordinated with USAID to facilitate joint meetings and field visits with key government stakeholders engaged on education issues. This effort increased USG visibility, coordination, and harmonization of USG priorities.

Senegal: USDA and USAID are working in the same schools in one region (Saint Louis) of Senegal. The two agencies agreed to support different interventions and target different age cohorts. USAID is targeting younger children (grades 1–3) in local languages while USDA targets upper primary children in French.

South Africa: The Department of Defense (DOD) is undergoing a construction project in six schools in East London and King Williamstown to build new classrooms, kitchens, and ablutions and to renovate and repurpose existing buildings where feasible. USAID assisted DOD in identifying the schools in need of construction and renovation.

Uganda: State and USAID jointly funded the Nile Explorer Bus that provides reading, STEM, and other materials during visits to primary schools. The bus also works to coordinate visits to schools where Peace Corps Volunteers are placed.

Asia

Cambodia: USAID engaged in the design and implementation of a school feeding program (SFP) funded by USDA. This allowed the agencies to avoid duplication and ensure that the SFP can use and maximize the harmonized national early grade reading package developed by USAID to help children improve literacy in SFP target areas. Additionally, USAID supported the Peace Corps via Small Project Assistance

(SPA) funding and attended Peace Corps Volunteer training so that Volunteers are aware of USAID's programming.

Kyrgyz Republic: USAID and USDA coordinated a project on out-of-school and community-level reading activities for primary grade students.

Lao PDR: USAID works with USDA through a project co-implemented by Catholic Relief Services and Save the Children.

Philippines: The Peace Corps collaborated with USAID and the Philippine Department of Education to organize two workshops to create independent learning activity sheets for English, math, and science for grades 1–6 to be used for remote learning.

Europe and Eurasia

Bosnia and Herzegovina: USAID and State coordinated in procuring a new education activity. OPA has been involved in the education sector in Bosnia and Herzegovina for a long time, and its institutional knowledge helped increase the quality of programming.

Georgia: USAID launched a Basic Education Program and continued coordinated efforts with State and the Peace Corps on reviewing the first-year implementation plan. USAID's Mission Director and the U.S. Ambassador organized an official launch of the Basic Education Program together with Georgia's Minister of Education. Public events and publications are coordinated and posted through Facebook and other social media. Coordination takes place mostly as an exchange of ideas and contacts. Because of the pandemic, formal meetings and events have been minimal in FY 2020.

Latin America and the Caribbean

Barbados: USAID Eastern and Southern Caribbean (ESC) provided funding to support Peace Corps grants to Peace Corps Volunteers in the ESC. USAID Mission staff have an ongoing collaborative relationship with Peace Corps staff, and Peace Corps Volunteers speak occasionally at training and events.

El Salvador: MCC and USAID have established relationships between interagency points of contact linked to the Salvadorian Ministry of Education. MCC and USAID shared information on a regular basis for planning purposes and coordinated in various ways in response to Ministry of Education discussions. Additionally, when MCC was moving toward close, USAID worked with MCC to identify areas where further support was needed and points of strength to inform future activity designs.

Guatemala: In response to COVID-19-related school closures, USAID is coordinating with donors and NGOs as part of the Education Cluster to support continuity of learning and planning for a return to school. Additionally, basic education coordination meetings were held in June–September 2020 with all agencies managing basic education funds at post.

Nicaragua: USDA has shared project proposals with other departments and agencies for their review to ensure effective coordination. Additionally, departments and agencies used an interagency data call on grant/sub-grant funding as an opportunity to share a full table of implementers, funding amounts, and objectives, especially in basic education. Interagency representatives acknowledged the need to establish

periodic meetings or regular information sharing sessions. USAID plans to restart organizing knowledge management meetings to share studies, research, etc.

Middle East and South Asia

Afghanistan: Departments and agencies share information for reporting and dissemination purposes.

Egypt: USAID and State co-host an Education Partners working group with implementing partners to convey the USG's joint strategic approach to basic education and to learn what partners are seeing in the field.

Jordan: The Embassy Education Working Group comprises USAID, State, the Departments of Commerce and Defense, and other agencies in the country. When pressing issues arise, USAID engages across Mission offices and Embassy agencies to share information for cables and other reporting. USAID also engages regularly with State on refugee issues. State issues an annual notice of funding opportunities for NGOs in Jordan to deliver assistance programs to refugees and related host communities in non-camp environments. USAID sector experts are invited to participate in meetings to review NGO proposals with State in Amman and Washington. This coordination ensures a broad range of views and non-duplication.

Lebanon: USAID and State participate in education donor coordination meetings on a regular basis, as well as other thematic/sectoral coordination meetings. Cross-agency coordination meetings have been held with government officials on specific activities. USAID is part of the Ministry of Education's Reaching All Children with Education executive committee and attends its quarterly meetings. In Beirut, the Foreign Assistance Working Group (FAWG) meets monthly for consideration, advice, and approval of proposed funding projects. In addition, State's Public Affairs Section Grants Selection Committee includes members from different departments and agencies and sections such as USAID and State that evaluate and assess grant proposals.

The U.S. Agency for International Development submits this report on behalf of the USG as a progress update in response to the requirement in Section 4(a) of the Reinforcing Education Accountability in Development (READ) Act of 2017, Section 7(a) of Public Law 115-56. This report describes the implementation of the *U.S. Government International Strategy on Basic Education* for the period of April 1, 2019, to March 31, 2020.