



FY 2021 REPORT TO CONGRESS

U.S. GOVERNMENT STRATEGY ON INTERNATIONAL BASIC EDUCATION

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) 2021.

MESSAGE FROM THE ACTING SENIOR COORDINATOR FOR INTERNATIONAL BASIC EDUCATION ASSISTANCE

In FY 2021, the COVID-19 pandemic continued to have detrimental effects on learners and education systems in our partner countries, including by putting 24 million additional students at risk of dropping out of school, 10 million more girls at risk of early marriage, and 9 million additional children at risk of child labor.¹ Global learning poverty, a measure of children unable to read and understand a simple passage by age 10, has also increased sharply in the wake of the most significant global shock to education and learning in a century.²

The USG recognizes that it is urgent to act now and act together. In a 2021 [report](#) on the USG's response to the COVID-19 pandemic, First Lady, Dr. Jill Biden emphasized the importance of this moment and of the role of U.S. education assistance: *"Building back from the COVID-19 pandemic provides us with the opportunity to reimagine the systems that serve our students, with resourcefulness, resilience, and creativity. The United States is ready to lead this effort."*

The goals of the U.S. Government Strategy on International Basic Education remain relevant to the rapidly changing global landscape that is negatively affected by the COVID-19 pandemic, climate change, and violent conflicts. In order to address learning loss caused by the pandemic, we must focus on improving learning outcomes. We must also continue to expand access to quality basic education for all, particularly marginalized and vulnerable populations who are at increased risk of not returning to school. Together with partner country governments, civil society, and international and local stakeholders, the USG is building on our investments in foundational learning to reach the most marginalized, strengthen resilience in education systems, and equip the next generation with the skills needed for lifelong success. We are grateful for the support of Congress in pursuing these important objectives.

While much work remains, USG departments and agencies continue to deliver highly effective education assistance and are making significant progress in expanding the reach of U.S. programs. **In FY 2021, we collectively reached more than 33.4 million learners in 73 countries** through programs designed to improve measurable learning outcomes and expand access to high-quality education for all, an increase of 8 million learners from FY 2020.

The challenge before us is monumental, and no single intervention, policy change, investment, approach or method alone is sufficient. The USG is committed to building on our progress and working in partnership toward a world where education systems in partner countries enable all individuals to acquire the education and skills needed to reach their full potential.

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

THE USG STRATEGY OBJECTIVES

In FY 2021, the COVID-19 pandemic continued to severely affect education systems around the world with widespread school closures and disruptions to service. During this time, USG programs adapted in many cases, and reached **more than 33.4 million pre-primary, primary and secondary students in 73 countries and more than one million individuals through tertiary, vocational, and other workforce training**. This is a considerable increase in programmatic reach from the first year of pandemic response in 2020. USG programs will continue to build on this success and strengthen 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 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 2021, the USG provided more than **4 million children in 27 countries with nutrition assistance** and provided education support to **more than 520,000 children in pre-primary programs**.³ Projects from the Department of Agriculture (USDA) McGovern-Dole programs fed nutritious school meals to over 2.1 million food-insecure children during the school year and distributed take-home rations to over 2.1 million children and community members in areas where schools remained closed due to 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 2021, the USG:

- Provided nearly 33 million **primary and secondary-aged students in 73 countries with opportunities to learn literacy, numeracy, and other basic skills**, in formal and nonformal settings, including in local languages.
 - In Lebanon, USAID completed a first of its kind learning recovery study, assessing nearly 2,400 students in grades two and three to gauge the extent of learning loss after over a year of interrupted schooling. The program also implemented a unique, first of its kind summer catch-up program in basic literacy and numeracy skills, to prepare students for the coming school year.
- **Trained and provided professional development to nearly 450,000 teachers and educators in 48 countries**, improving their instruction in literacy, numeracy, and other basic skills.
 - In Morocco, the Millennium Challenge Corporation is working to strengthen the technical and vocational education training (TVET) system through the rehabilitation or new construction of 15 TVET centers. In addition, MCC began training Moroccan teachers through a hybrid cohort model—where some teachers were taught online and others in-person—to reduce the risk of COVID spread.

- Distributed more than **51.6 million textbooks and other teaching and learning materials**.⁴
- Engaged with more than **30,000 parent-teacher associations (PTAs) or community-based school-governance structures in 36 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 2021, the USG provided **749,000 individuals with tertiary, vocational, and other workforce training in 49 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 to support learning in safe, equitable, and high-quality educational environments.

Expand Access to High-Quality Basic Education for Children and youth affected by crisis and conflict, especially those who are displaced

The USG funds education programs in crisis- and conflict-affected environments⁵ 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 2021, preliminary data under recently implemented indicators show that education programs **reached almost 600,000 children and youth at risk, including those affected by crisis and conflict**.⁶
- The USG also **built or repaired 8,172 educational facilities in 32 countries** that provide safe, accessible, and supportive learning environments for students and teachers.

Expand Access to High-Quality Basic Education for 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 2021, the USG:

- **Provided education interventions to more than 11.7 million women and girls** in formal and nonformal settings. **This figure represents approximately 49 percent of the beneficiaries** for whom sex is known and is reflective of efforts to achieve gender parity in programs.
- **Delivered health care and nutrition to more than 1.5 million girls** in early childhood, pre-primary, primary, and secondary education. **This figure represents approximately 50 percent of the beneficiaries** for whom sex is known, continuing efforts for gender parity in programs and in alignment with the Strategy.
- **Worked with governments and parliaments in 19 countries to adopt 51 new or reformed public-sector laws, policies, regulations, and/or administrative procedures** that support increased access to education and/or improved learning.

- In Guatemala, USAID supported vulnerable youth, including youth who are female, indigenous, poor, have disabilities, have children, and live in violent or remote communities. The program developed a hybrid strategy, including in-person, radio, and virtual modalities, to continue to reach participants during the pandemic. Nearly 3,000 youth (61 percent female) graduated from the activity’s *Diplomado Emprender con Exito (Soft Skills Curriculum)* program, which provides core and soft skills development to help youth define a life plan to achieve their goals. The program also reached 3,200 youth (60 percent female) in secondary education, providing project-based learning around themes such as natural medicine to address gaps identified in labor market studies.

Expand Access to High-Quality Basic Education for 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 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.

- During FY 2021 the Department of Labor (DOL) awarded over \$35 million in new grants to combat child labor, forced labor, and human trafficking in seventeen countries. DOL’s Bureau of International Labor Affairs (ILAB) projects adopt a holistic approach to promote sustainable efforts that address the underlying causes of child labor, including poverty and lack of access to education.

A WHOLE-OF-GOVERNMENT APPROACH FOR PROGRESS

Coordination Goal I:

Strengthen the transparency and accountability of and streamline reporting on USG-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 increases collaboration among Departments and Agencies on data collection, performance setting for benchmark assessments, and cross-branding methodologies and toolkits.

In FY 2021, the U.S. Government Strategy on International Basic Education webpage on EducationLinks was updated with recent data and new resources. The full site can be found at: www.edulinks.org/about/strategy. In addition, the [interactive map](#) was also updated to include basic education program information for each country across agencies and departments to demonstrate our collective presence, with filters for agency, education level, and program type.

Coordination Goal 2:

Ensure a consistent level of quality across programs

D.C.-Based Coordination: Agencies across the USG met regularly throughout FY 2021 in Washington, D.C. on a range of topics to learn from peers and external experts and identify opportunities to improve learning outcomes, share tools, and leverage resources. These meetings included discussions on:

- (1) The Global Monitoring Report on Inclusive Education, with a focus on understanding multiple identities, how they intersect and implications for learning outcomes and the education sector.
- (2) Universal Design for Learning (UDL) and information on how UDL principles can be incorporated into program design to ensure activities are inclusive and meet individual needs.
- (3) Distance learning and resources for programming, monitoring and evaluation, and an overview of indicators across agencies.
- (4) Social Emotional Learning (SEL), including implementation guidance, the latest research and best practices, resources, and an update on the current thinking on monitoring and measurement of SEL.
- (5) The Thrive Act, Early Childhood Development, and Pre-Primary education.
- (6) Training by the Centers for Disease Control and Prevention's COVID-19 International Task Force Mitigation Team on COVID-19 mitigation measures and risk assessment in schools.

Mission Level Coordination: In the fall of 2021, USG staff working in Missions completed a survey on coordination across agencies. The survey highlighted ways in which agencies and departments are working together to share information, partner with host-country governments and implement programs.

Of the 32 Missions reporting, 77 percent coordinate by **sharing data, research, and evidence**. For example, in Pakistan, when the Department of State was considering a new way to engage basic education partners through sub-grantees, USAID staff members **shared information** about the technical capacity of local partners and tips about procurement. Seventy-seven percent of Missions also reported frequent coordination by holding cross-agency **meetings and/or events with non-USG partners and stakeholders**, including in Senegal where USAID collaborates with the U.S. Department of Agriculture (USDA) on the McGovern Dole School Feeding Program and both agencies attend the monthly coordination meetings with USDA's implementing partner.

Many respondents (68 percent) reported cross-agency coordination of **meetings with host-country government officials**. In Cambodia, USAID, USDA, Department of State, and Peace Corps held joint agency meetings with the Secretaries of State and the Minister of Education, Youth, and Sports. At times, the Ambassador joins these meetings to appreciate and advocate for the continued collaboration and shared results among these agencies.

The majority of respondents (64 percent) reported **joint coordination or management of programs**. For example, in Malawi, USAID and Peace Corps coordinate on USAID’s Secondary Education Expansion for Development (SEED) activity. The Peace Corps will place volunteers into SEED schools for administrative mentorship for Head Teachers. Additionally, because USAID and USDA both support programming in primary schools in the country, the agencies’ implementing partners coordinate to ensure the same curriculum is being followed and that they are not duplicating efforts.

Forty-five percent of agencies also reported **coordinating during the procurement process**. One successful example of this type of coordination was in Nepal, where USAID participated in the technical evaluation procurement panel of USDA’s Food for Education (FFE) program. As a result of this initial collaboration, USDA FEE now coordinates with USAID’s Early Grade Reading Program on the implementation of early grade reading in the country.

Additional examples of successful Mission level coordination can be found in [Annex 4](#).

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.

The Strategy establishes a strong foundation for routine technical level coordination across agencies. Throughout 2021, departments and agencies worked together to coordinate a “one U.S. government approach” to improve policies and programming. Examples of department and agency level coordination can be found below:

[U.S. Government COVID-19 Basic Education Response Paper](#): The COVID-19 pandemic devastated the education sector. School closures disrupted learning for more than 1.6 billion students around the world. Responding to the impact of COVID-19 on the education sector required utilizing coordinated technical expertise across the U.S. government. In July 2021, the interagency Technical Working Group (TWG) produced the U.S. Government COVID-19 Basic Education Response Paper, highlighting the collective impact of the USG response to COVID-19 related to education access, attendance, retention, and learning. It also examines the successful elements of responses and looks at how they can be incorporated into forward-thinking foundational principles in educational programming.

USDA Proposal Review: Annually, the U.S. Department of Agriculture (USDA) manages a consultative process across relevant agencies including USAID and the Department of State to identify priority countries, review technical proposals and provide feedback on sections of the draft USDA McGovern-Dole Notice of Funding Opportunity. This year, the process identified ten priority countries across Africa, Asia, and Latin America. USAID staff in Washington and the Mission reviewed the proposals with a specific focus on education, and as appropriate, also provided feedback on the contextualization of the proposals.

Education Response in Afghanistan: As a result of substantial input from USAID, the Department of State, and our partners, the Department of the Treasury’s Office of Foreign Assets Control’s (OFAC) [issued three General Licenses](#) expanding previous definitions of “basic human needs” to include education within our humanitarian assistance for the Afghan people. These licenses expand upon existing authorizations and remove a major barrier for the USG and our partners to respond to the education needs of Afghan children and youth, particularly girls and young women. The inclusion of education is a substantial step toward strengthening humanitarian-development coherence broadly.

[G7 Commitments on Girls' Education](#): Working with the Department of State and National Security Council, USAID Administrator Samantha Power endorsed the G7 Declaration on Girls' Education on behalf of the United States. The Declaration "Recovering from COVID-19 and Unlocking Agenda 2030" was part of the May 2021 G7 Foreign and Development Ministerial. The Declaration includes two ambitious new milestone objectives on girls' education: 40 million more girls in school by 2026 in low- and lower-middle-income countries; and 20 million more girls reading by age ten or the end of primary school in low- and lower-middle-income countries by 2026.

Multilateral Participation: The USG provides substantial financial and technical support to two multilateral organizations: the [Global Partnership for Education](#) (GPE) and [Education Cannot Wait](#) (ECW). The USG holds a seat on the Boards of Directors for both organizations, providing opportunities for high-level engagement on the global stage and the ability to convene education stakeholders to drive consensus and action for transformative change.

- The Department of State's Bureau of Population, Refugees and Migration and USAID collaborate to support ECW at both the technical and political levels through roles on the High-Level Steering Group and the Executive Committee. The agencies coordinate closely to leverage USG funding, technical, and leadership contributions to ECW.

[Joint Statement of Principles in Support of International Education](#): The Departments of Education and State—with support from the Department of Commerce, the Department of Homeland Security, and USAID—released a Joint Statement of Principles in Support of International Education. The Joint Statement is the first in over 20 years to emphasize the importance of international education in improving Americans' lives and promoting U.S. global leadership. In addition to expressing each agency's support of higher education, the core principles outlined in the Joint Statement reaffirm the USG's support for international education across all levels.

[National Strategy on Gender Equity and Equality](#): Many agencies contributed to the first-ever national gender strategy to advance the full participation of all people—including women and girls—in the United States and around the world. The Strategy identifies education as one of ten interconnected priorities and calls for the dismantling of barriers to equal opportunity in education that undermine the ability to compete on a level playing field, recognizing that education affects future economic security.

ANNEX ONE: DATA ON COMMON OUTPUT INDICATORS

The common output indicators in Annex One are intended to coordinate reporting on the USG international basic education assistance objectives that are codified in the [Reinforcing Education Accountability in Development \(READ\) Act](#):

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

An interagency USG Technical Working Group developed indicators to capture progress toward these goals. Currently, departments and agencies have greater harmony with respect to indicators that reflect outputs, such as actual numbers reached or produced, rather 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 to expand usage of outcome indicators and collection of data, including improving reporting of disaggregated data on marginalized groups. These improvements will contribute to more harmonized outcome and output indicators in future reporting, including measurement of reading and math proficiency.

The USG Technical Working Group developed the common output indicators by consolidating existing indicators from departments and agencies and selecting indicators that were representative of USG funding for international basic education. 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; and
- Systems strengthening.

All common indicator data rely on data from FY 2021 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 the U.S. Agency for International Development (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 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 particular output indicator.







Data presented in Annex One represent provisional reporting for FY 2021 for several departments and agencies.

FY 2021 | SUMMARY BY COMMON INDICATOR

Contributing Agencies:



Updated April 13, 2022

1. 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	12,354,492
	Number of females	11,783,505
	Total (male and female)	33,478,011
	Number of individuals at risk	598,843
	Number of individuals with disabilities	172,592
1b. Number of children and youth who received health and nutrition services	Number of males	1,552,716
	Number of females	1,578,523
	Total (male and female)	4,093,861
	Number of individuals at risk	-
	Number of individuals with disabilities	-
1c. Number of schools or institutions that received assistance	Number of pre-primary schools	1,797
	Number of primary schools	28,539
	Number of secondary schools	120
	Total	113,435
2. Training Teachers/Educators 		
2a. Number of teachers/educators who received training/professional development	Number of males	152,825
	Number of females	254,882
	Number trained in special education	22,558
	Crisis or conflict-affected	15,914
	Total (male and female)	449,390
3. Providing Safe and Equitable Learning Environments 		
3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired	Total	8,172
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	30,652
5. Providing Textbooks and Teaching and Learning Materials 		
5a. Number of textbooks and other teaching and learning provided	Total	51,628,035
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	51
6b. Number of education administrators and officials who complete professional development activities	Number of males	52,705
	Number of females	29,806
	Total (male and female)	86,241

FY 2021 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1a. Education Interventions

Contributing Agencies:



Updated April 13, 2022

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
Country	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)	11,939,205	11,284,574	32,208,199	589,584	169,901	152,087	242,062	749,743	5,739	1,991
Republic of Azerbaijan	-	-	-	-	-	325	687	1,012	-	-
People's Republic of Bangladesh	-	-	94,224	-	-	-	-	-	-	-
Republic of Bénin	-	-	47,165	-	-	-	-	-	-	-
Republic of Burkina Faso	-	-	198,118	-	-	-	-	-	-	-
Burma	33,148	36,785	69,933	69,933	-	717	1,273	2,025	131	-
Republic of Burundi	-	-	-	-	-	-	-	294	-	-
Kingdom of Cambodia	128,115	130,767	401,617	-	26,817	21	8	29	-	-
Republic of Cameroon	-	-	99,066	-	-	-	-	-	-	-
Republic of Colombia	-	-	25	-	-	38	52	5,963	-	-
Republic of Congo	-	-	78,556	-	-	-	-	-	-	-
Republic of Côte d'Ivoire	18	3	129,740	-	-	447	401	848	-	-
Democratic Republic of the Congo	46,085	46,779	92,864	10,266	-	514	2,488	3,002	4	-
Republic of Djibouti	-	-	37,546	-	-	2,266	1,971	4,237	-	-
Dominican Republic	73,289	69,332	142,621	-	3	-	-	-	-	-
Arab Republic of Egypt	9,183	15,113	24,296	-	-	16,316	26,412	42,728	-	35
Republic of El Salvador	1,425	1,412	2,837	2,837	3	1,876	1,763	3,639	536	-
Federal Democratic Republic of Ethiopia	-	-	1,955,853	-	-	-	-	-	-	-
Georgia	129,918	120,100	250,018	-	-	7,366	10,791	18,157	-	-
Republic of Ghana	455,541	429,977	875,518	-	-	-	-	-	-	-
Republic of Guatemala	1,918	1,283	2,196,549	-	-	935	1,604	2,539	-	-
Republic of Guinea	-	-	-	-	-	5,750	2,652	8,402	-	-
Republic of Guinea-Bissau	-	-	78,788	-	-	-	-	-	-	-
Republic of Haiti	23,370	22,614	145,821	-	45,984	-	-	-	-	-
Republic of Honduras	154,934	149,843	422,967	-	-	1,011	2,114	15,222	595	-
Republic of India	1,124,708	787,798	1,912,506	-	-	135	2,866	3,001	-	-
Republic of Indonesia	6,501	8,074	14,575	-	-	6,060	14,120	30,090	-	1,260

FY 2021 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

Updated April 13, 2022

Country	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 Iraq	-	-	-	-	-	528	475	1,233	815	5
Jamaica	22	26	48	-	48	-	-	-	-	-
Hashemite Kingdom of Jordan	307,853	316,825	641,573	-	684	1,081	2,100	5,529	-	-
Republic of Kazakhstan	200	200	400	-	40	-	-	-	-	-
Republic of Kenya	1,708,244	1,629,871	3,825,115	-	4,568	40	93	133	-	-
Republic of Kosovo	-	-	-	-	-	-	-	279	-	-
Kyrgyz Republic	293,652	293,652	617,494	-	-	332	475	807	-	-
Lao People's Democratic Republic	16,957	15,393	152,986	-	-	53	57	110	-	-
Lebanese Republic	81,879	77,436	159,315	159,315	-	6,989	7,430	14,419	768	-
Republic of Liberia	23,106	20,945	90,952	-	-	-	-	-	-	-
Republic of Malawi	1,762,482	1,752,236	3,580,212	-	90,781	395	314	709	-	-
Republic of Mali	29,287	27,919	64,206	28,469	-	1,657	756	645	-	-
Islamic Republic of Mauritania	-	-	68,225	-	-	-	-	-	-	-
United Mexican States	32	30	62	62	-	342	60	402	-	-
Republic of Moldova	-	-	-	-	-	-	-	1,455	-	-
Republic of Montenegro	-	-	-	-	-	169	232	401	-	6
Kingdom of Morocco	2,362,843	2,173,076	4,535,919	-	-	1,628	975	2,603	-	-
Republic of Mozambique	467,919	442,953	985,606	-	-	-	-	400	-	-
Federal Democratic Republic of Nepal	94,416	99,415	359,069	-	32	555	354	5,227	-	-
Republic of Nicaragua	-	-	69,632	-	-	-	-	-	-	-
Republic of Niger	-	-	-	-	-	-	-	130	-	-
Republic of Nigeria	446,612	396,501	843,113	48,109	603	-	-	-	-	-
Republic of North Macedonia	-	-	-	-	-	-	-	51,669	-	-
Islamic Republic of Pakistan	7,210	3,177	10,387	10,387	-	5,178	3,557	8,735	-	-
Republic of Paraguay	9	43	52	52	-	95	269	364	116	-
Republic of Peru	-	-	-	-	-	6	6	12	-	-
Republic of the Philippines	279,760	250,679	530,439	-	316	559	1,137	9,451	-	183
Republic of Rwanda	880,842	942,063	1,902,529	-	-	6,601	58,573	65,174	-	431
Republic of Senegal	295,250	342,396	688,835	-	22	307	234	541	-	-

**FY 2021 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1a. Education Interventions

Updated April 13, 2022

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
Country	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 Sierra Leone	-	-	53,577	-	-	-	-	-	-	-
Federal Republic of Somalia	20,682	19,248	39,930	39,930	-	1,228	706	1,934	1,934	-
Republic of South Sudan	-	-	-	-	-	7,863	8,184	16,047	-	-
Democratic Socialist Republic of Sri Lanka	-	-	105,731	-	-	10,950	8,947	19,897	-	-
Republic of the Sudan	-	-	-	-	-	-	-	1,150	-	-
Syrian Arab Republic	-	-	2,064	-	-	-	-	-	-	-
Republic of Tajikistan	83,752	78,981	162,733	-	-	-	-	-	-	-
United Republic of Tanzania	24,122	28,644	1,890,534	-	-	-	-	87,723	-	-
Kingdom of Thailand	-	-	-	-	-	56	48	104	-	-
Democratic Republic of Timor-Leste	-	-	294,651	-	-	-	-	-	-	-
Togolese Republic	-	-	38,043	-	-	-	-	-	-	-
Republic of Tunisia	-	-	-	-	-	-	-	5,837	-	-
Republic of Turkmenistan	-	-	-	-	-	40,390	42,064	246,298	-	-
Republic of Uganda	6,072	6,395	12,467	12,467	-	17,256	29,992	47,248	-	-
Republic of Uzbekistan	-	-	131,965	-	-	-	-	-	-	-
Socialist Republic of Vietnam	224	170	394	394	-	-	-	-	-	-
Republic of Yemen	108,397	98,966	207,363	207,363	-	-	-	-	-	-
Republic of Zambia	418,902	447,414	866,316	-	-	70	110	178	-	-
MULTI-COUNTRY PROGRAMMING										
Europe and Eurasia Regional	17,839	-	-	-	-	-	-	49	-	-
Pacific Islands Regional	-	-	-	-	-	-	-	196	-	-
State NEA Regional	-	-	-	-	-	484	720	2,417	-	-
State Oceans and International Environmental and Scientific Affairs (OES)	-	-	-	-	-	60	62	122	-	-
State Office of Global Partnerships (E/GP)	-	-	-	-	-	-	-	79	-	-

**FY 2021 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1a. Education Interventions

Updated April 13, 2022

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
Country	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
State Western Hemisphere Regional	31	40	71	-	-	1,051	2,126	3,212	-	-
USAID Africa Regional	-	-	-	-	-	1,445	1,530	2,976	840	71
USAID Bureau for Democracy, Development, and Innovation (DDI)	-	-	-	-	-	611	741	1,795	-	-
USAID Bureau for Resilience and Food Security	-	-	-	-	-	1	17	19	-	-
USAID Latin America and Caribbean Regional	12,456	-	4,988	-	-	330	516	846	-	-

Country	Pre-Primary				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	263,200	256,869	520,069	3,520	700
Kingdom of Cambodia	3,485	3,517	7,002	-	700
Dominican Republic	8,012	7,879	15,891	-	-
Republic of Ghana	93,061	89,413	182,474	-	-
Republic of Haiti	1,808	1,712	3,520	3,520	-
Lao People's Democratic Republic	2,871	2,969	5,840	-	-
Republic of Liberia	2,026	1,886	3,912	-	-
Republic of the Philippines	87,569	78,281	165,850	-	-
Republic of Zambia	64,368	71,212	135,580	-	-

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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

FY 2021 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1b. Nutrition

Contributing
Agency:



Updated April 13, 2022

1b. Number of children and youth who received health and nutrition services					
Country	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	1,552,716	1,578,523	4,093,861	-	-
People's Republic of Bangladesh	46,772	46,845	93,617	-	-
Republic of Bénin	22,074	20,225	42,299	-	-
Republic of Burkina Faso	99,908	99,626	199,534	-	-
Kingdom of Cambodia	120,284	125,419	245,703	-	-
Republic of Cameroon	71,158	63,942	135,100	-	-
Republic of Congo	-	-	78,556	-	-
Republic of Côte d'Ivoire	80,614	79,532	160,146	-	-
Federal Democratic Republic of Ethiopia	-	-	181,310	-	-
Republic of Guatemala	46,847	47,296	209,420	-	-
Republic of Guinea-Bissau	-	-	73,872	-	-
Republic of Haiti	45,979	43,437	89,416	-	-
Republic of Honduras	34,363	36,767	71,130	-	-
Kyrgyz Republic	15,321	14,869	30,190	-	-
Lao People's Democratic Republic	20,037	19,525	126,405	-	-
Republic of Liberia	-	-	244,525	-	-
Republic of Malawi	-	-	70,639	-	-
Islamic Republic of Mauritania	33,122	36,798	69,920	-	-
Republic of Mozambique	63,058	55,392	118,450	-	-
Federal Democratic Republic of Nepal	390,226	414,407	804,973	-	-
Republic of Nicaragua	41,507	37,587	79,094	-	-
Republic of Rwanda	40,629	38,995	79,624	-	-
Republic of Senegal	22,069	33,104	55,173	-	-
Republic of Sierra Leone	-	-	64,636	-	-
Democratic Socialist Republic of Sri Lanka	220,878	223,324	442,202	-	-
United Republic of Tanzania	93,516	99,762	193,278	-	-
Democratic Republic of Timor-Leste	44,354	41,671	86,025	-	-
Togolese Republic	-	-	48,624	-	-

FY 2021 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1b. Nutrition

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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

FY 2021 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1c. Schools and Institutions

Contributing
Agencies:



Updated April 13, 2022

Country	1c. Number of schools that received assistance			
	Pre-Primary Schools	Primary Schools	Secondary Schools	Total
Total (all countries)	1,797	28,539	120	113,435
People's Republic of Bangladesh	-	170	-	170
Republic of Bénin	22	144	-	144
Republic of Burkina Faso	85	804	-	869
Kingdom of Cambodia	620	3,253	-	3,453
Republic of Cameroon	-	-	-	240
Republic of Congo	-	-	-	354
Republic of Cote d'Ivoire	-	-	-	613
Arab Republic of Egypt	-	-	-	19
Republic of El Salvador	-	-	32	32
Federal Democratic Republic of Ethiopia	-	3,030	-	3,849
Republic of Ghana	-	-	-	5,325
Republic of Guatemala	205	400	-	899
Republic of Guinea-Bissau	-	-	-	312
Republic of Haiti	-	416	-	416
Republic of Honduras	101	204	-	4,033
Republic of Kenya	-	-	-	24,722
Kyrgyz Republic	-	-	-	2,363
Lao People's Democratic Republic	351	1,595	-	2,491
Republic of Liberia	-	-	-	894
Republic of Malawi	-	5,809	85	6,000
Republic of Mali	-	52	-	52
Islamic Republic of Mauritania	209	-	-	209
Kingdom of Morocco	-	-	-	24,561
Republic of Mozambique	-	-	-	2,037
Federal Democratic Republic of Nepal	-	3,714	3	5,146
Republic of Nicaragua	-	-	-	701
Republic of Nigeria	-	5,258	-	5,258
Republic of the Philippines	-	2,192	-	2,192
Republic of Rwanda	-	108	-	3,297
Republic of Senegal	66	204	-	5,469
Republic of Sierra Leone	-	310	-	310
Democratic Socialist Republic of Sri Lanka	-	876	-	876
United Republic of Tanzania	-	-	-	231

**FY 2021 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1c. Schools and Institutions

Updated April 13, 2022

Country	1c. Number of schools that received assistance			
	Pre-Primary Schools	Primary Schools	Secondary Schools	Total
Democratic Republic of Timor-Leste	-	-	-	445
Togolese Republic	138	-	-	138
Republic of Uzbekistan	-	-	-	213
Republic of Zambia	-	-	-	4,994

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 2021. 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 under represent the number of schools receiving USG support worldwide, something which will improve over time.

Data may not represent final FY 2021 reporting for agencies.

FY 2021 | INDICATOR 2
TRAINING TEACHERS/EDUCATORS



Table I.2a. Instructional Quality

Contributing Agencies:



Updated April 13, 2022

2a. Number of teachers/educators who received training/professional development					
Country	Number of males	Number of females	Total	Trained in special education	Crisis or conflict-affected
Total (all countries)	152,825	254,882	449,390	22,558	15,914
Argentine Republic	79	253	332	-	-
People's Republic of Bangladesh	-	-	22	-	-
Republic of Bénin	1,044	1,073	2,117	-	-
Bosnia and Herzegovina	490	1,124	1,614	-	-
Republic of Burkina Faso	1,423	1,129	2,552	-	-
Kingdom of Cambodia	2,135	3,280	5,415	5,022	-
Republic of Cameroon	18,068	48,041	66,109	-	-
Republic of Congo	-	-	5,000	-	-
Democratic Republic of the Congo	800	941	1,741	1,485	1,741
Dominican Republic	10	80	90	-	-
Arab Republic of Egypt	276	980	1,256	-	-
Republic of El Salvador	81	137	218	-	218
Federal Democratic Republic of Ethiopia	-	-	6,132	-	-
Georgia	3,325	16,727	20,052	-	-
Republic of Ghana	5,823	11,377	17,200	-	-
Republic of Guatemala	4,401	7,811	12,521	-	-
Republic of Haiti	749	1,335	2,084	-	-
Republic of Honduras	2,322	8,710	11,054	-	-
Republic of India	-	-	8,589	-	-
Republic of Indonesia	52	96	148	-	-
Jamaica	7	42	49	49	-
Hashemite Kingdom of Jordan	698	10,151	10,849	-	10,151
Republic of Kenya	-	-	2,038	-	-
Republic of Kosovo	99	82	181	-	-
Kyrgyz Republic	193	15,363	15,556	-	-
Lao People's Democratic Republic	549	1,264	1,813	48	-
Lebanese Republic	171	1,501	1,672	-	1,672
Republic of Liberia	657	269	926	-	-
Republic of Malawi	13,620	14,410	28,690	296	-
Republic of Mali	2,333	1,604	3,937	-	-
Islamic Republic of Mauritania	202	425	627	-	-
Kingdom of Morocco	56,858	64,576	121,434	-	-

**FY 2021 | INDICATOR 2
TRAINING TEACHERS/EDUCATORS**



Table I.2a. Instructional Quality

Updated April 13, 2022

Country	2a. Number of teachers/educators who received training/professional development				
	Number of males	Number of females	Total	Trained in special education	Crisis or conflict-affected
Republic of Mozambique	1,741	509	2,250	-	-
Federal Democratic Republic of Nepal	1,974	1,437	3,411	-	-
Republic of Nicaragua	1,123	2,516	3,639	-	-
Republic of Nigeria	9,916	4,713	14,629	12	462
Republic of the Philippines	1,578	10,759	12,337	203	-
Republic of Rwanda	1,500	5,424	6,924	-	-
Republic of Senegal	10,904	5,084	15,988	15,443	-
Republic of Serbia	205	445	650	-	-
Republic of Sierra Leone	-	-	5,067	-	-
Federal Republic of Somalia	551	191	742	-	742
Syrian Arab Republic	-	-	345	-	-
Republic of Tajikistan	1,706	5,681	7,387	-	-
United Republic of Tanzania	101	117	13,302	-	-
Democratic Republic of Timor-Leste	12	206	218	-	-
Republic of Yemen	538	390	928	-	928
Republic of Zambia	4,511	4,629	9,140	-	-
MULTI-COUNTRY PROGRAMMING					
Europe and Eurasia Regional	-	-	251	-	-
USAID Latin America and the Caribbean Regional	-	-	164	-	-

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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

**FY 2021 | INDICATOR 3
PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS**



Table I.3a. Education Facilities

Contributing Agencies:



Updated April 13, 2022

Country	3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired
Total (all countries)	8,170
People's Republic of Bangladesh	471
Republic of Bénin	79
Kingdom of Cambodia	1,109
Republic of Cameroon	5
Republic of Congo	16
Democratic Republic of the Congo	90
Federal Democratic Republic of Ethiopia	74
Republic of Ghana	25
Republic of Guatemala	376
Republic of Honduras	85
Republic of India	7
Republic of Iraq	347
Hashemite Kingdom of Jordan	168
Republic of Kenya	133
Kyrgyz Republic	3
Lao People's Democratic Republic	2,276
Republic of Liberia	199
Republic of Madagascar	283
Republic of Malawi	212
Republic of Mali	415
Islamic Republic of Mauritania	104
Republic of Mozambique	144
Federal Democratic Republic of Nepal	445
Republic of Nicaragua	89
Republic of Rwanda	19
Republic of Senegal	16
Republic of Sierra Leone	62
Republic of South Sudan	12
Democratic Socialist Republic of Sri Lanka	33
Republic of the Sudan	10
Democratic Republic of Timor-Leste	703
Republic of Uganda	160

FY 2021 | INDICATOR 3 PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS



Table I.3a. Education Facilities

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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

FY 2021 | INDICATOR 4
ENGAGING FAMILIES AND COMMUNITIES



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

Contributing Agencies:



Updated April 13, 2022

Country	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)	30,652
Republic of Bénin	97
Republic of Burkina Faso	853
Burma	103
Kingdom of Cambodia	557
Republic of Cameroon	148
Republic of Congo	36
Republic of Côte d'Ivoire	613
Democratic Republic of the Congo	234
Federal Democratic Republic of Ethiopia	3,413
Republic of Guatemala	892
Republic of Guinea-Bissau	321
Republic of Haiti	523
Republic of Honduras	1,250
Republic of Kenya	559
Lao People's Democratic Republic	967
Republic of Liberia	850
Republic of Malawi	275
Republic of Mali	1,141
Islamic Republic of Mauritania	209
Republic of Mozambique	1,243
Federal Democratic Republic of Nepal	1,429
Republic of Nicaragua	701
Republic of Nigeria	3,621
Republic of the Philippines	1,374
Republic of Rwanda	108
Republic of Senegal	1,153
Republic of Sierra Leone	310
Federal Republic of Somalia	197
Democratic Socialist Republic of Sri Lanka	876
Republic of Tajikistan	1,815
United Republic of Tanzania	3,268
Democratic Republic of Timor-Leste	301
Togolese Republic	138
Republic of Uganda	151

FY 2021 | INDICATOR 4
ENGAGING FAMILIES AND COMMUNITIES



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

Updated April 13, 2022

Country	4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
West Bank/Gaza	248
Republic of Yemen	678

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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

**FY 2021 | INDICATOR 5
PROVIDING TEXTBOOKS AND TEACHING AND
LEARNING MATERIALS**



Table 1.5a. Textbooks and Teaching and Learning Materials

**Contributing
Agencies:**



Updated April 13, 2022

Country	5a. Number of textbooks and other teaching and learning materials provided
Total (all countries)	51,628,035
People's Republic of Bangladesh	643,240
Republic of Bénin	231,008
Republic of Burkina Faso	24,100
Kingdom of Cambodia	2,036,851
Republic of Cameroon	106,626
Republic of Congo	13,580
Republic of Djibouti	45,138
Federal Democratic Republic of Ethiopia	391,422
Republic of Guatemala	133,935
Republic of Haiti	170,307
Republic of Honduras	162,356
Republic of India	25,644,020
Hashemite Kingdom of Jordan	1,310,332
Lao People's Democratic Republic	404,776
Lebanese Republic	191,919
Republic of Liberia	193,779
Republic of Malawi	172,970
Kingdom of Morocco	4,556,069
Republic of Mozambique	6,916,899
Federal Democratic Republic of Nepal	681,700
Republic of Nicaragua	56,611
Republic of Nigeria	15,879
Republic of Rwanda	2,838,543
Republic of Senegal	1,256,553
Republic of Sierra Leone	82,540
Federal Republic of Somalia	89,598
Republic of South Africa	107,853
United Republic of Tanzania	344,219
Democratic Republic of Timor-Leste	891,782
Republic of Zambia	1,913,430

FY 2021 | INDICATOR 5 PROVIDING TEXTBOOKS AND TEACHING AND LEARNING MATERIALS



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

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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

The format for textbooks and other teaching and learning materials may be print or digital.

**FY 2021 | INDICATOR 6
STRENGTHENING SYSTEMS**



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

Contributing Agencies:



Updated April 13, 2022

Country	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)	51
People's Republic of Bangladesh	2
Republic of Bénin	2
Republic of Burkina Faso	1
Kingdom of Cambodia	2
Republic of Cameroon	1
Republic of Congo	1
Republic of Côte d'Ivoire	2
Federal Democratic Republic of Ethiopia	1
Republic of Guatemala	10
Republic of Kenya	12
Lao People's Democratic Republic	3
Republic of Liberia	1
Republic of Malawi	5
Islamic Republic of Mauritania	1
Republic of Rwanda	1
Republic of Sierra Leone	2
United Republic of Tanzania	2
Democratic Republic of Timor-Leste	1
Togolese Republic	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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

FY 2021 | INDICATOR 6
STRENGTHENING SYSTEMS



Table I.6b. Professional Development

Contributing Agencies:



Updated April 13, 2022

6b. Number of education administrators and officials who complete professional development activities			
Country	Number of males	Number of females	Total
Total (all countries)	52,705	29,806	86,241
Republic of Bénin	99	18	117
Republic of Burkina Faso	58	6	64
Kingdom of Cambodia	913	489	1,552
Republic of Cameroon	-	-	148
Republic of Congo	-	-	110
Democratic Republic of the Congo	168	88	256
Republic of Djibouti	189	49	238
Dominican Republic	1	46	47
Arab Republic of Egypt	422	297	719
Republic of El Salvador	15	13	28
Federal Democratic Republic of Ethiopia	4,488	605	5,093
Republic of Ghana	13,729	8,042	17,123
Republic of Guatemala	132	107	1,594
Republic of Guinea-Bissau	191	67	258
Republic of Haiti	176	221	397
Republic of Honduras	319	689	1,377
Republic of Indonesia	45	36	81
Hashemite Kingdom of Jordan	378	1,324	1,702
Republic of Kenya	1,464	533	1,997
Kyrgyz Republic	35	355	390
Lao People's Democratic Republic	492	215	1,243
Lebanese Republic	152	308	460
Republic of Liberia	710	105	815
Republic of Malawi	974	5,175	6,670
Republic of Mali	3,514	509	4,023
Islamic Republic of Mauritania	84	2	86
Kingdom of Morocco	535	134	669
Republic of Mozambique	891	218	1,459
Federal Democratic Republic of Nepal	420	1,854	6,156
Republic of Nigeria	3,836	504	4,340
Islamic Republic of Pakistan	60	23	83
Republic of Paraguay	410	608	1,018
Republic of the Philippines	413	688	1,101



Table I.6b. Professional Development

Updated April 13, 2022

Country	6b. Number of education administrators and officials who complete professional development activities		
	Number of males	Number of females	Total
Republic of Rwanda	3,281	1,336	4,617
Republic of Senegal	4,498	278	4,776
Republic of Sierra Leone	-	-	310
Federal Republic of Somalia	35	10	45
Democratic Socialist Republic of Sri Lanka	-	-	4
Republic of Tajikistan	1,412	1,088	2,500
United Republic of Tanzania	4,024	1,399	5,423
Democratic Republic of Timor-Leste	-	-	473
Republic of Uganda	753	532	1,285
Socialist Republic of Vietnam	822	745	1,567
Republic of Yemen	4	5	9
Republic of Zambia	2,415	764	3,179

MULTI-COUNTRY PROGRAMMING

USAID Africa Regional	50	42	92
USAID Bureau for Democracy, Development, and Innovation (DDI)	-	-	170
USAID Latin America and the Caribbean Regional	98	279	377

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 2021. It may also represent cases where the indicator value is zero.

Data may not represent final FY 2021 reporting for agencies.

Data

Data Source: All data displayed represent the sum of results reported for FY 2021 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 13, 2022.

Dashes: Cells with a dash (-) represent cases in which data are not available, either because U.S. Government Agencies or Departments did not collect them in the particular country, or because the Agencies and Departments collected them in FY 2021 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 up 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 2021 were available at the time of publication. As such, the list of countries 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 affected education systems around the world with widespread school closures and disruptions to service. These closures caused program indicators to be lower in FY 2021 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 the Peace Corps represent only those projects that have gone through the Agency's project realignment process. As such, data reported for FY 2021 represent a limited portion of the 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 2021. 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 2021 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: INTERNATIONAL BASIC EDUCATION DISBURSEMENTS

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 Fiscal Year (FY) 2021. Data comes from ForeignAssistance.gov. ForeignAssistance.gov 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 ForeignAssistance.gov come from the financial systems of the submitting departments and agencies and other USG reports and publications, such as the President’s annual Budget Request and monthly Treasury statements. USAID helps standardize, validate, and code the data posted to ForeignAssistance.gov to meet the mandatory foreign-aid reporting requirements—in the Green Book—and the U.S. Annual Assistance Report to the Development Assistance Committee of the Organization for Economic Co-operation and Development (OECD/DAC).


FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION—SUMMARY

Updated April 15, 2022

FUNDING DEPARTMENT / AGENCY (USDA, DOL, MCC, Peace Corps, USAID)		FY 2021 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	1,106,103,871	51,354,733	9,024,821	928,758,543	51,922,954	25,933,283	39,109,536
Crisis and Conflict- Affected Countries Total	495,519,986	28,473,086	-	427,798,487	11,262,121	-	27,986,292
	205,769,146	-	1,018,801	204,750,345	-	-	-
	8,029,351	-	-	-	-	-	8,029,351
	70,014,430	-	-	-	43,059,382	24,931,298	2,023,750
	150,646,847	-	-	150,646,847	-	-	-
	671,644,097	51,354,733	8,006,020	573,361,352	8,863,571	1,001,985	29,056,435


FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022

USDA FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		USDA FY 2021 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	205,769,146	-	1,018,801	204,750,345	-	-	-
Crisis and Conflict-Affected Countries Total	88,959,143	-	-	88,959,143	-	-	-
People's Republic of Bangladesh*	7,480,443	-	-	7,480,443	-	-	-
Republic of Bénin†	5,848,059	-	-	5,848,059	-	-	-
Republic of Burkina Faso**†	6,064,609	-	-	6,064,609	-	-	-
Kingdom of Cambodia†	6,150,671	-	-	6,150,671	-	-	-
Republic of Cameroon†	7,188,651	-	-	7,188,651	-	-	-
Republic of Congo	5,818,537	-	-	5,818,537	-	-	-
Republic of Côte d'Ivoire	6,821,248	-	-	6,821,248	-	-	-
Federal Democratic Republic of Ethiopia**†	7,185,776	-	-	7,185,776	-	-	-
Republic of Guatemala**†	15,365,186	-	-	15,365,186	-	-	-
Republic of Guinea-Bissau†	4,493,297	-	-	4,493,297	-	-	-
Republic of Haiti**†	11,028,022	-	-	11,028,022	-	-	-
Republic of Honduras**†	4,642,772	-	-	4,642,772	-	-	-
Republic of Kenya†	1,492,354	-	-	1,492,354	-	-	-
Kyrgyz Republic	3,427,454	-	-	3,427,454	-	-	-
Lao People's Democratic Republic†	13,138,620	-	-	13,138,620	-	-	-
Republic of Liberia**†	11,797,497	-	-	11,797,497	-	-	-
Republic of Malawi†	3,416,176	-	-	3,416,176	-	-	-
Republic of Mali**†	4,815,556	-	-	4,815,556	-	-	-
Islamic Republic of Mauritania	6,531,115	-	-	6,531,115	-	-	-
Republic of Mozambique†	12,387,128	-	-	12,387,128	-	-	-
Federal Democratic Republic of Nepal**†	9,552,909	-	-	9,552,909	-	-	-
Republic of Nicaragua**†	4,177,925	-	-	4,177,925	-	-	-
Republic of Rwanda†	6,238,433	-	-	6,238,433	-	-	-
Republic of Senegal**†	6,848,448	-	-	6,848,448	-	-	-
Republic of Sierra Leone†	8,317,449	-	-	8,317,449	-	-	-
Democratic Socialist Republic of Sri Lanka	5,193,382	-	-	5,193,382	-	-	-
United Republic of Tanzania†	7,254,425	-	-	7,254,425	-	-	-

FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022

USDA FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		USDA FY 2021 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 [†]	6,311,693	-	-	6,311,693	-	-	-
Togolese Republic [†]	5,762,509	-	-	5,762,509	-	-	-
Republic of Uzbekistan	1,018,801	-	1,018,801	-	-	-	-


Notes:

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

* Crisis and Conflict-Affected Countries

FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022


DOL FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		DOL FY 2021 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	8,029,351	-	-	-	-	-	8,029,351
Crisis and Conflict-Affected Countries Total	3,845,482	-	-	-	-	-	3,845,482
Burma*	650,000	-	-	-	-	-	650,000
Republic of Colombia*	295,507	-	-	-	-	-	295,507
Republic of Costa Rica*	925,669	-	-	-	-	-	925,669
Republic of Côte d'Ivoire	188,177	-	-	-	-	-	188,177
Federal Democratic Republic of Ethiopia*	172,646	-	-	-	-	-	172,646
Republic of Ghana	624,091	-	-	-	-	-	634,091
Republic of Honduras*	435,906	-	-	-	-	-	435,906
Republic of Madagascar	(6,487)	-	-	-	-	-	(6,487)
United Mexican States	1,472,499	-	-	-	-	-	1,472,499
Republic of Paraguay*	640,129	-	-	-	-	-	640,129
Socialist Republic of Vietnam*	725,624	-	-	-	-	-	725,624
Republic of Zambia	93,231	-	-	-	-	-	93,231
MULTI-COUNTRY PROGRAMMING							
Central America Region	587,700	-	-	-	-	-	587,700
South America Region	1,214,658	-	-	-	-	-	1,214,658

Notes:

* Crisis and Conflict-Affected Countries

FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022


MCC FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		MCC FY 2021 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	70,014,430	-	-	-	43,059,382	24,931,298
Crisis and Conflict- Affected Countries Total	8,658,645	-	-	-	6,634,895	-	2,023,750
Republic of Côte d'Ivoire	4,489,104	-	-	-	2,518,291	-	1,970,814
Republic of El Salvador*	6,142,020	-	-	-	5,819,242	-	322,778
Republic of Guatemala*	2,516,626	-	-	-	815,653	-	1,700,973
Kingdom of Morocco	61,355,785	-	-	-	36,424,487	24,931,298	-

Notes:

* *Crisis and Conflict-Affected Countries*


FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022

Peace Corps FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		Peace Corps FY 2021 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	150,646,847	-	-	150,646,847	-	-	-
Crisis and Conflict-Affected Countries Total	12,194,151	-	-	12,194,151	-	-	-
Republic of Albania	823,224	-	-	823,224	-	-	-
Republic of Armenia	1,387,114	-	-	1,387,114	-	-	-
Belize	204,153	-	-	204,153	-	-	-
Republic of Bénin	1,420,002	-	-	1,420,002	-	-	-
Republic of Botswana	474,807	-	-	474,807	-	-	-
Burma*	1,006,380	-	-	1,006,380	-	-	-
Kingdom of Cambodia	1,157,430	-	-	1,157,430	-	-	-
Republic of Cameroon	1,011,495	-	-	1,011,495	-	-	-
People's Republic of China	903,296	-	-	903,296	-	-	-
Republic of Colombia*	1,534,722	-	-	1,534,722	-	-	-
Union of Comoros	874,909	-	-	874,909	-	-	-
Republic of Costa Rica*	1,988,838	-	-	1,988,838	-	-	-
Dominican Republic	2,301,212	-	-	2,301,212	-	-	-
Republic of Ecuador	1,978,400	-	-	1,978,400	-	-	-
Kingdom of Eswatini	857,259	-	-	857,259	-	-	-
Federal Democratic Republic of Ethiopia*	1,065,497	-	-	1,065,497	-	-	-
Republic of Fiji	1,020,029	-	-	1,020,029	-	-	-
Republic of The Gambia	324,164	-	-	324,164	-	-	-
Georgia	1,794,213	-	-	1,794,213	-	-	-
Republic of Ghana	934,255	-	-	934,255	-	-	-
Republic of Guatemala*	664,453	-	-	664,453	-	-	-
Republic of Guinea	951,091	-	-	951,091	-	-	-
Co-operative Republic of Guyana	472,611	-	-	472,611	-	-	-
Republic of Indonesia	1,628,832	-	-	1,628,832	-	-	-
Jamaica	718,885	-	-	718,885	-	-	-
Republic of Kosovo	869,898	-	-	869,898	-	-	-
Kyrgyz Republic	1,019,654	-	-	1,019,654	-	-	-
Kingdom of Lesotho	1,168,147	-	-	1,168,147	-	-	-
Republic of Liberia*	2,198,826	-	-	2,198,826	-	-	-
Republic of Madagascar	726,421	-	-	726,421	-	-	-

FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022


Peace Corps FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		Peace Corps FY 2021 International Basic Education Disbursements by Education Level (USD in current amounts)					
 Peace Corps	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post- Secondary	Level Unspecified
Republic of Malawi	711,522	-	-	711,522	-	-	-
United Mexican States	486,539	-	-	486,539	-	-	-
Republic of Moldova	851,904	-	-	851,904	-	-	-
Mongolia	1,144,388	-	-	1,144,388	-	-	-
Republic of Montenegro	76,269	-	-	76,269	-	-	-
Kingdom of Morocco	3,008,496	-	-	3,008,496	-	-	-
Republic of Mozambique	2,238,434	-	-	2,238,434	-	-	-
Republic of Namibia	1,408,429	-	-	1,408,429	-	-	-
Federal Democratic Republic of Nepal*	385,294	-	-	385,294	-	-	-
Republic of North Macedonia	1,477,237	-	-	1,477,237	-	-	-
Republic of Panama	580,639	-	-	580,639	-	-	-
Republic of Paraguay*	559,391	-	-	559,391	-	-	-
Republic of Peru	1,664,120	-	-	1,664,120	-	-	-
Republic of the Philippines*	1,151,491	-	-	1,151,491	-	-	-
Republic of Rwanda	1,447,583	-	-	1,447,583	-	-	-
Independent State of Samoa	708,071	-	-	708,071	-	-	-
Republic of Senegal*	885,125	-	-	885,125	-	-	-
Republic of Sierra Leone	884,409	-	-	884,409	-	-	-
Republic of South Africa	3,021,602	-	-	3,021,602	-	-	-
United Republic of Tanzania	1,499,823	-	-	1,499,823	-	-	-
Kingdom of Thailand	2,133,179	-	-	2,133,179	-	-	-
Democratic Republic of Timor-Leste	1,161,318	-	-	1,161,318	-	-	-
Togolese Republic	566,277	-	-	566,277	-	-	-
Kingdom of Tonga	614,465	-	-	614,465	-	-	-
Republic of Uganda*	826,986	-	-	826,986	-	-	-
Ukraine	2,276,874	-	-	2,276,874	-	-	-
Republic of Vanuatu	665,407	-	-	665,407	-	-	-

MULTI-COUNTRY PROGRAMMING

World	83,364,200	-	-	83,364,200	-	-	-
North and Central America Region	1,367,158	-	-	1,367,158	-	-	-


FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022

USAID FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2021 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	671,644,097	51,354,733	8,006,020	573,361,352	8,863,571	1,001,985	29,056,435
Crisis and Conflict-Affected Countries Total	381,789,713	28,473,086	-	326,572,341	4,627,226	-	22,117,060
Islamic Republic of Afghanistan*	30,611,497	3,417,130	-	22,902,373	4,091,993	-	200,000
Republic of Armenia	1	1	-	-	-	-	-
Republic of Azerbaijan	485,397	485,397	-	-	-	-	-
People's Republic of Bangladesh*	1,336,229	-	-	1,336,229	-	-	-
Republic of Bénin	246,545	-	-	246,545	-	-	-
Bosnia and Herzegovina	3,348,724	-	-	3,348,724	-	-	-
Burma*	760,974	-	-	-	-	-	760,974
Kingdom of Cambodia	6,908,337	-	168,424	6,361,588	-	-	378,325
Democratic Republic of the Congo*	20,718,378	-	-	20,718,378	-	-	-
Republic of Djibouti	6,881,357	4,353,731	-	2,527,626	-	-	-
Dominican Republic	3,563,156	586,435	-	2,963,622	-	-	13,099
Arab Republic of Egypt	12,982,050	-	-	7,528,210	2,041,338	-	3,412,503
Republic of El Salvador*	1,998,132	29,703	-	1,811,230	157,198	-	-
Federal Democratic Republic of Ethiopia*	14,552,578	1,294,453	-	13,258,125	-	-	-
Georgia	2,444,367	357,326	-	2,087,041	-	-	-
Republic of Ghana	8,463,061	-	7,837,596	283,196	200,000	-	142,269
Republic of Guatemala*	10,376,379	6,686,643	-	3,689,736	-	-	-
Republic of Guinea	508,574	502,374	-	-	-	-	6,200
Republic of Haiti*	5,819,681	1,119,148	-	4,470,333	-	-	230,200
Republic of Honduras*	7,929,409	-	-	5,039,418	-	-	2,889,991
Republic of India	1,929,934	690,294	-	1,239,640	-	-	-
Republic of Indonesia	602,334	-	-	602,334	-	-	-
Republic of Iraq	(178,849)	(178,849)	-	-	-	-	-
Jamaica	1,232,267	890,937	-	341,330	-	-	-
Hashemite Kingdom of Jordan*	104,850,080	6,804,315	-	97,041,932	-	-	1,003,833
Republic of Kenya	8,768,763	2,000,000	-	6,768,763	-	-	-
Republic of Kosovo	631,920	663,959	-	(32,039)	-	-	-
Kyrgyz Republic	5,597,880	-	-	5,597,880	-	-	-


FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022

USAID FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2021 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	
Lao People's Democratic Republic	5,357,288	-	-	5,357,288	-	-	-
Lebanese Republic*	11,130,030	-	-	11,121,004	-	-	9,026
Republic of Liberia*	17,191,630	3,498,467	-	13,922,330	-	-	(229,167)
Republic of Madagascar	988	-	-	-	-	-	988
Republic of Malawi	7,436,772	-	-	7,436,772	-	-	-
Republic of Mali*	19,066,354	-	-	17,387,148	378,034	-	1,301,172
Islamic Republic of Mauritania	9,088	-	-	-	-	-	9,088
Kingdom of Morocco	4,242,784	372,869	-	3,510,910	316,662	-	42,342
Republic of Mozambique	12,582,656	-	-	12,582,656	-	-	-
Federal Democratic Republic of Nepal*	15,518,908	423,805	-	9,564,965	-	-	5,530,137
Republic of Nicaragua*	1,058,877	-	-	931,779	-	-	127,098
Republic of Niger*	857,312	-	-	857,312	-	-	-
Republic of Nigeria*	19,435,666	-	-	19,437,171	-	-	(1,505)
Republic of North Macedonia	479,024	-	-	474,726	-	-	4,298
Islamic Republic of Pakistan*	17,634,959	4,244,433	-	3,127,722	-	-	10,262,804
Republic of Peru	1,193	-	-	1,193	-	-	-
Republic of the Philippines*	12,838,268	-	-	12,838,268	-	-	-
Republic of Rwanda	11,188,801	-	-	11,188,801	-	-	-
Republic of Senegal*	19,999,138	-	-	19,965,138	-	-	34,000
Republic of Sierra Leone	250,000	250,000	-	-	-	-	-
Federal Republic of Somalia*	18,515,050	-	-	18,515,050	-	-	-
Republic of South Africa	3,827,381	25,129	-	3,802,252	-	-	-
Republic of South Sudan*	11,468,602	-	-	11,468,602	-	-	-
Democratic Socialist Republic of Sri Lanka	2,671,804	2,671,804	-	-	-	-	-
Syrian Arab Republic*	339,362	-	-	339,362	-	-	-
Republic of Tajikistan	5,239,027	-	-	5,238,961	-	-	66
United Republic of Tanzania	16,557,066	-	-	16,557,066	-	-	-
Republic of Tunisia	3,820,000	3,820,000	-	-	-	-	-
Republic of Uganda*	8,064,673	-	-	8,066,176	-	-	(1,503)

FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022

USAID FY 2021 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2021 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	
Ukraine	1,678,346	-	-	-	1,678,346	-	-
Republic of Uzbekistan	4,790,806	4,439,396	-	351,409	-	-	-
Bolivarian Republic of Venezuela	279,979	-	-	279,979	-	-	-
West Bank/Gaza	(10,793)	-	-	(10,793)	-	-	-
Republic of Yemen*	9,717,548	954,989	-	8,762,559	-	-	-
Republic of Zambia	13,604,345	-	-	12,848,784	-	-	755,561

MULTI-COUNTRY PROGRAMMING

Africa Region	1,848,966	247,200	-	187,913	-	105,989	1,307,864
Asia Region	513,302	-	-	513,302	-	-	-
Caribbean Region	1,267,467	(13,584)	-	1,166,521	-	-	-
Eastern Africa Region	895,997	-	-	-	-	895,997	-
Eastern Europe Region	475,227	475,227	-	-	-	-	114,530
Latin America and Caribbean Region	6,914,331	-	-	6,914,331	-	-	-
Middle East and North Africa Region	519,259	-	-	519,259	-	-	-
Oceania Region	3,221	-	-	3,221	-	-	-
Southern Africa Region	242,000	242,000	-	-	-	-	-

CONTRIBUTIONS TO MULTILATERALS

Education Cannot Wait	18,000,000	-	-	18,000,000	-	-	-
Global Partnership for Education	100,000,000	-	-	100,000,000	-	-	-
Global Book Alliance in Action	752,242	-	-	-	-	-	752,242

Notes:

* Crisis and Conflict-Affected Countries

FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION—NOTES

Data Source

Source: Data displayed in the country list table are based on Fiscal Year (FY) 2021 data of Foreign Aid disbursement amounts by agencies and departments. All financial data come from ForeignAssistance.gov. Data in this database 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 2021 disbursement value is zero. Values in parentheses represent negative disbursements.

Data Classification

Sector Classification: Data presented in Annex 2 follow the sectors used by ForeignAssistance.gov. The database 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 Organisation for Economic Co-operation and Development’s Development Assistance Committee (OECD/DAC) <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 ForeignAssistance.gov (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 also includes funding for programming that reaches multiple education levels.

Definitions

Funding Agency: The agencies that 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 ForeignAssistance.gov.

Crisis and Conflict-Affected Countries, across USG, are: Islamic Republic of Afghanistan, People’s Republic of Bangladesh, Republic of Burkina Faso, Burma, Republic of Colombia, Republic of Costa Rica+, Democratic Republic of the Congo, 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, Federal Democratic Republic of Nepal, Republic of Nicaragua, Republic of Niger, Republic of Nigeria, Islamic Republic of Pakistan, Republic of Paraguay+, Republic of the Philippines+, Republic of Senegal, Federal Republic of Somalia, Republic of South Sudan, Syrian Arab Republic, Republic of Uganda, Socialist Republic of Vietnam+, Republic of Yemen. [+ *These countries included because of climate change*]

FY 2021 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION—NOTES

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 the DOL supported education programming in FY 2021. However, due to internal policy, the 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 2021 were not available as of June 14, 2022.

ANNEX THREE: CONTRIBUTIONS BY DEPARTMENTS AND AGENCIES IN FY 2021

U.S. Department of Agriculture

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 Fiscal Year (FY) 2021, the McGovern-Dole program was active in 31 countries, with 557 active projects, benefiting more than 4.5 million children and community members. The McGovern-Dole program expended over \$204 million during FY 2021 to achieve these efforts. In FY 2021, McGovern-Dole projects fed nutritious school meals to over 2.1 million food-insecure children during the school year and distributed take-home rations to over 2.1 million children and community members where schools remained closed due to the global COVID-19 pandemic. Additionally, the McGovern-Dole program trained over 11,200 Parent Teacher Associations (PTA's) in how to champion education in their communities; educated over 10,800 teachers, helping them to work to improve literacy instruction; and worked in over 14,400 schools to enhance the quality of education that children receive.

The COVID-19 pandemic has adversely affected children's education worldwide, leading to the closures of schools in many countries. In FY 2021, active McGovern-Dole projects continued to adjust to different local contexts as some schools remained closed, some schools reopened fully, and some schools moved to a hybrid in-person approach. As schools reopened in FY 2021, the McGovern-Dole program remained flexible in its school feeding approach to help ensure that students were receiving the benefits of the program.

Throughout FY 2021, the McGovern-Dole program contributed to the U.S. Government Strategy on International Basic Education (Strategy) through alignment, coordination, and co-location, primarily with the U.S. Agency for International Development (USAID) education programs, in 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 countries and regions where they were taking place. Additionally, to confirm that McGovern-Dole projects use an evidence-based literacy approach, USAID participated in the drafting of the literacy language for the FY2021 McGovern-Dole Notice of Funding Opportunity (NOFO) and provided subject-matter expertise in the proposal review process and final award negotiation. To avoid duplicating literacy efforts in geographic areas where USAID education and USDA McGovern-Dole programs align, USDA encouraged its McGovern-Dole implementers to use teacher-training materials and student learning materials already developed by USAID.

In FY 2017, USDA awarded a \$30.6 million, five-year McGovern-Dole project in Liberia, called Liberia Empowerment through Attendance, Reading and Nutrition (LEARN). In FY 2021, the USDA McGovern-Dole LEARN project continued its strong coordination and collaboration with the USAID Read Liberia literacy project to promote improved teaching approaches and provide early grade reading materials to 59 schools in the McGovern-Dole project area. Through the McGovern-Dole project, 164 teachers and principals and regional level Ministry of Education staff have been trained in the USAID-funded Read improved approaches to education. When schools closed due to COVID-19 at the beginning of the pandemic, the McGovern-Dole project team worked closely with the Ministry of Education (MOE) to support its Education in Emergency (EIE) strategy. The USDA McGovern-Dole project worked with community radio stations to promote literacy and language development. The project also worked with mobile phone networks to send SMS messages to beneficiaries on positive discipline techniques, safe and positive learning environment, and COVID-19 prevention awareness. The McGovern-Dole project distributed 1,500 home learning packets, including home learning tips, short stories, and worksheets as part of ways to reach children who could not attend reading clubs during school closures. As schools began reopening in January 2021, the McGovern-Dole project team continued its joint work with the MOE on early grade reading, working with regional MOE staff to teach and supervise teachers.

U.S. Department of Education

The U.S. Department of Education continued its international engagement with other countries by participating in multilateral organizations and forums, and by hosting virtual visitors who wish to learn about U.S. education and share information about their countries. For example, in 2021, the U.S. Department of Education worked with its colleagues in other G20 countries to produce a ministerial declaration in which Ministers of Education emphasized the importance of focusing on children from disadvantaged groups and recognized the need to provide equal access to all levels of education. The Ministers committed to collaboration by sharing best practices and lessons learned to promote equitable and effective policy within G20 countries and beyond.

In July, 2021, the Secretaries of Education and State announced the release of a [Joint Statement of Principles in Support of International Education](#)—the first such public affirmation in over 20 years to emphasize the importance of international education in improving Americans’ lives and promoting U.S. global leadership. In the Joint Statement, the Departments of State and Education committed to undertaking actions to support a renewed focus on international education, with ten key principles of support. The Departments of Commerce and Homeland Security, and USAID have also announced their support of the statement and principles. Highlighted examples of the principles include:

- A coordinated national approach to international education, including international students on our campuses, study abroad for Americans, and the internationalization of U.S. campuses and classrooms.
- Encouragement for U.S. students, researchers, scholars, and educators who reflect the diversity of the U.S. population to pursue overseas study, internships, research, and other international experiences.
- Promotion of expanded access to international education, including using technology where in-person experiences are not feasible, to connect U.S. students, researchers, scholars, and educators with their peers abroad.

U.S. Department of Labor

In FY 2021, the Department of Labor (DOL) awarded over \$35 million in new grants to combat child labor, forced labor, and human trafficking in seventeen countries. DOL’s Bureau of International Labor Affairs (ILAB) projects adopt a holistic approach to promote sustainable

efforts that address the underlying causes of child labor, 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 Noemi Project in Argentina promotes access to education of vulnerable youth in poverty-stricken areas, including access to much-needed workplace-based training opportunities that allow adolescents and youth to finish secondary school with relevant training oriented toward the labor market. Implemented by Desarrollo y Autogestión (DyA), the Noemi Project promotes improvements to laws and policies that help businesses launch quality work training programs and provides tools and technical knowledge to employers' and workers' organizations to help them implement work-based training programs.

Working towards the long-term goal of increasing skills for vulnerable youth in Argentina, the Noemi Project's educational workplace-based training (EWBT) model is currently being implemented in municipalities across the Buenos Aires and Tucumán provinces and has been successfully integrated in 20 schools, 22 internship providers, and 12 social organizations, potentially impacting thousands of vulnerable youth. Having successfully transferred the EWBT model to local stakeholders in the province of Buenos Aires, the Noemi Project's continued engagement and collaboration with government agencies has embedded the EWBT model into existing government structures and will continue to benefit vulnerable youth beyond the project's end in 2023.

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 child labor and human trafficking; demonstrated commitment of governmental, non-governmental, and private sector partners to promoting positive change; the potential for long-term impact; and Administration priorities.

Millennium Challenge Corporation

MCC recognizes that strengthening human capital is critical to achieving poverty reduction and economic growth. When countries invest in educating their people, it not only enables individuals to obtain the knowledge and skills to access better jobs and increase their incomes, but it also sets the stage for country-level growth. During FY2021, MCC worked with four partner countries—Côte d'Ivoire, Guatemala, Morocco, and Niger—to improve basic education.

In Côte d'Ivoire, the MCC Compact is improving access and quality in secondary education and teaching skills that align with the needs of the national economy. Under the Compact, up to 84 secondary schools, two teacher training campuses, and four technical and vocational education training (TVET) centers will be built, and the teacher training curriculum for secondary education will be strengthened. Four policy reforms were successfully enacted to: enhance gender equity in education; strengthen coordination of teacher training; improve education management; and promote public-private partnerships in technical and vocational education and training. Twenty-one students were enrolled in a road maintenance TVET program. The Guatemala program supported lower secondary teachers to obtain a two-year degree that enhanced subject matter expertise and pedagogical skills. A policy reform requiring a subject matter competency test for secondary school teacher applicants was also enacted.

In Morocco, the MCC Compact includes a project that will pilot interventions for the national reform of the secondary education system to enhance students' employability. Targeted interventions will improve the school learning environment through upgraded infrastructure and equipment, professional development for 7,000 teachers and administrators, and strengthened school governance through the participatory design and implementation of school improvement plans in 90 schools in three regions of the country. The Compact will also strengthen Morocco's TVET system through the rehabilitation or new construction of 15 TVET centers. During FY2021, the program began training teachers through a hybrid cohort model—where some teachers were taught online and others in-person—to reduce the risk of COVID spread. Infrastructure rehabilitation continued in the secondary schools, and construction work for renovations or new construction continued for 14 of the 15 TVET centers. In Niger, the MCC Compact includes a program to provide functional literacy classes in two local languages (Hausa and Zarma) to members of water user associations, women's cooperatives, and farmer associations.

MCC develops country scorecards drawing on policy indicators from public, third-party governance data that reflect each eligible country's commitment to ruling justly, investing in people, and economic freedom. MCC's Board recommends countries to be considered for future compacts based on their scorecard performance. Once a country is selected, MCC and the partner country jointly analyze the constraints that are most binding to the country's economic growth. Priority sectors for MCC investment—such as basic education—are identified based on that analysis.

Peace Corps

The Peace Corps' strategy for education exemplifies the Agency's unique approach to development—working across cultures in underserved communities and partnering with people to develop the capacity to improve their own lives. The Peace Corps supports education in childhood literacy, math and science, and English as a Foreign Language (TEFL) in 52 countries around the world. In FY 2021, in addition to preparing to return Volunteers to service overseas, Peace Corps continued to engage Returned Peace Corps Volunteers, as private citizens who donate their voluntary services, in the rapidly expanding Virtual Service Pilot (VSP) initiative, a virtual service opportunity whereby Virtual Service Pilot Participants (VSPPs), as private citizens, are able to donate time and voluntary services to the agency to engage virtually and contribute to the requests of interested Host Country Partners for support. Through this initiative, twenty-eight Peace Corps countries are supporting Host Country partners with virtual education engagements focused on online and blended learning, resulting in virtual language clubs and teacher training, and capacity building and curriculum development at the secondary and post-secondary levels. In addition to the VSP participants, Peace Corps staff at post are also engaging with counterparts and community members in similar activities related to education and COVID-19 recovery and mitigation.

The Peace Corps has a proud tradition of working with rural communities, the underserved, and the marginalized. The agency focuses on skills-transfer, cultural understanding, improved livelihoods, and collaborates with host-country governments and conducts local needs assessments to determine community development priorities.

Education Community of Practice to support rapid transition to virtual instruction (Ukraine)

In collaboration with the Embassy Regional English Language Officer (RELO), the Peace Corps staff in Ukraine is supporting teachers' transition to virtual instruction through their Education Community of Practice. They are implementing an online teacher professional development program for over 82 TEFL counterparts from all over Ukraine, including 10 teachers from conflict zones. The program addresses the counterparts' needs in developing online teaching skills due to the COVID-19 school closures. The

goal is to empower and build counterparts' confidence in using online classroom teaching tools. Some of the topics include: use of Zoom to conduct online learning classes, use of graphic novels in the classroom, and reflections on how to apply the newly gained knowledge skills in the classroom and share resources.

U.S. Agency for International Development

Improving education is a foundational driver of development and 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 2021, USAID provided technical leadership and support primarily through 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.

To build resilience and support a safe return to learning, especially for the most marginalized, USAID continues to support a robust spectrum of programs and partnerships in approximately 64 countries, from pre-primary through tertiary, vocational and other workforce education. In FY 2021, USAID Missions supported distance-learning programming over a variety of platforms including radio, television, and internet. USAID also developed 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. Moving forward, these interventions will build more resilient and equitable education systems and societies that can better manage future shocks.

For example, In Cambodia, USAID is working to strengthen education systems and increase access for marginalized populations through the *Capacity Development Partnership Fund (CDPF)*. USAID is working with like-minded donors to strengthen Cambodia's education system and is helping the Ministry of Education, Youth, and Sports to develop and endorse several key activities focused on capacity development, budget, pre-service teacher training on intellectual disabilities and autism, and a strategic plan on integrating gender. The program rolled out positive discipline training and effective classroom management in over 280 primary schools. To promote gender equality throughout the Ministry's organizational structure, CDPF also offered professional capacity development to 40 senior women leaders and six Gender and Organizational Change master trainers.

In FY 2021 USAID programs:

- Reached **28.9 million learners in primary and secondary schools** or equivalent non-school based settings
- Supported **520,069 learners in pre-primary** schools or equivalent non-school based settings
- Trained **343,307 educators** with professional development activities
- Engaged **19,516 parent teacher associations (PTAs)** or community-based school governance structures
- Provided **48,712,657** primary or secondary textbooks and other teaching materials

USAID uses a variety of principles for allocating education funding including: national security priorities, development needs, and expected effectiveness. Requests for funding generally originate at the country level. USAID coordinates with the State Department to assign sectoral levels globally. Recommendations are based on objective criteria and can consider budget pipelines, level of staffing to manage, evidence on the effectiveness of current and planned programming, and other factors.

ANNEX FOUR: HIGHLIGHTS OF COUNTRY-LEVEL COORDINATION

AFRICA

Kenya: The Department of Defense (DOD) began working with USAID on programming to address pandemic-related needs in Kenya, including the construction of a field hospital and a focus on return-to-school construction needs to alleviate overcrowding, especially in informal settlement primary schools. USAID worked closely with DOD to provide technical advice and led the engagement with Ministry of Education senior- and county-level leadership to ensure Government of Kenya support. USAID also worked with DOD and Department of State (DOS) to distribute 600,000 sanitary pads to vulnerable adolescent girls to help support them to stay in school once they reopened after a prolonged national school closure due to COVID.

Liberia: USAID and USDA collaborated to successfully propose that Liberia be selected as a Fiscal Year 2021 priority country for the McGovern-Dole International Food for Education and Child Nutrition Program and then to evaluate applications. USAID and USDA coordinated across Post and with the regional Agricultural Attaché of the Foreign Agricultural Service based in U.S. Embassy Accra through a rich and collaborative process to develop the proposal. As a result, USAID staff increased their awareness of the current McGovern-Dole Program in Liberia and the vision for the upcoming program, and are in a better position to consider ways to continue advancing toward shared goals for the education sector in Liberia. This process built upon previous coordination, in particular in Grand Bassa County where both the USDA LEARN and USAID Read Liberia activity operate.

Malawi: USAID is partnering with PEPFAR on the Secondary Education Expansion for Development (SEED) activity to construct new secondary schools throughout Malawi in order to expand access and lower new HIV infections for adolescent girls and young women, the first use of mixed funding for such a purpose. USAID and the Peace Corps are also collaborating on the SEED activity. Peace Corps plans to place Peace Corps Response volunteers into SEED schools for administrative mentorship to Head Teachers. Additionally, USAID and USDA are both supporting programming in primary schools to enhance nutrition and health outcomes and increase literacy. The agencies' implementing partners regularly communicate to ensure the same curriculum is being followed, prevent duplication of efforts for resource provision or teacher training, and share costs such as in the area of teacher training. USAID also participates in the selection of Fulbright recipients, YALI leaders, Humpfrey Scholars, and other selection panels provided by the Department of State.

Mozambique: USAID supported Peace Corps efforts to strengthen classrooms and education systems and to lay the foundation for sustaining and expanding bilingual early grade reading instruction. Together, education activities established 190 community libraries in Zambezia and Nampula provinces and trained 120 counterparts to manage them.

Rwanda: USAID funded Peace Corps to support foundational literacy in primary schools and maximize programmatic impact. USAID and the Peace Corps also co-led an embassy-wide education working group to develop the education section of the 2021 Integrated Country Strategy.

Senegal: USAID and USDA collaborated on the proposal review and kick-off of the new McGovern-Dole School Feeding Program in Senegal. Once the implementing partner was selected, USDA included USAID education and agriculture staff in monthly coordination meetings. USDA's new activity plans to expand to a new region of Senegal where USAID has existing education and agricultural programs. Additionally, the DOD funded the construction of a school in a region where USAID's Lecture Pour Tous (Reading for All) program covers all formal primary schools. DOD and USAID discussed areas of collaboration to support the school's operationalization. USAID has provided teaching and learning materials for the school and facilitated exchange across DOD, the school's director, and the Ministry of Education at the central and regional levels. USAID also provided reading books and teacher guides for a Department of State activity.

South Africa: During the Annual Bilateral Forum, USAID led the Education Working Group and prepared and presented the priorities and programs for all USG agencies (Department of State, USAID, President’s Emergency Plan for AIDS Relief (PEPFAR), Office of Defense Cooperation ODC, Peace Corps). This collaboration allowed agencies to communicate successes and programmatic synergy with the South Africa Department of Education for Early Childhood Development, Basic Education, and Higher Education. This was the first time in 5 years (according to the Government of South Africa) that the internal USG Coordination was succinct and resulted in an agreeable confirmation of the strategic dialogue between the host country and USG.

South Sudan: The Department of State participated in a USAID concept review regarding programming for youth.

ASIA

Cambodia: USG agencies in Cambodia held joint agency meetings with the Secretaries of State and the Minister of Education, Youth, and Sports. The Ambassador joined these meetings to further appreciate and advocate the partnership and shared results. Due to strong working relationships across agencies’ staff, strong government and Embassy leadership, and precise data collection, USDA, USAID, and Peace Corps have intentionally overlapped their programming geographically and technically where appropriate. USAID and USDA also collaborate to provide technical and financial support to their implementing partners. Additionally, agencies collaborate on annual reporting, such as Countering Trafficking in Persons (C-TIP) and Child Labor Department of State reports, as well as nominations to programs such as the International Visitor Leadership Program and the Southeast Asia Youth Leadership Program.

Kyrgyz Republic: USAID provides Small Projects Assistance (SPA) funding to the Peace Corps. In 2021 Peace Corps used these funds to provide education-related online training for parents, teachers, and secondary students. Under normal conditions, Peace Corps Volunteers coordinate with their communities to access these funds for projects. USAID allowed Peace Corps Kyrgyzstan staff to utilize the funds even though Peace Corps Volunteers were not in-country due to the COVID evacuation.

Nepal: USAID/Nepal’s Education Development Office serves as the primary coordinating agency for Basic Education in Nepal. USAID and the Peace Corps coordinate together in a variety of ways. For example, USAID supports the Peace Corps through SPA grants to support education volunteers and their counterparts. The Peace Corps coordinated with USAID to ensure that SPA activities are well-aligned with the USAID/Nepal Country Development Cooperation Strategy. USAID and Peace Corps have also held joint planning meetings to plan activity elements and USAID shared an adolescent life skills package with Peace Corps for their Volunteers to use if needed. Peace Corps regularly communicates with USAID and other bodies (Regional English Language Office, Fulbright, implementation partners, etc.) to identify areas for collaboration, conduct landscape reviews, share reliable contacts, and provide technical support.

USAID and USDA also regularly coordinate via procurement process support, data sharing, and joint meetings. For example, USAID participated in the technical evaluation procurement panel of USDA’s FFE program. USDA FFE now coordinates with USAID’s Early Grade Reading Program activity on the implementation of early grade reading in Nepal. USAID also acts as the in-country point of contact for USDA of the technical alignment of activities through the strong relationship USAID holds with the Ministry of Education, Science, and Technology. USAID and USDA partners are also participants in the Local Education Partners Donor Working Group, the Global School Meals Coalition, and the Early Grade Reading Technical Working Group. Additionally, USAID and the Department of State worked together to jointly revise the Integrated Country Strategy Goal 2.

Pakistan: When the Department of State was considering a new way to engage basic education partners through sub-grantees, they reached out to USAID counterparts to learn about (1) the technical capacity of local partners and (2) any tips about procurement to make sure their solicitation avoided any pitfalls. Additionally, the U.S. Embassy Islamabad Public Affairs Section (PAS) worked with Foreign Commercial Services to match international company offices with student groups to discuss entrepreneurship for a vocational education program.

Philippines: USAID and Peace Corps coordinate on SPA grants. Additionally, UNICEF is working with USAID’s Early Grade Reading activity, ABC+, to scale up ABC+ programs.

Tajikistan: USAID shared information with the U.S. Embassy Dushanbe PAS on revisions to English language standards and curriculum, given USAID’s work on these revisions and the Department of State’s work on English language textbooks. USAID and the Department of State/PAS have also held joint meetings with the Minister of Education and Science and the U.S. Ambassador.

EUROPE AND EURASIA

Kosovo: USAID and Peace Corps coordinate on SPA grants and funding of projects supporting stakeholders in education. The agencies also share information, reporting, and data as needed to support their work and a USAID representative participates in the Peace Corps Teaching English as a Foreign Language (TEFL)/Education Project Advisory Committee.

LATIN AMERICA AND THE CARIBBEAN

Dominican Republic: Peace Corps used small grant funds from USAID to print decodable and leveled readers for staff and volunteers to use with teachers and students in primary schools.

Guatemala: Agencies in Guatemala coordinated on training and implementation of activities. The Department of Defense/Office of Security Cooperation and USAID worked with the Ministries of Health and Education to provide more than 1.5 million masks to school children. Foreign Agriculture Services, USDA, and USAID coordinated on a school feeding program and training on the Reading MATTERS framework. USAID and the Department of State Bureau of International Narcotics and Law Enforcement Affairs coordinated on program implementation with the Public Ministry and municipal governments. Finally, the Peace Corps and USAID coordinated on implementation of food security activities with the Ministry of Agriculture.

MIDDLE EAST AND NORTH AFRICA

Egypt: When the Department of State became interested in Science, Technology, Engineering, and Math (STEM) programming in the Ministry of Education’s secondary schools, USAID used its position on the Ministry’s STEM Executive Committee to facilitate an introduction and broker a new working relationship between the Ministry and the Department of State on STEM. Additionally, the Department of State chairs a quarterly Education Partners Meeting that brings together the Department of State and USAID implementing partners to discuss shared challenges and interests related to secondary (and post-secondary) education, as well as topics of shared interest, and to promote collaboration among the partners.

Morocco: USAID, Peace Corps, Department of State, and U.S. Embassy Rabat/PAS held recurrent education meetings. USAID and PAS jointly supervised the English Reform Activity and there was some coordination on the early design of USAID programs with other agencies. Additionally, multiple agencies share information across programs and participate in regular programmatic updates.

Yemen: In the past year, more direct coordination and communication have occurred between USAID and the Department of Defense. Learning sessions were held across the USG including the Department of State, DOD, and USAID development and humanitarian actors on key issues such as LGBTQI+ in the MENA region and the findings of the Yemen Youth assessment led by the USAID Education Office.

¹ UNESCO (2020). [UNESCO COVID-19 education response: how many students are at risk of not returning to school? Advocacy paper](#); UNICEF (2021). [COVID-19: A threat to progress against child marriage - UNICEF DATA](#); UNICEF (2021). [Child Labor Rises To 160 Million – First Increase In Two Decades | UNICEF USA](#).

² <https://www.worldbank.org/en/topic/education/publication/state-of-global-learning-poverty>

³ This is the second year that the USG is tracking pre-primary programming.

⁴ This number reflects digital as well as print materials.

⁵ For this report, the Strategy does not count individuals as being in ‘crisis and conflict’ if COVID-19 is the sole risk factor.

⁶ 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 and climate change.

⁷ The number of active projects includes those funded at the end of FY 2021. By design, projects funded in FY 2021 did not reach any participants during FY 2021.