

U.S. GOVERNMENT STRATEGY ON INTERNATIONAL BASIC EDUCATION

Report to Congress April 1, 2019–March 31, 2020

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, Section 7(a) of Public Law 115-56. This report describes the implementation of the *U.S. Government International Strategy on Basic Education* for the period of April 1, 2019, to March 31, 2020.

Message from the Senior Coordinator for International Basic Education Assistance

The *U.S. Government Strategy on International Basic Education Assistance (Strategy)* continues to drive increased coordination and collaboration among Federal Departments and Agencies, while delivering real results for our partners in developing countries. Moving toward a “One USG” approach requires thoughtful analysis, planning, resources, and commitment by each USG Department and Agency that invests in international basic education. I am excited to share this snapshot of our collective efforts to expand access to high-quality education and improve learning outcomes.

We should acknowledge and celebrate the extraordinary efforts of colleagues across Departments and Agencies to break down silos and improve USG coordination for greater efficiency of U.S. taxpayer investments. Over the last year, we have built cross-agency relationships, learned from evaluations and evidence, and improved coordination at the country level.

Over the past year, I have focused on leading the Federal Departments and Agencies to work together in three areas. First, we have been identifying and adopting common performance indicators for reporting. Departments and Agencies should align their programs with the indicators and the *Strategy* to focus their work on achieving measurable learning outcomes. Second, we continue to make important strides to improve coordination at the country level to produce better communication and information-sharing and, ultimately, better programs and the more effective use of resources. Third, we continue to engage with multilateral organizations to solidify and leverage U.S. interests and direct investments in international education. This includes engagement at the United Nations General Assembly, the Global Refugee Forum, the Joint Education and Development Ministerial Group of Seven (G-7), the Steering Committee for Education Cannot Wait, and the Board of Directors of the Global Partnership for Education.

In addition to this increased coordination and collaboration, USG Departments and Agencies have continued to deliver real, highly effective results in our partner countries. **In 2019, we collectively reached more than 35 million individuals through programs designed to improve measurable learning outcomes and expand access to high-quality education for all.**

Together with Congress, the USG Departments and Agencies that provide funding for international basic education will continue to move closer to a world in which public and private education

institutions in partner countries enable all individuals to acquire the education and skills they need to be productive members of society.

- Julie Cram, U.S. Senior Coordinator for International Basic-Education Assistance

Coordinating for Greater Impact

The U.S. Government's vision is ambitious: increase access to high-quality education and improve learning outcomes for all. No single intervention, policy change, or investment is sufficient to achieve these objectives. The *Strategy* includes a "Coordination Roadmap" with three goals that will make the USG's investments in international basic education more effective and efficient:

1. Strengthen greater transparency and accountability of, and streamline reporting on, USG-funded programs;
2. Work to ensure a consistent level of quality across USG-funded programs; and
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 following are short- and mid-term activities carried out since the release of the *Strategy* that facilitate the achievement of these coordination goals.

Coordination Goal 1: 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 will increase collaboration among Federal Departments and Agencies on the collection of data, setting performance benchmarks on assessments, and cross-branding methodologies and toolkits.

Given the differences in indicators used by USG Departments and Agencies, the process to craft harmonized indicators for reporting purposes is complicated. As a starting point, a USG interagency Technical Working Group has mapped existing indicators across Departments and Agencies to identify areas of overlap and potential gaps in reporting. Initial results of this mapping identified that three Agencies and Departments already measure reading outcomes: Peace Corps, the U.S. Agency for International Development (USAID), and the U.S. Department of Agriculture (USDA). In addition, the Millennium Challenge Corporation (MCC) has an indicator that can apply to reading for specific interventions. As a result of this indicator-mapping exercise, the USG Technical Working Group on International Basic Education recently approved two new harmonized metrics on reading outcomes across Departments and Agencies, which the Senior Coordinator will include in future reports: 1) percentage change in students who achieve grade-level minimum proficiency in reading; and, 2) percentage of students who improve their level of reading proficiency. Ultimately, the Technical Working Group will adopt a full set of broad reporting indicators for use across the USG.

Coordination Goal 2: Work to ensure a consistent level of quality across USG-funded programs

On September 25, 2019, the U.S. Department of State sent a cable to each U.S. Embassy to request the completion of a short online survey related to the coordination of international basic-education programs funded across the USG. This was an important step in the implementation of the *Strategy*, as it allowed each Federal Department or Agency that finances basic-education programs to share baseline information on their levels of coordination and collaboration in-country.

Responses from U.S. Embassies with basic education programming in 63 countries provided a snapshot of the type and level of coordination within the USG around the world. Of the 43 Embassies that reported coordination on basic-education activities with two or more Federal Department or Agencies, 80 percent reported sharing data, research, and evidence; 78 percent reported coordinating meetings among the USG and with non-USG partners and stakeholders; 71 percent reported joint planning of programming and activities; 69 percent reported coordination meetings between the USG and officials of host-country governments; and 53 percent reported coordination of programs where USG Departments or Agencies are co-located (for example, programs at the same school, or with the same implementing partner). Annex Four includes highlights from country-level coordination highlights.

In response to the findings of the survey, the USG Technical Working Group is currently doing the following:

- Developing a web-based map to highlight in which countries Federal Departments and Agencies are funding programs in international education, and at what level of education these activities focus;
- Creating a “coordination checklist” for best practices in collaboration at the country level, which the Senior Coordinator will share with each Federal Department and Agency;
- Drafting language for Federal Departments and Agencies to use in the design of their programs to increase coordination; and
- Exploring ways to provide technical support to teams at U.S. Embassies interested in increasing their coordination.

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 USG’s international-education assistance reaches individuals in a variety of different ways, and at various points in their educational journeys. Programs implemented seek to maximize the comparative advantages of each Federal Department or Agency and the unique conditions in partner countries. Annexes One and Two contain additional information on output indicators, data, and budget disbursements. Annex Three highlights the contributions of USG Departments and Agencies engaged in the following work based on their expertise.

To ensure the USG is working together with “one voice,” Departments and Agencies have created opportunities to build cross-cutting relationships; increase field staff’s understanding of the *Strategy*; provide relevant training; and allow for greater sharing of research, evidence-based best practices, and information on the education programming funded by each of them.

The USG's Collective Progress Toward the Objectives of the Strategy

The USG Departments and Agencies involved in the *Strategy* have reported the following data by utilizing existing reporting indicators for Fiscal Year (FY) 2019. The data provide a snapshot of the extent to which the USG's investments in international basic education are fulfilling the goals articulated in the READ Act; they do not reflect all USG investments. The data available to date for output indicators for the *Strategy* appear in Annex One of this report. These output numbers depend on initial reporting, and the USG Technical Working Group will finalize them later in 2020, based on current reporting timelines.

The USG Technical Working Group is highly focused on adopting common outcome indicators for future reports, including increased reporting on disaggregated data on marginalized groups. The common indicators included in this report are primarily ones that reflect the outputs of investments made by Federal Departments and Agencies. As mentioned above, a mapping exercise by the Technical Working Group to identify overlap and potential gaps in reporting led to the approval of two new indicators for reading outcomes. Future reports will highlight the new output and outcome indicators as data become available. The interagency Technical Working Group will continue to develop additional harmonized indicators in 2020.

The results provided in this report are not attributable to specific appropriated funding for a given Fiscal Year.

Objective One: Improve Measurable Learning Outcomes

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

Provide Children with a Strong Foundation

The USG focuses its efforts on two areas in early childhood: 1) child nutrition and health programs; and, 2) pre-primary education programs. These programs foster the physical, cognitive, linguistic, and social-emotional development of young children. As part of these efforts, in 2019 the USG provided more than **3.1 million children in 21 countries with nutrition** to foster their physical, cognitive, linguistic, and social-emotional development so they can learn.

Improve Basic Skills

The USG works with Ministries of Education and non-state providers in our partner countries to increase students' acquisition of reading, math, and other basic skills, particularly by the end of primary school. To accomplish this, in 2019 the USG:

- Provided more than **34.7 million primary and secondary students in 53 countries with opportunities to learn literacy, numeracy, and other basic skills**, in formal and non-formal settings, including in local languages;
- Provided more than **560,000 teachers and educators with training and professional development** to improve the quality of their instruction in literacy, numeracy, and other basic skills;

- Distributed more than **49 million textbooks and other teaching and learning materials**; and
- Engaged with more than **24,000 parent-teacher associations (PTAs) or community-based school-governance structures**.

Prepare Individuals for a Productive Future

The USG works with governments and the private sector in our partner countries to improve retention rates in primary and secondary schools, remove barriers to education for youth of secondary-school age, and improve the quality of formal and non-formal education opportunities. As part of these efforts, in 2019 the USG provided more than **892,000 individuals with tertiary, vocational, and other workforce training**.

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

For individuals to learn, they should be in safe, equitable, and high-quality learning environments. Under the Strategy, the USG has prioritized reaching the most marginalized and vulnerable groups, including:

Children and Youth Affected by Crisis and Conflict, Especially Those Who Are Displaced

USG-funded education programs in crisis- and conflict-affected environments respond to short-term educational needs while also working 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 non-governmental organizations to expand access to education for refugees and others affected by conflict. In 2019, these programs **reached more than 14.5 million children and youth in 23 countries affected by crisis and conflict.**¹ Over the last year, the USG also **built or repaired more than 9,500 educational facilities** that provide safe, accessible, and supportive learning environments for students and teachers.

Individuals Who Experience Discrimination and Marginalization, Including Girls

The USG is working 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. As part of these efforts, in 2019 the USG:

- **Provided education interventions to at least 12 million girls and women** in formal and non-formal settings:
 - As a demonstration of gender parity in USG-funded programs, this figure represents approximately 49 percent of the beneficiaries for whom sex is known;

¹ Generally the Islamic Republics of Afghanistan and Pakistan; Burma; the Democratic Republic of Congo; the Arab Republic of Egypt; the Federal Democratic Republics of Ethiopia and Nepal; the Republics of El Salvador, Guatemala, Haiti, Honduras, Liberia, Mali, Nicaragua, Niger, The Philippines, Sénégal, South Sudan, and Yemen; the Hashemite Kingdom of Jordan; the Lebanese Republic; and the Federal Republics of Nigeria and Somalia.

- **Delivered health care and nutrition aligned with the Strategy to more than 710,000 girls** in early childhood, pre-primary, primary, and secondary education:
 - As a further demonstration of gender parity in USG-funded programs, this figure represents approximately 50 percent of the beneficiaries for whom sex is known; and
- **Worked with the governments and parliaments in 17 countries to adopt 57 new or reformed public-sector laws, policies, regulations, and/or administrative procedures** that support increased access to education and/or improved learning.

Children and Youth Vulnerable to Violence, Abuse, and Exploitation, Particularly Child Laborers, Married Adolescents, and Victims of Trafficking

The USG works to address the barriers to education faced by the world's most-vulnerable children and youth. The USG tackles 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. To address barriers to education, in 2019 **the USG provided education or vocational services to more than 11,300 children engaged in, or at high risk of, child labor.**







Annex One: Data on Common Output Indicators Reported by U.S. Government Departments and Agencies for Fiscal Year 2019

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

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

An interagency USG Technical Working Group developed the indicators because they capture progress toward the above goals. Currently, Federal Departments and Agencies have greater harmony with respect to indicators that reflect outputs, such as actual numbers reached or produced, 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 for expanding outcome indicators, and for the accessibility, use, and collection of data, including improving reporting on disaggregated data on marginalized groups. These improvements will contribute to better harmonized outcome and output indicators in future reporting.

The USG Technical Working Group developed the common output indicators by consolidating existing indicators from Federal Departments and Agencies, chosen to present a picture of U.S. Government funding for international basic education in Fiscal Year (FY) 2019. The indicators address broad categories of support and reflect priorities articulated in the *Strategy*, including the following:

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

All common indicator data depend on data from FY 2019 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), 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 Federal Departments or Agencies. This is not necessarily because those are the

only Departments or Agencies that are doing work in that area, but they might be the only ones that collect data on that similar output indicator.

Data presented in Annex One represent provisional reporting for FY 2019 for several Departments and Agencies. When updated and verified figures are available later in FY 2020, the USG Technical Working Group will revise these tables and make them available on www.edu-links.com.

FY 2019 | SUMMARY BY COMMON INDICATOR

Contributing Agencies:



Updated January 17, 2020

I. Child, Youth and Adult Learning and Preparedness

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings	Number of males	12,540,582
	Number of females	11,924,366
	Total (male, female, and unknown)	35,618,803
	Number of individuals at risk	50,055
	Number of individuals with disabilities	11,873
1b. Number of children and youth who received nutrition services	Number of males	717,383
	Number of females	710,617
	Total (male, female, and unknown)	3,164,276
	Number of individuals at risk	-
	Number of individuals with disabilities	-
1c. Number of schools that received U.S. Government assistance	Total	92,413

2. Training Teachers/Educators

2a. Number of teachers/educators who received training/professional development	Number of males	159,938
	Number of females	300,767
	Total (male, female, and unknown)	561,353

3. Providing safe and equitable learning environments



3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired	Total	9,512
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4. Engaging Families and Communities

4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with U.S. Government assistance	Total	24,891
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5. Providing textbooks and teaching and learning materials



5a. Number of textbooks and other teaching and learning provided	Total	49,279,463
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6. Systems Strengthening

6a. Number of new or reformed public-sector laws, policies, regulations and/or administrative procedures that support increased access and/or learning adopted	Total	57
6b. Number of education administrators and officials who complete professional development activities	Number of males	79,772
	Number of females	32,618
	Total (male, female, and unknown)	150,601

FY 2019 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1a. Education Interventions

Contributing Agencies:



Updated January 17, 2020

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

	Primary and secondary					Tertiary, vocational and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	12,534,644	11,914,674	34,726,518	45,892	11,873	5,938	9,692	892,285	4,163	-
Islamic Republic of Afghanistan	-	-	322,721	-	-	70	1,130	12,811	-	-
Republic of Armenia	-	-	-	-	-	-	-	50	-	-
Republic of Azerbaijan	-	-	-	-	-	-	-	234	-	-
Republic of Bénin	6,895	4,710	11,605	-	-	-	-	-	-	-
Burma	19,119	19,990	39,109	225	-	-	-	14	-	-
Republic of Burundi	-	-	-	-	-	-	-	988	-	-
Kingdom of Cambodia	32,201	32,680	64,881	-	-	-	-	621	-	-
Republic of Colombia	241	233	3,837	474	-	69	68	14,660	-	-
Democratic Republic of Congo	1,520	1,608	1,053,398	-	-	-	-	3,160	-	-
Republic of Costa Rica	64	100	164	69	-	-	-	-	-	-
Republic of Côte d'Ivoire	108	104	212	212	-	-	-	61	-	-
Republic of Djibouti	-	-	9,830	-	-	-	-	4,070	-	-
Dominican Republic	72,205	67,856	140,061	-	-	-	-	-	-	-
Eastern Caribbean and Barbados	-	-	20,588	-	-	-	-	-	-	-
Republic of Ecuador	431	429	860	-	-	-	-	-	-	-
Arab Republic of Egypt	3,352,268	3,188,683	6,540,951	-	-	513	599	68,587	-	-
Republic of El Salvador	23,698	22,640	46,338	25,735	90	326	368	10,673	694	-
Federal Democratic Republic of Ethiopia	-	-	1,839,252	-	-	-	-	-	-	-
Georgia	2,105	472	2,877	-	-	-	-	7,621	-	-
Republic of Ghana	364	815	2,885,018	650	-	-	614	614	614	-
Republic of Guatemala	361,188	346,836	708,053	-	-	-	-	21,200	-	-
Co-operative Republic of Guyana	624	514	1,138	-	-	-	-	-	-	-
Republic of Haïti	21,187	22,667	43,854	-	-	-	-	1,565	-	-
Republic of Honduras	199,527	193,050	392,577	2,979	-	1,453	1,663	24,667	756	-
Republic of India	213,648	218,196	431,844	-	-	-	-	-	-	-
Republic of Indonesia	-	-	-	-	-	303	227	65,436	-	-

FY 2019 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1a. Education Interventions

Updated January 17, 2020

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	-	-	-	-	-	-	-	242	-	-
Jamaica	154	132	286	-	-	-	-	-	-	-
Hashemite Kingdom of Jordan	161,206	193,076	360,517	-	-	-	-	3,064	-	-
Republic of Kazakhstan	-	-	300	-	-	-	-	-	-	-
Republic of Kenya	1,712,953	1,636,969	3,349,922	-	-	-	-	79,119	-	-
Republic of Kosovo	-	-	-	-	-	-	-	2,294	-	-
Kyrgyz Republic	111,072	105,304	216,376	-	151	-	-	545	-	-
Lebanese Republic	65,076	63,102	128,178	-	-	-	-	554	-	-
Republic of Liberia	39,167	37,816	76,983	-	-	-	-	20	-	-
Republic of Malawi	-	-	3,470,634	-	-	-	-	-	-	-
Republic of Mali	23,502	25,203	47,513	-	-	-	-	225	-	-
Islamic Republic of Mauritania	-	-	-	-	-	37	177	419	-	-
United Mexican States	3,058	2,816	5,874	1,310	-	-	-	3,207	-	-
Republic of Moldova	-	-	-	-	-	-	-	21,878	-	-
Republic of Montenegro	-	-	-	-	-	-	-	50	-	-
Kingdom of Morocco	302,783	292,839	595,622	-	-	-	-	12,181	-	-
Republic of Mozambique	780,971	322,897	1,103,868	-	-	-	-	-	-	-
Federal Democratic Republic of Nepal	149,609	165,663	315,272	-	-	-	-	994	-	-
Republic of Nicaragua	5,031	4,687	9,718	9,718	17	-	-	1,559	-	-
Republic of Niger	27,971	24,310	52,281	-	-	-	-	-	-	-
Federal Republic of Nigeria	410,082	364,645	774,727	-	-	2	1	3	-	-
Republic of North Macedonia	-	-	-	-	-	-	-	19	-	-
Islamic Republic of Pakistan	135,140	102,431	237,571	-	-	464	558	13,252	-	-
Republic of Paraguay	31	17	48	48	-	211	545	756	756	-
Republic of The Philippines	44,045	48,023	92,062	-	-	-	-	-	-	-
Republic of Rwanda	819,358	803,437	1,622,795	-	11,615	-	-	114,899	-	-
Republic of Sénégal	116,605	135,280	251,885	-	-	-	-	952	-	-
Federal Republic of Somalia	623	-	623	-	-	-	-	-	-	-

**FY 2019 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND
PREPAREDNESS**



Table I.1a. Education Interventions

Updated January 17, 2020

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 South Africa	-	-	58,253	-	-	-	-	126,131	-	-
Republic of South Sudan	357,663	255,780	613,442	-	-	-	-	24,170	-	-
Democratic Socialist Republic of Sri Lanka	-	-	-	-	-	-	-	12,050	-	-
Republic of the Sudan	-	-	-	-	-	-	-	532	-	-
Republic of Tajikistan	143,504	136,599	280,993	-	-	-	-	-	-	-
United Republic of Tanzania	387,459	365,665	753,124	-	-	-	-	-	-	-
Kingdom of Thailand	1,646	2,266	3,912	-	-	-	-	-	-	-
Republic of Tunisia	-	-	-	-	-	-	-	443	-	-
Republic of Turkmenistan	-	-	-	-	-	-	-	163,919	-	-
Republic of Uganda	1,872,706	1,882,358	3,755,064	-	-	-	-	56,650	-	-
Socialist Republic of Vietnam	1,502	1,571	3,073	3,073	-	66	285	351	351	-
West Bank and Gaza	-	-	-	-	-	-	-	16	-	-
Republic of Yemen	3,595	259,571	591,331	-	-	-	-	-	-	-
Republic of Zambia	548,308	559,926	1,108,234	1,399	-	-	992	992	992	-
Republic of Zimbabwe	-	-	-	-	-	-	-	45	-	-

MULTI-COUNTRY PROGRAMMING

Europe and Eurasia Regional	-	-	17,125	-	-	-	-	44	-	-
LAB - Global Development Lab	-	-	-	-	-	-	-	2,521	-	-
S/GP - Secretary's Office of Global Partnerships	-	-	-	-	-	-	-	64	-	-
State Western Hemisphere Regional	475	122	610	-	-	-	-	4,089	-	-
USAID Africa Regional	-	-	-	-	-	2,296	2,199	4,556	-	-
USAID Central America Regional	-	-	-	-	-	-	-	2,054	-	-
USAID Economic Growth, Education and Environment (E3)	1,956	586	269,134	-	-	-	-	-	-	-
USAID Latin America and Caribbean Regional	-	-	-	-	-	128	266	394	-	-

FY 2019 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1a. Education Interventions

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

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

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

FY 2019 | INDICATOR I
**SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND
 PREPAREDNESS**



Table I.1b. Nutrition

**Contributing
 Agency:**



Updated January 17, 2020

1b. Number of children and youth who received nutrition services					
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	717,383	710,617	3,164,276	-	-
People's Republic of Bangladesh	-	-	46,791	-	-
Republic of Bénin	19,527	18,079	75,636	-	-
Kingdom of Cambodia	96,017	92,835	188,852	-	-
Republic of Cameroon	-	-	1,052	-	-
Republic of Congo	-	-	73,584	-	-
Republic of Côte d'Ivoire	84,234	79,787	164,021	-	-
Republic of Guatemala	22,318	20,885	199,905	-	-
Republic of Honduras	30,637	37,758	68,395	-	-
Republic of Kenya	-	-	477,400	-	-
Kyrgyz Republic	48,946	46,412	95,358	-	-
Lao People's Democratic Republic	87,458	84,257	171,715	-	-
Republic of Liberia	-	-	45,961	-	-
Republic of Malawi	-	-	638,290	-	-
Republic of Mali	35,213	36,381	71,594	-	-
Republic of Mozambique	83,991	84,755	168,746	-	-
Federal Democratic Republic of Nepal	-	-	211,647	-	-
Republic of Nicaragua	51,374	49,316	100,690	-	-
Republic of Rwanda	43,934	41,479	85,413	-	-
Republic of Sénégal	2,589	3,237	5,826	-	-
Republic of Sierra Leone	19,680	20,383	86,882	-	-
United Republic of Tanzania	91,465	95,053	186,518	-	-

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

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

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

FY 2019 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1c. Schools and Institutions

**Contributing
Agencies:**



Updated January 17, 2020

1c. Number of schools that received U.S. Government assistance	
	Total
Total (all countries)	92,413
Islamic Republic of Afghanistan	6,271
Kingdom of Cambodia	990
Republic of Cameroon	240
Republic of Guatemala	263
Republic of Honduras	3,195
Republic of Kenya	24,239
Kyrgyz Republic	948
Republic of Malawi	6,432
Kingdom of Morocco	20,922
Republic of Mozambique	2,574
Federal Democratic Republic of Nepal	2,003
Republic of Niger	183
Federal Republic of Nigeria	4,007
Islamic Republic of Pakistan	15,676
Republic of Sénégal	3,488
Republic of Sierra Leone	310
United Republic of Tanzania	231
Democratic Republic of Timor-Leste	441

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

Indicator 1c is new for FY 2019 and represents data aggregated from agency indicators that are also new, introduced in FY 2019 by USAID and FY2018 by USDA. As such, data presented here underrepresent the number of schools receiving U.S. Government support worldwide, something which will improve over time.

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

FY 2019 | INDICATOR 2
TRAINING TEACHERS/EDUCATORS



Table 1.2a. Instructional Quality

Contributing Agencies:



Updated January 17, 2020

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

	Number of males	Number of females	Total
Total (all countries)	159,938	300,767	561,353
Islamic Republic of Afghanistan	2,535	1,632	4,167
Argentine Republic	-	-	31
People's Republic of Bangladesh	-	-	2,018
Republic of Bénin	268	36	304
Burma	182	356	568
Kingdom of Cambodia	397	1,208	4,181
Republic of Cameroon	-	-	5,126
Republic of Colombia	-	-	149
Democratic Republic of Congo	2,359	3,028	5,939
Republic of Côte d'Ivoire	609	454	1,313
Dominican Republic	1	19	20
Eastern Caribbean and Barbados	-	-	745
Republic of Ecuador	2	3	5
Arab Republic of Egypt	28,741	88,483	117,224
Republic of El Salvador	2,850	2,130	4,980
Federal Democratic Republic of Ethiopia	10,602	8,797	19,339
Georgia	379	342	721
Republic of Ghana	-	-	23,670
Republic of Guatemala	7,707	31,686	57,570
Republic of Honduras	3,803	11,902	17,819
Republic of India	4,415	3,150	7,565
Hashemite Kingdom of Jordan	500	1,999	5,041
Republic of Kenya	7,858	49,515	68,173
Republic of Kosovo	101	112	213
Kyrgyz Republic	67	5,615	5,972
Lao People's Democratic Republic	10,390	7,433	17,823
Lebanese Republic	103	826	929
Republic of Liberia	1,274	779	2,512
Republic of Madagascar	-	-	40
Republic of Malawi	19,064	24,835	43,899
Republic of Mali	4,721	3,121	8,099
United Mexican States	22	80	241
Republic of Moldova	1	29	30

FY 2019 | INDICATOR 2
TRAINING TEACHERS/EDUCATORS



Table I.2a. Instructional Quality

Updated January 17, 2020

2a. Number of teachers/educators who received training/professional development			
	Number of males	Number of females	Total
Kingdom of Morocco	211	318	529
Public of Mozambique	11,753	8,988	20,741
Federal Democratic Republic of Nepal	1,339	1,693	4,124
Republic of Nicaragua	-	-	30
Republic of Niger	220	82	156
Federal Republic of Nigeria	8,139	3,486	21,618
Islamic Republic of Pakistan	2,026	1,643	3,669
Republic of Perú	-	-	469
Republic of The Philippines	238	1,748	2,066
Republic of Rwanda	4,943	11,764	24,338
Republic of Sénégal	3,919	1,665	5,584
Republic of Sierra Leone	-	-	371
Federal Republic of Somalia	326	121	447
Republic of South Africa	-	-	2,371
Republic of South Sudan	3,678	827	6,678
Republic of Tajikistan	2,562	7,243	5,686
United Republic of Tanzania	3,795	5,462	7,770
Kingdom of Thailand	17	8	25
Republic of Uganda	2,193	2,617	4,810
Socialist Republic of Vietnam	-	-	151
Republic of Yemen	80	80	160
Republic of Zambia	5,434	4,869	17,243

MULTI-COUNTRY PROGRAMMING

Europe and Eurasia Regional	114	583	411
USAID Economic Growth, Education and Environment (E3)	-	-	5,480

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

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

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**FY 2019 | INDICATOR 3
PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS**



Table I.3a. Education Facilities

Contributing Agencies:



Updated January 17, 2020

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

Total (all countries)	9,512
Islamic Republic of Afghanistan	264
People's Republic of Bangladesh	47
Republic of Bénin	32
Republic of Burkina Faso	180
Kingdom of Cambodia	565
Republic of Cameroon	56
Republic of the Congo	20
Dominican Republic	11
Georgia	97
Republic of Guatemala	294
Republic of Guinea-Bissau	150
Republic of Honduras	124
Republic of India	415
Republic of Iraq	1,261
Hashemite Kingdom of Jordan	1,863
Republic of Kenya	183
Kyrgyz Republic	194
Lao People's Democratic Republic	1,408
Republic of Liberia	681
Republic of Madagascar	167
Republic of Malawi	97
Republic of Mali	98
Republic of Mozambique	174
Federal Democratic Republic of Nepal	630
Republic of Nicaragua	188
Republic of Rwanda	2
Republic of Sierra Leone	94
Federal Republic of Somalia	21
United Republic of Tanzania	28

MULTI-COUNTRY PROGRAMMING

USAID Economic Growth, Education and Environment (E3)	168
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FY 2019 | INDICATOR 3 PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS



Table I.3a. Education Facilities

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

FY 2019 | INDICATOR 4
ENGAGING FAMILIES AND COMMUNITIES



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

Contributing Agencies:



Updated January 17, 2020

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

Total (all countries)	24,891
Islamic Republic of Afghanistan	337
People's Republic of Bangladesh	146
Republic of Bénin	234
Burma	240
Kingdom of Cambodia	596
Republic of Cameroon	147
Democratic Republic of Congo	209
Republic of Congo	118
Republic of Côte d'Ivoire	613
Dominican Republic	190
Arab Republic of Egypt	283
Republic of Guatemala	626
Republic of Honduras	2,061
Republic of Kenya	174
Kyrgyz Republic	221
Lao People's Democratic Republic	1,818
Republic of Liberia	561
Republic of Mali	2,431
Republic of Mozambique	657
Federal Democratic Republic of Nepal	4,852
Republic of Nicaragua	459
Federal Republic of Nigeria	959
Islamic Republic of Pakistan	452
Republic of The Philippines	593
Republic of Rwanda	104
Republic of Sénégal	831
Republic of Sierra Leone	501
Federal Republic of Somalia	96
Republic of South Sudan	545
Republic of Tajikistan	718
United Republic of Tanzania	2,794
Republic of Uganda	191
Republic of Yemen	32

**FY 2019 | INDICATOR 4
ENGAGING FAMILIES AND COMMUNITIES**



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

Updated January 17, 2020

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

MULTI-COUNTRY PROGRAMMING	
USAID Economic Growth, Education and Environment (E3)	102

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

**FY 2019 | INDICATOR 5
PROVIDING TEXTBOOKS AND TEACHING AND LEARNING
MATERIALS**



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

**Contributing
Agencies:**



Updated January 17, 2020

5a. Number of textbooks and other teaching and learning materials provided	
Total (all countries)	49,279,463
Islamic Republic of Afghanistan	13,876,840
People's Republic of Bangladesh	688,670
Burma	64
Kingdom of Cambodia	4,608
Democratic Republic of Congo	888,348
Republic of Congo	12,342
Republic of Djibouti	2,900
Dominican Republic	19,342
Eastern Caribbean and Barbados	26,124
Arab Republic of Egypt	1,020
Republic of El Salvador	26,100
Republic of Ghana	1,290,410
Republic of Guatemala	240,368
Republic of Honduras	1,518,532
Republic of India	213,165
Hashemite Kingdom of Jordan	2,668,405
Republic of Kenya	2,465,000
Kyrgyz Republic	506,734
Lao People's Democratic Republic	190,375
Lebanese Republic	405,758
Republic of Liberia	375,402
Republic of Malawi	7,119,680
Republic of Mali	366,035
Kingdom of Morocco	11,987
Republic of Mozambique	36,024
Federal Democratic Republic of Nepal	48,000
Republic of Nicaragua	102,167
Republic of Niger	16,874
Federal Republic of Nigeria	6,753,502
Islamic Republic of Pakistan	3,066,970
Republic of Rwanda	1,756,110
Republic of Sénégal	1,583,434
Republic of Sierra Leone	59,720
Federal Republic of Somalia	21,147

**FY 2019 | INDICATOR 5
PROVIDING TEXTBOOKS AND TEACHING AND LEARNING
MATERIALS**



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

Updated January 17, 2020

	5a. Number of textbooks and other teaching and learning materials provided
Republic of South Africa	483,147
Republic of South Sudan	444,139
Republic of Tajikistan	222,838
United Republic of Tanzania	381,405
Democratic Republic of Timor-Leste	388,270
Republic of Uganda	990,735
Republic of Zambia	6,772

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

**FY 2019 | INDICATOR 6
STRENGTHENING SYSTEMS**



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

**Contributing
Agencies:**



Updated January 17, 2020

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

Total (all countries)	57
Argentine Republic	1
People's Republic of Bangladesh	3
Kingdom of Cambodia	4
Republic of Côte d'Ivoire	1
Republic of El Salvador	8
Republic of Guatemala	10
Republic of Honduras	4
Republic of Kenya	4
Kyrgyz Republic	1
Lao People's Democratic Republic	11
Republic of Liberia	2
Republic of Malawi	1
Kingdom of Morocco	1
Republic of Paraguay	1
Republic of Sierra Leone	2
United Republic of Tanzania	2
Democratic Republic of Timor-Leste	1

Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

FY 2019 | INDICATOR 6
STRENGTHENING SYSTEMS



Table I.6b. Professional Development

Contributing
Agencies:



Updated January 17, 2020

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

	Number of males	Number of females	Total
Total (all countries)	79,772	32,618	150,601
Islamic Republic of Afghanistan	4,523	1,838	6,361
People's Republic of Bangladesh	-	-	146
Kingdom of Cambodia	360	96	786
Democratic Republic of Congo	1,769	460	2,229
Republic of Congo	-	-	153
Republic of Côte d'Ivoire	-	-	613
Republic of Djibouti	-	-	98
Eastern Caribbean and Barbados	-	-	145
Arab Republic of Egypt	16,291	10,199	26,490
Republic of El Salvador	168	106	274
Federal Democratic Republic of Ethiopia	2,820	353	3,173
Republic of Ghana	-	-	23,686
Republic of Guatemala	78	90	859
Republic of Haïti	116	369	485
Republic of Honduras	495	868	1,716
Republic of Indonesia	274	206	480
Hashemite Kingdom of Jordan	8	3	11
Republic of Kenya	15,730	4,520	20,320
Kyrgyz Republic	352	1,305	1,657
Lao People's Democratic Republic	-	-	362
Lebanese Republic	139	439	578
Republic of Liberia	753	107	860
Republic of Malawi	6,121	945	7,066
Republic of Mali	4,762	965	5,949
Kingdom of Morocco	243	47	290
Republic of Mozambique	5,740	1,245	7,267
Federal Democratic Republic of Nepal	1,018	248	6,506
Republic of Nicaragua	207	185	392
Republic of Niger	57	22	79
Federal Republic of Nigeria	1,490	124	1,624
Islamic Republic of Pakistan	1,157	616	1,773
Republic of The Philippines	299	1,533	1,832
Republic of Rwanda	2,776	1,041	4,052
Republic of Sénégal	3,370	158	3,528



Table I.6b. Professional Development

Updated January 17, 2020

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Republic of Sierra Leone	-	-	384
Federal Republic of Somalia	-	-	2
Republic of South Africa	-	-	238
Republic of Tajikistan	-	-	3,061
United Republic of Tanzania	3,241	1,742	6,873
Republic of Uganda	78	77	155
Republic of Zambia	5,084	1,560	6,644

MULTI-COUNTRY PROGRAMMING

USAID Latin America and Caribbean Regional	253	1,151	1,404
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Notes:

Cells with a dash (-) represent cases where data are not available either because data were not collected in the particular country by U.S. Government Agencies or Departments or where data were collected by U.S. Government Agencies and Departments, but data were unreported in FY 2019. It may also represent cases where the indicator value is zero.

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

Data are provisional and were last updated January 17, 2020. When updated numbers are available later in 2020 these tables will be revised and made available on www.edu-links.com.

Data

Data Source: All data displayed represent the sum of results reported for FY 2019 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.

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 2019 but did not report them. They also might represent cases in which the indicator value is zero.

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

Countries: These tables only include countries for which non-zero data for FY 2019 were available at the time of publication. As such, the list of countries listed in each table under-represents the scope of the USG's investments in international basic education. A country could have USG-funded programming, but not data if, for example, one or more Departments or Agencies are in the process of transitioning indicators in that country.

Updates to Data: The data are provisional, last updated on January 17, 2020. When updated numbers are available later in FY 2020, the Global Coordinator will revise these tables and make them available on www.edu-links.com.

Agency Notes

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

Peace Corps: Data submitted by Peace Corps represent only those projects that have gone through the Agency's project realignment process. As such, data reported for FY 2019 represent a limited portion of Peace Corps' full education portfolio.

USAID: USAID's data displayed in the tables represent data submitted by bilateral Missions during the Agency's process for completing the PPR for FY 2019. 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 2019 includes two separate data-submission periods, a preliminary submission (December 2019) and a final submission (Mid-March 2020). USAID checks and vets the data from the first submission, and Missions can address any errors, inconsistencies, or missing data prior to the final submission. Data for this report are from the first data submission, because of the timing of the transmittal of this annual report. As such, 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 will occur after the transmittal of this report.






Annex Two: U.S. Government Disbursements of Foreign Aid for International Basic Education in Fiscal Year 2019

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) 2019. Data come from Foreign Aid Explorer, the official record of U.S. foreign aid maintained by the U.S. Agency for International Development (USAID), and are publicly available at <https://explorer.usaid.gov>. Foreign Aid Explorer (FAE) defines a *disbursement* as “an outlay of funds, or cash or cash equivalent, placed at the disposal of a recipient government or organization.” Negative disbursements could appear for reconciliations and corrections.

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




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

Updated January 15, 2020

Funding Department / Agency (USDA, DOL, MCC, Peace Corps, USAID)	FY 2019 Total USG Foreign Aid Disbursements on International Basic Education
	\$ 68,013,103
	\$ 34,883,588
	\$ 76,675,329
	\$ 210,369,310
	\$ 622,392,139
	\$ 1,012,333,469






FY 2019 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated January 15, 2020

COUNTRY	FY 2019 Total USG Foreign Aid Disbursements on International Basic Education (USDA, DOL, MCC, Peace Corps, USAID)	FY 2019 Total International Basic Education Disbursements by Funding Department and Agency (USD in current amounts)				
						
Total	\$ 1,012,333,469	\$ 68,013,103	\$ 34,883,588	\$ 76,675,329	\$ 210,369,310	\$ 622,392,139
Islamic Republic of Afghanistan	\$ 54,945,067	\$ -	\$ -	\$ -	\$ -	\$ 54,945,067
Republic of Albania	\$ 1,310,081	\$ -	\$ -	\$ -	\$ 1,310,081	\$ -
Republic of Angola	\$ (7,955)	\$ -	\$ -	\$ -	\$ -	\$ (7,955)
Argentine Republic	\$ 1,141,715	\$ -	\$ 1,141,715	\$ -	\$ -	\$ -
Republic of Armenia	\$ 2,055,659	\$ -	\$ -	\$ -	\$ 2,003,659	\$ 52,000
Republic of Azerbaijan	\$ 750,000	\$ -	\$ -	\$ -	\$ -	\$ 750,000
People's Republic of Bangladesh	\$ 2,951,205	\$ 726,205	\$ -	\$ -	\$ -	\$ 2,225,000
Belize	\$ 51,755	\$ -	\$ -	\$ -	\$ 51,755	\$ -
Republic of Bénin	\$ 5,492,098	\$ 3,077,203	\$ -	\$ -	\$ 2,042,791	\$ 372,104
Bosnia and Herzegovina	\$ 3,000,000	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000
Republic of Botswana	\$ 831,233	\$ -	\$ -	\$ -	\$ 831,233	\$ -
Republic of Burkina Faso	\$ 3,217,524	\$ 1,228,424	\$ -	\$ 1,989,100	\$ -	\$ -
Burma	\$ 4,457,904	\$ -	\$ 1,015,000	\$ -	\$ 1,542,904	\$ 1,900,000
Kingdom of Cambodia	\$ 4,363,936	\$ 941,596	\$ -	\$ -	\$ 994,978	\$ 2,427,362
Republic of Cameroon	\$ 3,634,669	\$ 1,946,050	\$ -	\$ -	\$ 1,688,619	\$ -
People's Republic of China	\$ 3,152,168	\$ -	\$ -	\$ -	\$ 3,152,168	\$ -
Republic of Colombia	\$ 7,075,328	\$ -	\$ 4,808,769	\$ -	\$ 2,266,559	\$ -
Union of Comoros	\$ 1,430,304	\$ -	\$ -	\$ -	\$ 1,430,304	\$ -
Democratic Republic of Congo	\$ 16,306,601	\$ -	\$ -	\$ -	\$ -	\$ 16,306,601
Republic of Congo	\$ 629,922	\$ 629,922	\$ -	\$ -	\$ -	\$ -
Republic of Costa Rica	\$ 3,832,152	\$ -	\$ 701,708	\$ -	\$ 3,130,444	\$ -
Republic of Côte d'Ivoire	\$ 2,571,045	\$ 539,600	\$ 1,687,518	\$ 343,927	\$ -	\$ -
Republic of Djibouti	\$ 4,741,514	\$ -	\$ -	\$ -	\$ -	\$ 4,741,514
Dominican Republic	\$ 10,634,503	\$ -	\$ 1,331,000	\$ -	\$ 3,394,432	\$ 5,909,071
Republic of Ecuador	\$ 3,195,893	\$ -	\$ -	\$ -	\$ 3,195,893	\$ -
Arab Republic of Egypt	\$ 675,102	\$ -	\$ -	\$ -	\$ -	\$ 675,102
Republic of El Salvador	\$ 45,263,642	\$ -	\$ -	\$ 38,238,494	\$ -	\$ 7,025,148
Kingdom of eSwatini	\$ 1,242,985	\$ -	\$ -	\$ -	\$ 1,242,985	\$ -
Federal Democratic Republic of Ethiopia	\$ 25,977,586	\$ 93,329	\$ 338,467	\$ -	\$ 2,466,654	\$ 23,079,136

FY 2019 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated January 15, 2020

COUNTRY	FY 2019 Total USG Foreign Aid Disbursements on International Basic Education (USDA, DOL, MCC, Peace Corps, USAID)	FY 2019 Total International Basic Education Disbursements by Funding Department and Agency (USD in current amounts)				
						
Republic of Fiji	\$ 1,855,121	\$ -	\$ -	\$ -	\$ 1,855,121	\$ -
Republic of The Gambia	\$ 493,989	\$ -	\$ -	\$ -	\$ 493,989	\$ -
Georgia	\$ 24,271,116	\$ -	\$ -	\$ 22,044,780	\$ 2,226,336	\$ -
Republic of Ghana	\$ 13,394,479	\$ -	\$ 2,384,288	\$ -	\$ 906,987	\$ 10,103,204
Republic of Guatemala	\$ 21,381,548	\$ 9,923,779	\$ -	\$ 7,919,890	\$ 1,098,044	\$ 2,439,835
Republic of Guinea	\$ 1,284,537	\$ -	\$ -	\$ -	\$ 1,188,815	\$ 95,722
Republic of Guinea-Bissau	\$ 3,591	\$ 3,591	\$ -	\$ -	\$ -	\$ -
Co-operative Republic of Guyana	\$ 797,770	\$ -	\$ -	\$ -	\$ 797,770	\$ -
Republic of Haïti	\$ 9,759,859	\$ 19,682	\$ 795,751	\$ -	\$ -	\$ 8,944,426
Republic of Honduras	\$ 22,114,107	\$ 4,806,219	\$ 2,764,671	\$ -	\$ -	\$ 14,543,217
Republic of India	\$ 3,721,253	\$ -	\$ -	\$ -	\$ -	\$ 3,721,253
Republic of Indonesia	\$ 3,416,855	\$ -	\$ -	\$ 225,541	\$ 2,291,314	\$ 900,000
Jamaica	\$ 1,562,837	\$ -	\$ -	\$ -	\$ 1,083,456	\$ 479,381
Hashemite Kingdom of Jordan	\$ 24,354,962	\$ -	\$ -	\$ -	\$ -	\$ 24,354,962
Republic of Kenya	\$ 19,486,389	\$ 2,260,963	\$ 517,000	\$ -	\$ -	\$ 16,708,426
Republic of Kosovo	\$ 3,380,416	\$ -	\$ -	\$ 140,090	\$ 1,396,157	\$ 1,844,169
Kyrgyz Republic	\$ 10,791,662	\$ 4,447,413	\$ -	\$ -	\$ 1,864,249	\$ 4,480,000
Lao People's Democratic Republic	\$ 7,139,520	\$ 7,139,520	\$ -	\$ -	\$ -	\$ -
Lebanese Republic	\$ 19,112,432	\$ -	\$ -	\$ -	\$ -	\$ 19,112,432
Kingdom of Lesotho	\$ 1,871,528	\$ -	\$ -	\$ 23,855	\$ 1,847,673	\$ -
Republic of Liberia	\$ 35,105,444	\$ 5,342,156	\$ -	\$ -	\$ 4,066,146	\$ 25,697,142
Republic of Madagascar	\$ 1,954,718	\$ -	\$ 959,685	\$ -	\$ 995,033	\$ -
Republic of Malawi	\$ 17,977,183	\$ 281	\$ -	\$ -	\$ 1,334,748	\$ 16,642,155
Republic of Mali	\$ 20,122,195	\$ 2,694,532	\$ -	\$ -	\$ -	\$ 17,427,663
United Mexican States	\$ 2,552,663	\$ -	\$ 1,929,812	\$ -	\$ 622,851	\$ -
Federated States of Micronesia	\$ (1,753)	\$ -	\$ -	\$ -	\$ (1,753)	\$ -
Republic of Moldova	\$ 1,330,538	\$ -	\$ -	\$ -	\$ 1,330,538	\$ -
Mongolia	\$ 1,894,883	\$ -	\$ -	\$ -	\$ 1,894,883	\$ -
Kingdom of Morocco	\$ 16,462,195	\$ -	\$ -	\$ 5,680,192	\$ 4,724,870	\$ 6,057,132
Republic of Mozambique	\$ 37,296,221	\$ 6,700,266	\$ -	\$ -	\$ 2,790,052	\$ 27,805,903






**FY 2019 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS
FOR INTERNATIONAL BASIC EDUCATION**

Updated January 15, 2020

COUNTRY	FY 2019 Total USG Foreign Aid Disbursements on International Basic Education (USDA, DOL, MCC, Peace Corps, USAID)	FY 2019 Total International Basic Education Disbursements by Funding Department and Agency (USD in current amounts)				
						
Republic of Namibia	\$ 2,751,017	\$ -	\$ -	\$ -	\$ 2,753,253	\$ (2,236)
Federal Democratic Republic of Nepal	\$ 27,457,358	\$ -	\$ -	\$ 17,138	\$ -	\$ 27,440,220
Republic of Nicaragua	\$ 7,469,695	\$ 4,270,672	\$ -	\$ -	\$ 659,789	\$ 2,539,234
Republic of Niger	\$ 2,084	\$ -	\$ -	\$ 2,084	\$ -	\$ -
Federal Republic of Nigeria	\$ 17,659,762	\$ -	\$ -	\$ -	\$ -	\$ 17,659,762
Republic of North Macedonia	\$ 2,731,747	\$ -	\$ -	\$ -	\$ 2,419,192	\$ 312,555
Islamic Republic of Pakistan	\$ (87,521)	\$ -	\$ -	\$ -	\$ -	\$ (87,521)
Republic of Panamá	\$ 1,149,400	\$ -	\$ -	\$ -	\$ 1,149,400	\$ -
Republic of Paraguay	\$ 2,485,482	\$ -	\$ 1,747,082	\$ -	\$ 738,400	\$ -
Republic of Perú	\$ 3,130,403	\$ -	\$ 558,046	\$ -	\$ 2,256,557	\$ 315,799
Republic of The Philippines	\$ 13,648,939	\$ -	\$ -	\$ -	\$ 1,976,207	\$ 11,672,732
Republic of Rwanda	\$ 19,240,619	\$ 191,033	\$ -	\$ -	\$ 1,880,947	\$ 17,168,639
Independent State of Samoa	\$ 1,158,830	\$ -	\$ -	\$ -	\$ 1,158,830	\$ -
Republic of Sénégal	\$ 37,269,314	\$ 2,689,852	\$ -	\$ 15,251	\$ 983,107	\$ 33,581,103
Republic of Serbia	\$ 436	\$ -	\$ -	\$ -	\$ -	\$ 436
Republic of Sierra Leone	\$ 5,447,558	\$ 3,866,403	\$ -	\$ 3,864	\$ 1,577,290	\$ -
Federal Republic of Somalia	\$ 5,002,289	\$ -	\$ -	\$ -	\$ -	\$ 5,002,289
Republic of South Africa	\$ 7,950,891	\$ -	\$ -	\$ -	\$ 3,556,953	\$ 4,393,938
Republic of South Sudan	\$ 15,355,380	\$ -	\$ -	\$ -	\$ -	\$ 15,355,380
Democratic Socialist Republic of Sri Lanka	\$ 3,704,861	\$ -	\$ -	\$ -	\$ -	\$ 3,704,861
Republic of the Sudan	\$ 90	\$ -	\$ -	\$ -	\$ -	\$ 90
Republic of Tajikistan	\$ 4,500,000	\$ -	\$ -	\$ -	\$ -	\$ 4,500,000
United Republic of Tanzania	\$ 19,117,167	\$ 1,896,257	\$ -	\$ -	\$ 2,489,985	\$ 14,730,925
Kingdom of Thailand	\$ 3,296,317	\$ -	\$ -	\$ -	\$ 3,296,317	\$ -
Democratic Republic of Timor-Leste	\$ 4,232,893	\$ 2,578,156	\$ -	\$ 31,121	\$ 1,623,616	\$ -
Togolese Republic	\$ 832,426	\$ -	\$ -	\$ -	\$ 832,426	\$ -
Kingdom of Tonga	\$ 1,214,488	\$ -	\$ -	\$ -	\$ 1,214,488	\$ -

FY 2019 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated January 15, 2020

COUNTRY	FY 2019 Total USG Foreign Aid Disbursements on International Basic Education (USDA, DOL, MCC, Peace Corps, USAID)	FY 2019 Total International Basic Education Disbursements by Funding Department and Agency (USD in current amounts)				
						
Republic of Turkey	\$ 23,448	\$ -	\$ 23,448	\$ -	\$ -	\$ -
Republic of Uganda	\$ 6,808,259	\$ -	\$ 88,079	\$ -	\$ 1,031,173	\$ 5,689,008
Ukraine	\$ 6,212,898	\$ -	\$ -	\$ -	\$ 4,212,898	\$ 2,000,000
Republic of Uzbekistan	\$ 2,000,000	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000
Republic of Vanuatu	\$ 1,173,124	\$ -	\$ -	\$ -	\$ 1,173,124	\$ -
Socialist Republic of Vietnam	\$ 2,397,000	\$ -	\$ 2,397,000	\$ -	\$ -	\$ -
Republic of Yemen	\$ 10,417,408	\$ -	\$ -	\$ -	\$ -	\$ 10,417,408
Republic of Zambia	\$ 22,458,476	\$ -	\$ 1,424,962	\$ -	\$ 7,890	\$ 21,025,624
Republic of Zimbabwe	\$ 24,297	\$ -	\$ -	\$ -	\$ -	\$ 24,297

MULTI-COUNTRY PROGRAMMING

Africa Region	\$ 816,113	\$ -	\$ -	\$ -	\$ -	\$ 816,113
Asia Region	\$ 1,037,133	\$ -	\$ -	\$ -	\$ -	\$ 1,037,133
Caribbean Region	\$ 2,512,075	\$ -	\$ -	\$ -	\$ -	\$ 2,512,075
Eastern Europe Region	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000
Latin America and Caribbean	\$ 2,351,102	\$ -	\$ -	\$ -	\$ -	\$ 2,351,102
Middle East and North Africa Region	\$ 974,000	\$ -	\$ -	\$ -	\$ -	\$ 974,000
North and Central America Region	\$ 9,509,166	\$ -	\$ 6,570,008	\$ -	\$ 2,939,158	\$ -
South America Region	\$ 1,699,580	\$ -	\$ 1,699,580	\$ -	\$ -	\$ -
World	\$ 104,885,572	\$ -	\$ -	\$ -	\$ 104,885,572	\$ -

CONTRIBUTIONS TO MULTILATERALS

Global Partnership for Education	\$ 87,500,000	\$ -	\$ -	\$ -	\$ -	\$ 87,500,000
Education Cannot Wait	\$ 2,000,000	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000

Notes:

Cells with a dash (-) represent cases where the FY 2019 disbursement value is zero. Values in parenthesis represent negative disbursements.

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

Data Source

Source: Data displayed in the country list table are based on Fiscal Year (FY) 2019 data of Foreign Aid disbursement amounts by Agencies and Departments. All financial data come from Foreign Aid Explorer (FAE) <https://explorer.usaid.gov>. Data on Foreign Aid Explorer 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.

Data Classification

Sector Classification: Data presented in Annex Two follow the sectors used by FAE. FAE categorizes data by distinct 'aid' sectors that describe what a program does (e.g. basic education, secondary education, post-secondary education). The 'sector' classification is based on the international standard maintained by the Organization 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 FAE (e.g. Agriculture, Commodity Assistance, Economic Growth, Education, Governance, Health and Population, Humanitarian, Infrastructure, and Other).

Purpose Codes: Within sector categories data is also assigned a purpose code. Common purpose codes for education include primary education, basic life skills for youth, teacher training, school feeding, etc. 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.

Definitions

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

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

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

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

Agency Specific Notes

Department of Labor (DOL): Disbursements shown are for countries where DOL supported education programming in FY 2019. However, due to internal policy, DOL does not categorize its programs with the OECD-DAC "Education" sector classification. In some cases, disbursement data may include amounts related to non-education programs in addition to education programs

U.S. Department of State: The disbursement figures for the Department of State for FY 2019 were not available as of April 14, 2020.

Annex Three: Contributions to Progress by Federal Departments and Agencies in Fiscal Year 2019

U.S. Department of Agriculture (USDA)

USDA's McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) supports international basic education by providing school meals to pre-school 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 pre-school and primary students. In Fiscal Year (FY) 2019, 46 of USDA's McGovern-Dole school-feeding operations were active in 30 countries, and benefitted approximately three million school-age children.² The McGovern-Dole program allocated 68 million in FY 2019 to achieve these efforts.

Throughout FY 2019, the McGovern-Dole program contributed to the *U.S. Government Strategy on International Basic Education (Strategy)* through alignment, coordination, and co-locating, primarily with the U.S. Agency for International Development (USAID), education programs with an effort to improve measurable learning outcomes and expand access to education. Regular meetings between McGovern-Dole staff and USAID education staff in Washington ensured the coordination of programs in the countries and regions where they were taking place. In an effort to avoid duplicating literacy efforts in geographic areas where USAID's education and USDA's McGovern-Dole programs align, USDA encouraged its McGovern-Dole implementing partners to use teacher-training materials and children's learning materials developed by USAID, rather than unnecessarily creating duplicative materials. For example, in the Kingdom of Cambodia the USAID education program and McGovern-Dole used the same approach to implementing literacy activities in all primary schools country-wide, including identical text books, supplemental reading materials, and teacher-training materials. During FY 2019, the McGovern-Dole program actively coordinated with USAID in approximately ten countries through discussion, the sharing of information, coordination, and collaboration. USDA encouraged the implementers of projects to operate in the same schools as USAID's Early-Grade Reading Programs, and, in some cases, expanded educational activities to older grades to avoid the duplication of efforts.

The success of a USDA McGovern-Dole project in the Republic of Rwanda is demonstrating a positive impact on international basic education. In 2015, USDA awarded the World Food Programme (WFP) \$25 million to implement a five-year McGovern-Dole school project for 81,000 primary school children in the most food-insecure areas of four Districts in Rwanda. USDA provided a daily school meal and engaged in complementary activities to increase educational outcomes among targeted students. These activities ranged from funding the training of teachers, implementing literacy projects, building infrastructure, developing school gardens, and promoting access to clean water. To improve the literacy of primary school-age children, the WFP worked with its sub-recipient, World Vision, to train teachers, establish school libraries and reading clubs, distribute school supplies and materials, and support student writing competitions. With help from local publishers, illustrators, and the Rwandan Ministry of Education, World Vision used winning stories to develop storybooks. To date, Rwandan school children have authored 38 titles. These story books generate excitement and build students' literacy

² The number of active programs includes those funded at the end of FY 2019. By design, projects funded in FY 2019 did not reach any participants during FY 2019.

skills. The project has distributed 258,000 storybooks, which often reflect messaging on good health and nutrition, in 104 schools and community libraries.

U.S. Department of Labor (DOL)

In FY 2019, the DOL awarded more than \$38 million in new grants to combat child labor, forced labor, and human trafficking in eight countries. These projects will help increase access to education and training for vulnerable children and their families. At the national, district, and community levels, projects funded by DOL's International Labor Affairs Bureau will also strengthen the knowledge, systems, and services needed to prevent and reduce child labor, forced labor, and other forms of labor exploitation. In these ways, projects funded by DOL help children and adolescents who have been exploited and robbed of their childhood build better futures for themselves and their families.

As an example, DOL worked in Burma throughout FY 2019 to reduce child labor and provide educational and vocational opportunities to children removed from, or at risk of, child labor. The DOL-funded Myanmar Program on the Elimination of Child Labor (My-PEC), implemented by the International Labor Organization, provided children with non-formal education services such as literacy, numeracy, and life-skills classes. The project also funded vocational training—in skills such as sewing, air-conditioning, refrigerator repair, domestic wiring, and nursing—through both private and government training centers. In addition, the project published a rapid assessment on child domestic work in Burma, with recommendations for the Burmese Government and other stakeholders on legislation, poverty-reduction strategies, job pathways for out-of-school youth of legal working age, child protection, and awareness-raising.

U.S. Department of State

Important elements of the Department's work are improving literacy skills for all girls and boys; prioritizing educational access including for those affected by conflict; and promoting life-long learning. To achieve the goals of the *Strategy*, the Department works and coordinates with other governments, United Nations (UN) bodies and international organizations, non-governmental organizations (NGOs), and the private sector.

In FY 2019, the Department's Bureau of Population, Refugees, and Migration provided nearly \$84.4 million for educational programs for conflict-affected and refugee children. These programs fund a range of activities that strive for the shared outcomes of learning and protection, including the provision of school materials, school rehabilitation, support for teachers, safe transportation, and specific activities to support education for girls, including outreach for enrollment. Additionally, PRM worked with USAID and LEGO Foundation to support Education Cannot Wait (ECW), which focuses on high-quality education to crisis-affected youth. This collaboration resulted in a \$12 million contribution to ECW from the USG (\$10 million from PRM and \$2 million from USAID's Bureau for Economic Growth, Education, and the Environment), matched by \$12.5 million from LEGO Foundation. This partnership demonstrates the power of collaboration between the public and private sectors to provide critical resources in response to levels of unprecedented global displacement.

Through collaboration with the private sector, the President's Emergency Plan for AIDS Relief (PEPFAR) is leading an ambitious partnership to help girls develop into Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe (DREAMS) women. DREAMS implements core interventions that go beyond the health sector to address the drivers of girls' risk of acquiring HIV, including a lack of education. In

FY 2019, PEPFAR invested more than \$18.5 million in education support and DREAMS educational subsidies to keep adolescent girls and young women in school.

Millennium Challenge Corporation (MCC)

Educating and empowering youth is fundamental to achieving the mission of the MCC. Through its country-driven model for developing and implementing projects, the MCC works closely with governments in partner countries to expand access to relevant and high-quality education.

The MCC published interim results of its ongoing evaluation of the *Georgia II Improving General Education Quality Project* in 2019. In the first phase of rehabilitating 29 schools, students cited large improvements in heating, lighting, sanitation, the quality of buildings, and access to science laboratories and recreation facilities. In addition, nation-wide teacher training had high completion rates for school directors (93 percent) and teachers (82 percent). One month after the one-year training sequence concluded, teachers reported improved confidence in using student-centered teaching practices, and school directors reported they had increased the delivery of instructional leadership. The full report is available in the MCC's *Evaluation Catalog*.

Peace Corps

Peace Corps' strategy for education exemplifies its unique approach to development—by working across cultures in underserved communities and with people to develop the capacity to improve their own lives. Peace Corps Volunteers in all three project areas are committed to helping improve measurable learning outcomes through (i) increased capacity of counterpart teachers; (ii) higher student achievement; and, (iii) greater community involvement in student learning. In FY 2019, 3,074 Volunteers strengthened the capacity of 16,561³ teachers, and taught 333,720⁴ students. In FY 2019, the Peace Corps invested \$11,854,237⁵ in 51 countries around the world to support education in childhood literacy, math and science, and English as a Foreign Language.

The local counterparts of Peace Corps Volunteer teachers can earn a Certificate in Classroom Practice (CICP) for working with the Volunteers to complete four classroom practice tasks during an academic year. CICPs create communities of practice in which the Volunteers and counterparts learn, explore, and build capacity. Since March 2019, 53 Rwandan teachers worked with 22 Volunteers to complete 131 classroom tasks under the CICP program, which results in professional development credit from the Rwandan Government. One Volunteer in Rwanda observed, "The CICP resulted in teachers who provided more practice time for each learner, more enthusiastic learning environments, and resulted in improved student scores at the end of the term." A Volunteer in the Republic of Bénin noted, "My counterparts and I succeeded in creating a community of practice where we hone our teaching skills. At weekly English Department meetings, we identify teaching challenges and find ways to address them.

³ Peace Corps only included general teaching practices for Teaching English as a Foreign Language (TEFL), Literacy, and Mathematics and Science (M&S). This number does not include gender indicators to avoid double counting.

⁴ Peace Corps only included direct teaching for TEFL, Literacy and M&S. Peace Corps did not include extracurricular activities like Camps and Clubs to avoid double-counting.

⁵ This figure only includes what FA.gov calls Disbursements ("spending"), and only includes funding directly appropriated to Peace Corps (i.e., no spending on PEPFAR or reimbursable agreements) and data under U.S. Foreign Assistance Award Transaction Sector Code "4000 - Education and Social Services – General."

One consequence was a higher pass rate for this term’s first exam. In fact, 20 percent of the students earned perfect scores.”

U.S. Agency for International Development (USAID)

Improving education is a foundational driver of development, and fundamental to achieving self-reliance. USAID directly fulfills the objectives of the *Strategy* through its work under its Education Policy published in 2018. In FY 2019, USAID invested more than \$800 million in basic education programs aligned with the *Strategy*. Through these programs, USAID reached more than 32 million children and youth, particularly the most marginalized and vulnerable, including girls, those in rural areas, individuals with disabilities, young people from poor households, and those in crisis and conflict environments. While addressing the barriers that prevent equity and inclusion for all, USAID’s partners increased access to high-quality education that is safe, contextually relevant, and promotes social well-being; enabled children and youth to gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success; and provided young people with the skills they need to lead productive lives, gain employment, and contribute positively to society. USAID and its partners work to bring education opportunities to the most marginalized and vulnerable populations.

For example, in support of Objective One of the *Strategy* — *improve learning outcomes* — USAID works with the Government of the Republic of Kenya on a nationwide early-grade reading program that focuses on improving the reading skills of over six million learners in Grades One through Three. The program—*Tusome*—is now in its seventh year, and USAID and the Kenyan Government are focusing on its sustainability. With this goal in mind, the funding, oversight, and implementation of *Tusome* are transitioning to the Government of Kenya and local entities in the program’s final year. Today, 47 percent of second graders in Kenya are able to read English passages with grade-level fluency—up 35 percentage points from the start of the program. *Tusome* has played a critical role in advancing Kenya’s Journey to Self-Reliance by strengthening the Ministry of Education’s capacity to improve measurable student learning outcomes nationwide. In other programming, the Republic of Liberia lags behind most other African countries in nearly all education statistics as it continues to emerge from a prolonged period of civil unrest, compounded by school closures because of the outbreak of Ebola in 2014. USAID’s *Accelerated Quality Education for Liberian Children* program condenses six years of primary education into only three years of instruction, which gives learners the chance to catch up and get the education they need to re-enter formal schooling. There are no school fees, and the program provides instructional materials, which effectively removes cost, a major barrier for the 300,000 Liberian children who do not attend school.

In support of Objective Two of the *Strategy*—*Expand access to quality basic education for all, particularly marginalized and vulnerable populations*—USAID is working to ensure education is inclusive and equitable. In the Kingdom of Cambodia, the Republic of Malawi, and the Federal Democratic Republic of Nepal, USAID is addressing critical needs in education for students with disabilities. These include developing and using accessible teaching and learning materials; screening, identifying, and referring children and youth with disabilities for services that enable greater access to, and participation in, school; and training teachers to support students with disabilities in the classroom. When education systems meet the needs of learners with disabilities, education outcomes for all children improve because of a more-inclusive learning environment that provides all learners with multiple means of engaging, perceiving information, and expressing their knowledge. This increased focus on disability-inclusive education will reach more than 900,000 students with and without disabilities.

Annex Four: Highlights of Country-Level U.S. Government Coordination in Fiscal Year 2019

On September 25, 2019, the U.S. Government Advisory Committee on International Basic Education sent a cable through the U.S. Department of State to each U.S. Embassy to request the completion of a short online survey related to the coordination of programs in basic education across the U.S. Government (USG). This was an important step in the implementation of the *USG Strategy in International Basic Education (Strategy)*, as it allowed each Department and Agency that is implementing basic-education programs to share baseline information on their level of coordination in-country.

Of the 68 U.S. Embassies that responded to the survey, almost all in which coordination was possible (i.e., where more than one USG Department or Agency was investing in basic education) reported some level of coordination. More than 50 percent of the Embassies that responded reported engaging in the following types of coordination activities:

1. The sharing of data, research, and evidence;
2. The coordination of meetings with non-USG partners and stakeholders (other donors, multilateral organizations, implementing partners, and the private sector);
3. Joint planning of programming and activities (prior to implementation);
4. The coordination of meetings with officials from the host-country government; and
5. Joint coordination/management of programs that are co-located (funded by different USG Departments or Agencies in the same school or with the same implementing partner).

The survey asked Embassies about challenges and opportunities that each Federal Department or Agency faces related to effective coordination. Overwhelmingly, Embassies responded that improved communication and information-sharing would increase coordination. The USG Advisory Committee and Technical Working Group on International Basic Education, in consultation with Embassies, will develop tools and resources to address these challenges and build upon existing best practices in coordination. The Technical Working Group will make additional information on www.edu-links.com.

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

Africa

In the Republic of Malawi, the **U.S. Agency for International Development (USAID)** and the **President's Emergency Plan for AIDS Relief (PEPFAR)** co-fund the Secondary Expansion for Education Development (SEED) activity. In addition to the intensive coordination within **USAID's** Education and Health Offices in Lilongwe, regular engagement with colleagues from the **Centers for Disease Control and Prevention (CDC)** within the **U.S. Department of Health and Human Services** and **PEPFAR** helped facilitate a strong design and approach. **Peace Corps** staffed ten SEED secondary schools with Education Specialist Response Volunteers who work directly with the Head Teachers to develop systems, codes of conduct, and a family-friendly learning environment for the schools, facilitated via a Memorandum of Understanding (MOU) between **USAID** and the Ministry of Education, Science, and Technology of Malawi.

Asia

In Burma, **USAID** coordinates informally with **Peace Corps** by meeting with Volunteers to understand the realities on the ground of the education system. The **Public-Affairs Office at the U.S. Embassy in Yangon** and **USAID** also coordinated to select the sites for English-Language Access Programs.

In the People's Republic of Bangladesh, **USAID** and the **U.S. Department of Agriculture (USDA)** coordinated to engage *Sisimpur*—the Bangladeshi co-production of *Sesame Street*—in 146 schools in Cox's Bazar, where **USDA** funds the World Food Programme to implement school-feeding programs. **USAID** has partnered to deliver books to **USDA**-funded schools in *Sisimpur* and will conduct an effectiveness study for the distributed books.

In the Federal Democratic Republic of Nepal, the **U.S. Department of Defense** worked with **USAID** to develop disaster training for Nepal Scouts, the largest organization that provides non-formal education across the country. **USDA** and **USAID** are also working together on school-feeding programs in 95 schools in five Districts across Nepal.

Latin America and the Caribbean

In the Republic of El Salvador, education specialists in the **Public-Affairs Office at the U.S. Embassy in San Salvador** regularly consult with **USAID's** Education Office to identify existing project activity locations where the recipients of teacher-training scholarships can implement small programs.

In the Republic of Guatemala, **USAID** co-leads a working group of education donors, which includes the **Millennium Challenge Corporation (MCC)** and seven other international donors dedicated to improving the quality of education in the country. **USDA's** McGovern-Dole implementing partners attend a joint work plan every year, participate in bi-monthly meetings, and keep each other updated on relevant topics. The **MCC** and the **Public-Affairs Office at the U.S. Embassy in Guatemala City** collaborated in developing an English-language training program for secondary teachers in the professional-development schools managed by the Ministry of Education. The **MCC** managed funding and the relationship with the Ministries of Education and Economy while providing technical advice and best practices for the teacher-training curriculum. Fifty percent of the teacher trainers selected to work in the program were graduates of English-language programs sponsored by the **Public-Affairs Section at the Embassy**. A **USDA**-funded project also worked with **USAID** to create training materials to help teachers use each project's methodology as a complementary resource, given geographic overlap among USG-funded programs in certain schools.

Middle East and South Asia

In the Arab Republic of Egypt, a USG **Interagency Education Working Group** meets on a bi-monthly basis to coordinate efforts jointly with implementing partners, particularly in higher education and student exchanges.

In the Islamic Republic of Afghanistan, **USAID** and the **Bureau for Population, Refugees, and Migration (PRM)** collaborate on humanitarian programming related to education (formal or informal), training, and protection.