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FY 2022 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 Departments and Agencies 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) 2022.

MESSAGE FROM THE ACTING SENIOR COORDINATOR FOR INTERNATIONAL BASIC EDUCATION ASSISTANCE

Dear Colleagues,

Two years after the COVID-19 pandemic disrupted education and led to significant setbacks for millions of learners, we are entering a new phase for the education sector. Schools have largely reopened and children and youth are eager to continue learning.

While the road to recovery is long, the global community has come together with a renewed sense of urgency. We are committed to ensuring students acquire foundational skills that are critical to future success—including literacy, numeracy, and social-emotional learning skills. We also are committed to partnering with local stakeholders to reimagine education systems that better serve ALL students, with resourcefulness, resilience, and creativity.

From pre-primary education to the early grades, and through the transition to upper primary, secondary, and tertiary levels, the United States (USG) must continue to build on promising approaches and support educators to utilize evidence-based teaching practices. Educators should have the tools, resources, and materials they need for instruction—in the languages they and their students can read and understand—with support provided throughout the educational process, particularly in the transition to national or official languages of instruction, remediation, accelerated, and catch-up learning situations for students whose education has been disrupted. We also need to increase the use of cost analysis as well as evidence-based assessment tools at the classroom, national, and international levels so that all stakeholders can track progress and areas for action in real time and pivot and adjust programming as necessary.

In addition to ensuring that learners acquire foundational skills in the early grades, the USG must also engage youth and support them to gain meaningful work opportunities. Globally, there are approximately 2.4 billion young people under the age of 30, and their contributions and leadership are critical to every major challenge we face today. From bolstering democracy to inclusive economic growth, youth engagement and partnership offers the development community a chance to better understand and meet the needs of the next generation. Young people must be viewed as partners and agents of their own development.

While much work remains, USG departments and agencies continue to build on our strong technical expertise and deliver highly effective education assistance. We are grateful for the generous support of Congress in pursuing these important objectives. **In FY 2022, we collectively reached more than 32.7 million learners** through programs designed to improve measurable learning outcomes and expand access to high-quality education for all.

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

Released in 2018, the U.S. Government Strategy on International Basic Education has two main objectives: 1) improve learning outcomes; and 2) expand access to quality basic education for all, particularly marginalized and vulnerable populations.

The U.S. government (USG) remains committed to these goals and in FY 2022, basic education programs reached **more than 32.7 million learners in pre-primary, primary, secondary, vocational and workforce development programs in 97 countries**. 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 2022, the USG provided **3.5 million children with nutrition** assistance. USDA's McGovern-Dole International Food for Education and Child Nutrition projects provided nutritious daily school meals to over 2.7 million food-insecure children. Where school kitchens remained closed due to the global COVID-19 pandemic or insecurity, USDA McGovern-Dole projects distributed take-home rations to over 1.5 million children and community members where schools remained closed due to the global COVID-19 pandemic or insecurity.
- The USG provided education support to **more than 1.2 million children in pre-primary programs** in FY 2022, doubling the number of children reached with pre-primary programs since FY 2021.
 - In Rwanda, for example, the USAID *Tunoze Gusoma (Schools and Systems)* activity is working to ensure that literacy instruction in pre-primary and lower primary schools is high quality, inclusive, and effective. The project is expected to enhance the pre-primary education system to develop, promote and improve students' emergent language and literacy skills, as well as strengthen the lower primary education system. A large part of strengthening the pre-primary and lower primary education systems is supporting teachers' professional development through pre-service and in-service professional development programs, which cover literacy instruction, assessment, remediation, blended learning, socio-emotional learning, and inclusive teaching practices.

Improve basic skills

The USG works with stakeholders in partner countries to increase students' reading, math, and other basic skills in primary school. In FY 2022, the USG:

- Reached 30 million **primary and secondary-aged students in 73 countries with opportunities to learn literacy, numeracy, and other basic skills**, in formal and non-formal settings, including in local languages.
 - In Malawi, USAID is supporting the government's national vision for early grade literacy through the new *Next Generation (NextGen)* early grade reading project. The program will improve the delivery of high-quality early grade reading instruction in all of Malawi's over 5,700 public primary schools nationwide to set up learners for success in education and provide pathways to healthier, informed, and productive lives. The program works to ensure that girls in particular have equal access to early primary reading instruction, establishing foundations for productive futures.
 - In Morocco, the Millennium Challenge Corporation's (MCC) Compact supports innovative interventions to reform the secondary education system and enhance students' education outcomes. Targeted interventions aim to improve the school learning environment through upgraded infrastructure and equipment, professional development for teachers and administrators, and strengthened school governance through the participatory design and implementation of school improvement plans in 90 schools across three regions of the country. During FY 2022, 100 school level administrative staff and 149 national and provincial officials completed training, while 1,950 teachers completed at least two modules of the training. This is a substantial increase over FY 2021, when 13 school level administrative staff and 44 national and provincial officials completed training, while 450 teachers completed at least two modules of the training.
- **Trained and provided professional development to over 821,000 teachers and educators**, improving their instruction in literacy, numeracy, and other basic skills.
 - In North Macedonia, the Peace Corps worked in collaboration with the Ministry for Education and Science to offer a series of 12 virtual workshops for 733 participants. Topics included the importance of successful classroom management; student-centered strategies; diversity in the classroom; and supporting teachers and students to manage stress in the time of the pandemic.
- Distributed more than **12 million textbooks and other teaching and learning materials**.
- Engaged with more than **28,000 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 partner countries to improve retention rates in primary and secondary schools, remove barriers to education of secondary school-age youth, and improve formal and non-formal education opportunities. In FY 2022, the USG provided **837,000 individuals with tertiary, vocational, and other workforce training**.

- In El Salvador, *Scholarships for Educational Opportunities (Oportunidades Educativas)* provided short-term vocational training courses that certify technical skills and facilitate job placement for more than 6,000 young people and adults in vulnerable situations to mitigate the risks that contribute to irregular migration. The program offered more than 30 technical programs to students in the last two years of high school, where they obtained a higher technical degree by completing an extra year at a Technical and Vocational Education and Training (TVET) institution. The program recognizes that technological advancement requires a skilled and diverse workforce, and the program works to empower women to lead and use their skills to improve the tech infrastructure of their communities.

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 environments¹ 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 2022, data under recently implemented indicators show that education programs **reached over 1.7 million children and youth at risk, including those affected by crisis and conflict**.
 - With support from the Department of State, partners provided education opportunities for displaced populations at primary, secondary, and tertiary levels, ensuring that they have access to safe, inclusive, and quality learning environments. In 2022, Jordan and Lebanon made remarkable progress in

¹ For this report, the Strategy does not count individuals as being in 'crisis and conflict' if COVID-19 is the sole risk factor.

enhancing education for refugees, contributing to an improvement in refugee enrollment in the national education system in partnership with the Ministry of Education. In addition to basic education, with support from the Department of State, partners in Jordan supported both refugee and Jordanian students at Luminus Technical University College through the Technical and Vocational Education and Training diploma scholarship program. In Lebanon, Education Community Liaisons (ECLs) were deployed to 97 percent of second shift schools, helping children enroll and facilitating communication between parents and school administrations, resulting in safer school environments. In Kenya, partners have been able to provide education services through a network of 126 schools and education centers in the Kakuma and the Dadaab refugee camps. In 2022, 141,817 children were enrolled in schools, with funding supporting payment of teachers and education personnel, providing educational materials and covering school operational costs. The impact of this commitment is evident, with 23,663 learners registered for national examinations in 2022, a significant step towards supporting them to continue their education and pursue livelihood options.

- USAID has a long-standing history of providing education support in northeast Nigeria, an area heavily impacted by violence and civil unrest due to Boko Haram and political instability. USAID programs have enabled children and youth whose education has been disrupted due to forced displacement or forced recruitment into armed groups to access recognized non-formal education pathways so they can catch-up and eventually transition back into formal school or go on to enter vocational training programs or employment. In January 2022, USAID launched *Opportunities to Learn* to ensure that out-of-school children and youth in northeast Nigeria are safely able to gain foundational literacy, numeracy, and social and emotional learning skills. USAID also launched a partnership with Gallaudet University and the Nigerian National Association of the Deaf to empower deaf, hard of hearing, and deafblind children and youth through education, employment, and life opportunities in Nigeria.
- The USG also **built or repaired 8,427 educational facilities in 36 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 2022, the USG:

- **Provided education interventions to more than 12.7 million women and girls** in formal and non-formal settings, an increase of one million women and girls over FY 2021. **This figure represents approximately 50 percent of the beneficiaries** for whom sex is known and is reflective of the success of efforts to achieve gender parity in programs.

- In Pakistan, where nearly 22.5 million children are out of school, increasing access to education opportunities for out-of-school children is a priority, particularly for girls. In September 2022, USAID launched the *Improving Girls Education Activity* that aims to provide high-quality education to girls in remote areas of Khyber Pakhtunkhwa. This four-year activity will introduce public-private partnerships to improve school management in public girls' schools.
- **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 23 countries to adopt 157 new or reformed public-sector laws, policies, regulations, and/or administrative procedures** that support increased access to education and/or improved learning.
 - 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. This includes five policy reforms which have been 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. The Compact is also providing technical assistance to support the establishment of national frameworks for secondary education student assessments and a quality assurance system for TVET centers.
 - In the Philippines, USAID's *ABC+: Advancing Basic Education* program is working with the government and private sector partners to improve learning outcomes for two million children in the early grades, including reading, math, and socio-emotional skills. The ultimate goal of ABC+ is to develop the Department of Education's capacity at the central, regional, and local levels, to identify and adopt successful innovations and sustain positive impacts related to teacher professional development and access to reading materials. Working together with the Department of Education to use data for policy decisions, such as better allocation of public funds in support of early grade learning and reaching schools in geographically isolated areas, will further contribute to sustainability.

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. 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 2022, the Department of Labor (DOL) awarded over \$55 million in new grants and cost increases to combat child labor, forced labor, and human trafficking in fifteen 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. For example, the DOL-funded *Myanmar Program on the Elimination of Child Labor* (MyPEC) program aims to establish a comprehensive, inclusive, and efficient multi-stakeholder response to child labor in Myanmar. Over 2,500 children have benefited from formal education support services and another 1,368 have benefited from non-formal education support services. These include school materials, nutrition support, non-formal education classes, teacher training, and parental education. Over 300 youth received vocational training, learning skills including sewing, air-conditioning repair, motorcycle repair, cosmetology, and mobile phone repair.

USG INTERNATIONAL BASIC EDUCATION STRATEGY REVIEW AND CONSULTATIONS

In 2022, the USG hosted a series of internal and external consultations on the progress of the Strategy to date and to better understand stakeholder priorities, global challenges, and opportunities as we conclude the final year of the Strategy. The findings from these consultations will inform an update to the Strategy upon conclusion of the current strategic period in September 2023.

The consultations included facilitated virtual meetings, in-person field visits to partner countries, and written input from organizations and coalitions, with participants from: 1) internal staff across the agencies, both in Washington, D.C., and in partner countries; 2) external partners, including implementing partners, the private sector, think tanks, advocacy groups, youth engagement, and local partners (including country level organizations, educators, civil society, and local leaders); and 3) multilateral and bilateral donors, and host country governments.

In all, there were nine Washington, D.C.- based virtual consultations with 120 participants across 32 countries. Written feedback was received from four organizations/coalitions, and local consultations were held in nine countries (South Africa, Ethiopia, Ghana, Honduras, Jordan, Senegal, Pakistan, Cambodia, and the Philippines).

SUMMARY OF CONSULTATIONS

Stakeholders consulted in this process, in general, provided favorable feedback on the current strategy, citing the breadth and flexibility of the Strategy as assets that allowed for greater alignment to local needs and priorities and the ability to pivot in response to crises. Participants also appreciated the focus on foundational learning and felt it should remain a priority issue.

Impact of the COVID-19 pandemic and other shocks: The impact of the tumultuous past few years was consistently identified as a priority issue. The COVID-19 pandemic, along with increasing incidents of conflict and crisis and harmful climate impacts, resulted in extensive loss

of access to schooling and substantial learning loss that participants felt must be addressed through accelerating learning and better-quality instruction. The pandemic affected the most marginalized disproportionately, and emphasized the need for more inclusive access to learning opportunities for all marginalized populations, including by supporting the Universal Design for Learning (UDL), a research-based set of principles to guide the design of learning environments that are accessible and effective for all.

Updating Programs: Recent crises highlighted the need for building greater resilience in education systems, families, and communities. Education technology and distance learning play a role in supporting resilience, but steps must be taken to ensure that systems and capacity strengthening activities support quality, safety, and contextually appropriate distance learning that is accessible to all. The crises also highlighted the need to incorporate social emotional learning and psychosocial support into programs to ensure that teachers, students, and families have a greater ability to manage stressors and challenges and function effectively in school. The need for better cross-sectoral collaboration was also identified repeatedly as an important component of supporting education and addressing the holistic needs of learners and their families.

Additional Guidance: Local capacity strengthening was identified as a key priority in the field, and stakeholders noted that focus should be placed on early engagement and co-creation with local governments, partners, and community members. There was also a call for an expanded focus on systems strengthening that includes clear definitions and guidance for measuring both localization and systems strengthening. The USAID Center for Education is incorporating this feedback for future engagements and efforts.

Support for Increased Coordination: Stakeholders stated that the current strategy advanced coordination among USG agencies and donors, but more needs to be done to institutionalize processes that support coordination. There were also calls for increased sharing of approaches, results, measurement tools, and evidence among partners. Stakeholders hope to continue to improve coordination while avoiding overly burdensome indicator reporting requirements.

The results of the Strategy consultations will be used to inform an updated U.S. Government Strategy on International Basic Education.

ANNEX ONE: CONTRIBUTIONS BY DEPARTMENTS AND AGENCIES IN FY 2022

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 FY 2022, the McGovern-Dole program was active in 34 countries, with 55² active projects, benefiting more than 4.7 million children and community members. The McGovern-Dole program expended over \$175 million during FY 2022 to achieve these efforts. In FY 2022, McGovern-Dole projects fed nutritious school meals to over 2.7 million food-insecure children during the school year and distributed take-home rations to over 1.5 million children and community members where school kitchens remained closed due to the global COVID-19 pandemic or insecurity. Additionally, the McGovern-Dole program trained over 16,000 Parent Teacher Associations (PTAs) in how to champion education in their communities; educated over 22,500 teachers, helping them to improve literacy instruction; and worked in over 17,900 schools to enhance the quality of education that children receive.

Following the COVID-19 pandemic that adversely affected children's education worldwide, leading to the closures of schools in many countries, active McGovern-Dole projects in FY 2022 continued to adjust to local conditions as some schools reopened fully, and some schools moved to a hybrid, in-person approach. Further, the USDA McGovern-Dole program continued to provide nutrient-dense daily school meals to children in vulnerable food security contexts as food prices rose worldwide.

Throughout FY 2022, the USDA McGovern-Dole program contributed to the U.S. Government Strategy on International Basic Education through alignment, coordination, and co-location, primarily with USAID education programs, in an effort to improve measurable learning outcomes and expand access to education. USAID staff in Washington participated in multiple stages of the FY 2022 McGovern-Dole awarding cycle, from the selection and recommendation of priority countries through to award selection. Specifically, USAID Education staff help draft the literacy section of the FY 2022 McGovern-Dole Notice of Funding Opportunity and provided subject-matter expertise in the proposal review process to ensure that funded McGovern-Dole projects use an evidence-based approach. To avoid duplicating literacy efforts in geographic areas where USAID education and USDA McGovern-Dole programs align, USDA strongly encourages its McGovern-Dole implementers to use teacher-training materials and student learning materials already developed by USAID.

² The number of active projects includes those funded at the end of FY 2022. By design, projects funded in FY 2022 did not reach any participants during FY 2022.

USDA McGovern-Dole program continues to encourage all implementers to align with USAID Education approaches and collaborate with USAID projects to enhance effectiveness and sustainability. In FY 2019, USDA awarded a \$25 million, five-year McGovern-Dole project in northern Mozambique, *Educating Children Together 3 (ECT3)*. In FY 2022, the ECT3 project continued its strong coordination and collaboration with the USAID-funded *Vamos Ler!* (“*Let’s Read!*”) literacy project designed to improve national early grade literacy policies, delivery, and monitoring systems, enhance school leadership, and increase parental and community engagement in early grade literacy. As of FY 2022, ECT3 has utilized tools and materials developed by *Vamos Ler!* to deliver 49,614 teaching and learning materials, including story books, to USDA McGovern-Dole supported schools, with the eventual goal of reaching 160 schools. Approximately 87,000 students have benefitted from ECT3-provided reading material through 110 school libraries and 530 reading camps. These materials support the rollout of the Government of Mozambique’s bilingual education curriculum in Nampula province, its highest priority region.

U.S. Department of Education

The Department of Education (ED) continued its international engagement with other countries by participating in multilateral organizations and forums, and by hosting visitors, virtually and in person, who wish to learn about U.S. education and share information about their countries.

The International Summit on the Teaching Profession (ISTP) brings together education ministers and union leaders annually to discuss how to improve education in their countries and make actionable commitments to change. In 2022, the overall theme of the ISTP was *the Pandemic – Moving forward: Governments and teacher unions working together to leave no-one behind*. Delegations explored the sub-themes of 1) the pedagogical potential of digital technologies in education: a vital challenge for schools, teachers, and students; 2) school systems as a driver of more inclusive communities; and 3) the role of teachers and school communities in securing a sustainable future.

At the end of the 2022 ISTP, the U.S. delegation committed to:

- Building and sustaining structures and systems that promote and enhance intentional collaboration at all levels of education and across relevant agencies to foster student success.
- Promoting and supporting schools as hubs of the community with inclusive, safe, and welcoming environments in which all students, families, and educators thrive, collaborate, create, and excel.
- Improving systems and supports that value and elevates educators as respected professionals. Support, recruit, retain, and diversify our teaching profession.

In September 2022, in response to the global learning crisis in education, UN Secretary-General Antonio Guterres invited world leaders to the Transforming Education Summit (TES) ahead of the UN General Assembly to share lessons learned during the pandemic and to reimagine education for the future. U.S. Secretary of Education Miguel Cardona led the U.S. delegation at the UN. In his remarks, Secretary Cardona pointed to the deep gaps in learning opportunities for young people everywhere with children struggling to acquire basic learning skills and the impact on the most vulnerable. He went on to highlight the following steps the U.S. is taking to raise the bar and meet the challenge with unprecedented urgency and unprecedented resources:

- Forming broad, public-private partnerships to support intensive tutoring, afterschool programs, and the largest investment in summer learning in U.S. history.
- Elevating the teaching profession and addressing critical educator shortages, including by mental health professionals.
- Encouraging comprehensive approaches that provide academic support, integrated health and social services, and engagement opportunities for students.

ED has also continued to engage on education issues with countries of the Western Hemisphere through the Organization of American States. In preparation for the 11th Inter-American Meeting of Ministers of Education – which took place virtually in November 2022 – ED participated in ongoing dialogue that focused on shared priorities, which included reiterating members states’ commitment to achieving the Sustainable Development Goals (SDGs); post-pandemic academic recovery; supporting students’ and teachers’ socio-emotional health; and increased coordination between the education sector and the health and labor sectors.

U.S. Department of Labor

In FY 2022, the Department of Labor (DOL) awarded over \$55 million in new grants and cost increases to combat child labor, forced labor, and human trafficking in 15 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 *Myanmar Program on the Elimination of Child Labor* (MyPEC) has supported direct services to children in child labor and children at risk in three pilot areas since 2016. MyPEC, implemented by the International Labour Organization, aims to establish a comprehensive, inclusive, and efficient multi-stakeholder response to child labor in Myanmar, through an increased knowledge base, policies, and legislative compliance with international standards, capacity strengthening and direct services.

Since 2016, the project has been facilitating access to education for children at risk or already engaged in child labor and their families in three pilot areas. Since 2016, 2,669 children have benefited from formal education support and 1,368 from non-formal education services. This included provision of school materials, nutrition support, non-formal education classes, teacher training and parental education. Vocational training was provided to 340 older children who learned new skills in sewing, air-conditioning repair, motor-cycle repair, beauty salon, and mobile phone repair. Parents of vulnerable children received skills training, entrepreneurship training and/or have been involved in community-based savings groups. In total, 1,037 adults benefited from economic strengthening services, 1,324 households received support to improve their livelihoods and 45 community-based savings groups are functioning in project areas. Community-based savings groups are a significant element of the direct support package, allowing parents to take out loans to start businesses. Through the small interest charged for loans taken by members, the community-based savings group committee can

continue annually to provide support to elderly persons, vulnerable households, educational support (transportation and school enrolment costs), and improving school infrastructure in communities, thus ensuring sustainability of the intervention.

Overall, the integrated model has proved to be successful not only in preventing or reducing child labor in the target communities but also in supporting vulnerable families to cope with both crises, the pandemic and the military coup.

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.

U.S Department of State

In FY 2022, the Bureau of Population, Refugees, and Migration (PRM) provided a total of more than \$136 million to support education programs for conflict affected and refugee children. Programs support a range of activities that strive for learning and protection, including provision of school materials, school rehabilitation, support for teachers, safe transportation, and specific activities to support education for girls, including outreach for enrollment. In FY 2022, PRM partners continued to advocate for refugee inclusion in national education opportunities, as well as offer child protection services. As part of PRM's FY 2022 support for education programs, PRM also provided \$7 million to Education Cannot Wait to ensure refugee children continue to benefit from first response and multiyear resilience programs to increase access to and improve quality of education.

Through the support of the State Department, over 760,000 refugees are registered with the UN High Commissioner for Refugees (UNHCR) in Jordan, predominantly from Syria, along with sizable populations from Iraq, Yemen, Sudan, and Somalia. Out of the 233,000 refugee children

of school age in Jordan, 83,920 are out of school and are not enrolled in any formal or informal education. In 2022, with support from the United States, UNHCR Jordan made remarkable progress in enhancing education for refugees. These efforts contributed to an improvement in refugee enrollment in the national education system, reaching 64.28 percent from a baseline of 61.18 percent. One notable achievement was the finalization of the Registration Guidelines for Education data, which improved the quality of education data collected at registration. This initiative better supported the Ministry of Education information management system (OpenEMIS) and education programming.

Support also strengthened the implementation of the 10-Year Inclusive Education Strategy (the Jordan Declaration June 2022), which embraced inclusion and diversity. Through support from the State Department, partners successfully advocated for the One Refugee Approach for school enrollment and coordinated with the education donor community and MoE. Investing in community-based education, partners utilized technology to advance innovative approaches for learning recovery and advocated for the expansion of complementary pathways to higher education opportunities while engaging with the private sector.

Millennium Challenge Corporation

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 FY 2022, MCC worked with four partner countries—Côte d’Ivoire, Guatemala, Morocco, and Niger—to improve basic education. In addition, MCC signed a new compact with Timor-Leste, which includes a general secondary education project, and began work on education project designs for a potential compact in Belize and a Threshold Program in Kiribati.

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. The Compact seeks to build between 74-84 new lower secondary schools, or collèges de proximité, in the rural and peri-urban areas of the Gbêkê and San Pedro regions. In addition, the Compact will finance the construction of two teacher training campuses, and up to four technical and vocational education training institutions (TVET). The Compact also seeks to strengthen the teacher training curriculum and teacher supervision tools for secondary education. Five policy reforms have been 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 (TVET). The Compact is also providing technical assistance to support the establishment of national frameworks for secondary education student assessments and a quality assurance system for TVET centers. Sixty-four students are enrolled in a graduate education program in infrastructure asset management, with the first cohort of 21 students expected to graduate in mid-2023.

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, youth involved in agriculture, 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 and/or technical education—are identified based on that analysis and projects are designed to alleviate the constraints to stimulate economic growth and to reduce poverty.

Peace Corps

The Peace Corps has a proud tradition of working with rural and historically underserved communities. The agency focuses on skills-transfer, cultural understanding, improved livelihoods, collaboration with host-country governments, and using local needs assessments to determine community development priorities. One of these key priorities is education, which is the Peace Corps’ largest programming sector.

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 over 50 countries around the world. In FY 2022, in addition to returning Volunteers to service overseas, Peace Corps staff continued to implement new service models such as staff-led programming to implement post-developed projects and global initiatives with partners in communities where Peace Corps serves both in person and virtually. Within months of return to service overseas in FY 2022, Peace Corps Volunteers and staff from 23 posts engaged with counterparts and community members in activities related to the advancement of education outcomes, with some efforts contributing to the implementation of the USG strategy on COVID-19 Global Response and Recovery Framework. In FY 2022, over 1,000 students were taught literacy skills, math and/or science using a STEM approach or English in a classroom setting, and over 5,000 teachers were trained in general teaching skills.

In addition to the efforts of Peace Corps Volunteers and staff, many posts also continued to engage returned Peace Corps Volunteers (RPCVs) in support of education programming through the Virtual Service Pilot (VSP). Under this initiative, RPCVs donated their time and voluntary services as private citizens to the agency and engaged overseas counterparts virtually to contribute to the requests of interested host country partners for short-term support. Through the VSP initiative, 32 Peace Corps countries supported host country partners with virtual education engagements focused on online and blended learning, resulting in virtual language

clubs and teacher training, capacity building, and curriculum development at the secondary and post-secondary levels.

Through the *Staff and Volunteers Supporting Teachers and Students program* in Ecuador, Peace Corps staff facilitated two virtual general teaching skills workshops to 34 teachers before the re-entry of Volunteers to the country in May 2022. After Volunteers were returned to service in Ecuador, their efforts continued to build on these skills at the local community level to support outcomes of improved general and English teaching practices.

In Indonesia, the *Pen Pal Program* rose to the challenge of delivering quality education during COVID-19 recovery without Volunteers in-country by partnering with teachers and classrooms in other Peace Corps countries such as Albania, Morocco, and Uganda. By leveraging cost-free technologies such as virtual web conferencing and chat platforms to implement a virtual and written pen pal program, the Peace Corps was able to support the growth and achievement of students in English. Since April 2022, the program has reached 233 students, with girls making up 79 percent of the participants, and almost 100 percent of the participants demonstrating some improvement of their English education skills. Students who participated stated they are happy and excited to have new friends from another part of the world, and that they also improved their confidence in writing English. Apart from that, the teachers and students shared that they learned a great deal about cultures in different countries, highlighting the Peace Corps' approach to development via integrating inter-cultural exchange with technical skill building.

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 2022, 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.

In FY 2022, USAID supported a spectrum of programs and partnerships in 64 countries. The programs from pre-primary through tertiary:

- Reached **28.7 million learners in pre-primary through tertiary education, including vocational, and workforce training.**
- Trained more than **750,000 educators and school administrators** with professional development activities.
- Engaged **13,438 parent teacher associations** or community-based school governance structures.
- Provided over **530 Higher Education Institutions with capacity development support.**

Addressing Global Learning Loss: In response to the unprecedented levels of global learning loss exacerbated by the COVID-19 pandemic, USAID, the United Kingdom’s Foreign Commonwealth and Development Office, the Bill and Melinda Gates Foundation, World Bank, UN Children's Fund (UNICEF), and UN Educational, Scientific, and Cultural Organization (UNESCO) partnered together to form the Global Coalition for Foundational Learning (FLC). The FLC addresses the learning crisis by building political will for strengthening foundational learning in the wake of the pandemic, as well as by identifying opportunities to better coordinate programs across donors that help learners acquire foundational literacy, numeracy, and social-emotional learning skills.

In 2022, USAID partnered with the Coalition to elevate the role of foundational learning skills at the UN Transforming Education Summit and made significant progress on garnering national commitments to address the learning crisis. The United States endorsement of the Commitment to Action was announced by the First Lady of the United States, Dr. Jill Biden and Secretary of Education Miguel Cardona. To date, the Commitment to Action on Foundational Learning has been endorsed by 26 countries and over 30 civil society organizations. Following the Summit, the Ministries of Education in Sierra Leone and Colombia hosted knowledge exchanges to build support for action on foundational learning skills at the regional level, and USAID will continue to support country-led action and coordination moving forward.

Expanding Access to Quality Education: USAID programs work to strengthen education systems to be more resilient to future shocks and ensure all children receive a quality education, particularly the most marginalized. On February 16, 2022, USAID Administrator Samantha Power announced the Agency’s commitments to children with disabilities at the Global Disability Summit. The commitments include:

- Advancing the knowledge base of what works in disability inclusive education in partnership with organizations of persons with disabilities and strengthen USAID’s use of disability data for education programming;
- Incorporating principles of Universal Design for Learning (UDL) for all learners in all new USAID Education programs;
- Increasing USAID initiatives for learners with disabilities in pre-primary education, youth workforce development, higher education, and education finance; and
- Continuing to provide USAID staff and partners with the knowledge, skills, and tools to advance and effectively implement disability inclusive education as well as UDL at all levels of the education continuum.

For example, in partnership with Purdue University, the University of Massachusetts at Boston, and Inclusive Development Partners, the Multi-Country Study on Inclusive Education (MCSIE) is the first major, multi-country effort by USAID to research effective practices for supporting children with disabilities to learn to read. The study aims to derive lessons about what works to sustainably advance teaching and learning outcomes for children with disabilities in varying contexts. USAID and its partners will use this information to inform adaptations to its activities

in Cambodia, Malawi, and Nepal, as needed, and to plan for new inclusive early grade reading programming globally.

Engaging Across the Education Continuum: In addition to basic education programs, USAID works across the continuum from pre-primary through higher education. In May 2022, USAID hosted the Higher Education Global Evidence Summit to bring together academic partners, implementing partners, students, and USAID Mission and Washington staff and various stakeholders to discuss how higher education can be used as a tool to advance development outcomes. The inaugural Summit focused on innovation, employability, and private sector engagement, as well as the critical role higher education programs play in strengthening education systems, supporting local leaders, increasing local research, and preparing and training professionals to improve education learning outcomes and skills development. This includes training for teachers, policymakers, decision-makers, school leaders, curriculum and textbook developers, instructional and reading coaches, and researchers.

ANNEX TWO: 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, 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 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.

The USG Technical Working Group developed the common output indicators by consolidating existing indicators from federal 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 2022 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 Federal Departments or Agencies. This reflects reported data from departments and agencies for particular output indicators.

FY 2022 | SUMMARY BY COMMON INDICATOR

Contributing Agencies:



Updated April 27, 2023

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	12,911,484
	Number of females	12,772,205
	Total (male and female)	32,779,930
	Number of individuals at risk	1,771,383
	Number of individuals with disabilities	142,343
	<hr/>	
1b. Number of children and youth who received health and nutrition services	Number of males	1,530,113
	Number of females	1,501,738
	Total (male and female)	3,574,986
	Number of individuals at risk	-
	Number of individuals with disabilities	-
	<hr/>	
1c. Number of schools or institutions that received assistance	Number of pre-primary schools	8,554
	Number of primary schools	67,376
	Number of secondary schools	1,184
	Total	110,316

2. Training Teachers/Educators

2a. Number of teachers/educators who received training/professional development	Number of males	322,237
	Number of females	444,181
	Number trained in special education	31,630
	Crisis or conflict-affected	35,917
	Total (male and female)	821,985

3. Providing Safe and Equitable Learning Environments

3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired	Total	8,427
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4. Engaging Families and Communities

4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance	Total	28,856
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5. Providing Textbooks and Teaching and Learning Materials

5a. Number of textbooks and other teaching and learning provided ¹	Total	12,847,167
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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	157
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FY 2022 | SUMMARY BY COMMON INDICATOR

6b. Number of education administrators and officials who complete professional development activities	Number of males	32,074
	Number of females	28,100
	Total (male and female)	74,209

FY 2022 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1a. Education Interventions

Contributing Agencies:



Updated April 27, 2023

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)	12,206,088	11,961,300	30,735,733	1,763,319	140,252	243,881	337,619	837,158	5,951	1,839
Islamic Republic of Afghanistan	16,044	15,867	31,911	31,911	-	92	810	902	-	-
Republic of Azerbaijan	-	-	-	-	-	306	616	922	-	-
People's Republic of Bangladesh	8,963	8,371	66,496	-	288	43	35	78	-	-
Republic of Bénin	-	-	50,469	-	-	-	-	-	-	-
Republic of Burkina Faso	-	-	212,676	-	-	-	-	-	-	-
Burma	120,574	131,518	252,092	252,092	-	1,006	2,182	3,188	81	1
Republic of Burundi	-	-	-	-	-	217	385	602	-	-
Kingdom of Cambodia	40,711	44,911	223,393	-	8,562	5,827	7,912	13,741	-	-
Republic of Cameroon	-	-	110,301	-	-	-	-	-	-	-
Republic of Colombia	-	-	-	-	-	3,066	3,447	7,249	461	3
Republic of Congo	-	-	88,114	-	-	-	-	-	-	-
Republic of Côte d'Ivoire	16	4	271,980	-	-	-	-	-	-	-
Democratic Republic of the Congo	50,962	56,061	107,023	96,797	1,577	4,274	8,003	12,277	5	362
Republic of Djibouti	25,989	22,280	48,269	-	-	1,639	1,102	2,740	-	-
Dominican Republic	79,561	74,656	154,217	-	-	-	-	-	-	-
Eastern Caribbean and Barbados	100	33	133	-	-	-	-	-	-	-
Republic of Ecuador	42	73	115	-	-	-	-	-	-	-
Arab Republic of Egypt	4,820	14,415	19,235	-	-	34,647	54,883	89,530	-	72
Republic of El Salvador	4,624	5,006	9,630	9,630	-	5,929	6,784	12,712	-	-
Federal Democratic Republic of Ethiopia	173,034	163,387	477,953	336,421	-	-	-	-	-	-
Georgia	135,533	127,057	262,590	-	-	2,149	3,254	5,403	-	-
Republic of Ghana	-	3,184	2,019,870	3,184	-	-	1,068	1,068	1,068	-
Republic of Guatemala	14,487	14,387	177,225	25,408	-	3,058	6,760	15,878	-	-
Republic of Guinea-Bissau	-	-	86,274	-	-	-	-	-	-	-
Republic of Haïti	5,852	7,077	131,337	12,929	-	-	-	-	-	-

**FY 2022 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1a. Education Interventions

Updated April 27, 2023

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 Honduras	216,012	211,407	427,419	427,419	-	11,365	14,226	25,591	2,022	164
Republic of India	308,846	263,092	571,938	-	-	208	330	538	-	-
Republic of Indonesia	15,862	17,638	33,500	-	-	397	1,075	1,476	-	177
Republic of Iraq	2,396	2,124	4,520	-	-	417	586	1,407	1,003	17
Jamaica	140	106	246	-	-	-	-	-	-	-
Hashemite Kingdom of Jordan	815,908	850,062	1,665,970	-	11,677	-	-	18,278	-	22
Republic of Kazakhstan	250	250	500	-	60	-	-	-	-	-
Republic of Kenya	1,630,271	1,539,785	3,657,056	-	4,599	1,429	1,427	3,250	-	-
Republic of Kosovo	-	-	-	-	-	4	3	278	-	-
Kyrgyz Republic	237,165	230,178	467,343	-	-	289	476	765	-	-
Lao People's Democratic Republic	6,629	6,146	250,372	-	-	123	160	283	-	-
Lebanese Republic	87,341	82,561	169,902	169,902	-	29,816	29,291	59,107	1,213	1
Republic of Liberia	28,179	26,583	105,688	54,762	-	-	-	-	-	-
Republic of Malawi	1,552,624	1,574,805	3,198,765	-	76,876	355	317	672	-	24
Republic of Maldives	-	-	-	-	-	19	39	-	-	-
Republic of Mali	150,115	136,807	362,866	43,731	376	-	-	24,227	-	-
Islamic Republic of Mauritania	-	-	71,474	-	-	-	-	-	-	-
United Mexican States	123	360	483	483	-	1	41	4,478	42	-
Republic of Moldova	-	-	-	-	-	-	-	257	-	-
Republic of Montenegro	-	-	-	-	-	342	444	786	-	26
Kingdom of Morocco	2,367,499	2,185,447	4,552,946	-	-	4,309	3,279	7,588	-	-
Republic of Mozambique	24,472	20,132	207,461	10,668	826	634	572	3,226	-	3
Republic of Namibia	36	42	78	-	-	-	-	-	-	-
Federal Democratic Republic of Nepal	263,727	279,246	927,333	-	1	613	2,980	3,593	-	-
Republic of Nicaragua	-	-	69,913	-	-	-	-	-	-	-
Republic of Niger	-	-	-	-	-	105	105	210	-	-
Republic of Nigeria	85,779	87,488	173,267	1,045	60	-	-	-	-	-
Republic of North Macedonia	-	-	-	-	-	25,979	25,868	51,847	-	-
Islamic Republic of Pakistan	5,740	3,538	9,278	9,278	-	5,832	4,726	10,558	-	-

**FY 2022 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1a. Education Interventions

Updated April 27, 2023

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 Paraguay	-	-	-	-	-	137	238	375	-	-
Republic of Peru	-	-	-	-	-	6	6	12	-	-
Republic of The Philippines	417,561	382,188	799,749	-	148	14,069	13,094	27,873	-	52
Republic of Rwanda	818,154	775,012	1,783,865	-	11,858	4,833	55,044	59,877	-	899
Republic of Sénégal	244,885	281,851	579,928	16,880	26	188	289	477	-	15
Republic of Sierra Leone	-	-	54,722	-	-	-	-	-	-	-
Federal Republic of Somalia	16,196	16,494	32,690	32,690	-	-	-	-	-	-
Republic of South Sudan	11,958	10,763	22,721	22,721	-	458	426	884	-	-
Democratic Socialist Republic of Sri Lanka	-	-	124,904	-	-	32,497	25,632	43,686	-	-
Republic of the Sudan	-	-	-	-	-	-	-	1,098	-	-
Syrian Arab Republic	-	-	2,760	-	-	-	-	-	-	-
Republic of Tajikistan	4,258	4,092	8,350	-	-	-	-	-	-	-
United Republic of Tanzania	517,290	506,377	1,195,739	-	10,716	121	283	404	-	-
Kingdom of Thailand	-	-	-	-	-	97	114	211	56	-
Democratic Republic of Timor-Leste	-	-	270,698	-	-	226	352	578	-	-
Togolese Republic	-	-	47,159	-	-	-	-	-	-	-
Republic of Tunisia	201	206	407	-	-	822	549	9,449	-	-
Republic of Turkmenistan	-	-	-	-	-	138	116	165,254	-	-
Republic of Uganda	1,186,429	1,240,904	2,427,333	-	-	39,428	48,224	87,652	-	1
Republic of Uzbekistan	-	-	332,215	-	-	36	57	93	-	-
Socialist Republic of Vietnam	154	147	301	-	-	-	-	-	-	-
West Bank/Gaza	98	89	187	-	1	613	860	1,473	-	-
Republic of Yemen	-	-	205,368	205,368	-	-	-	-	-	-
Republic of Zambia	495,051	523,874	1,018,925	-	12,601	4	4	8	-	-
MULTI-COUNTRY PROGRAMMING										
Europe and Eurasia Regional	-	-	19,376	-	-	19	18	37	-	-

**FY 2022 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1a. Education Interventions

Updated April 27, 2023

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
Middle East Partnership Initiative (MEPI)	-	-	-	-	-	31	78	1,359	-	-
Pacific Islands Regional	-	-	-	-	-	-	-	201	-	-
State Oceans and International Environmental and Scientific Affairs (OES)	-	-	-	-	-	42	35	87	-	-
State Office of Global Partnerships (E/GP)	-	-	-	-	-	-	-	236	-	-
State Western Hemisphere Regional	-	-	-	-	-	-	-	31,344	-	-
USAID Africa Regional	-	-	-	-	-	-	-	1,037	-	-
USAID Bureau for Democracy, Development, and Innovation (DDI)	-	-	-	-	-	5,116	8,656	14,795	-	-
USAID Bureau for Resilience and Food Security	-	-	-	-	-	35	41	76	-	-
USAID Latin America and the Caribbean Regional	13,427	13,219	26,859	-	-	475	317	1,135	-	-
USAID Sahel Regional	-	-	-	-	-	2,525	6,754	9,279	1,128	252

	Pre-Primary				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	458,985	466,527	1,197,692	988	-
Dominican Republic	8,077	7,850	15,927	-	-
Republic of Ghana	-	-	272,180	-	-
Republic of Haiti	493	495	988	988	-
Republic of Iraq	274	337	611	-	-
Lao People's Democratic Republic	2,800	2,917	5,717	-	-
Republic of Liberia	6,864	6,538	13,402	-	-
Republic of the Philippines	47,666	43,821	91,487	-	-

**FY 2022 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1a. Education Interventions

	Pre-Primary				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Republic of Rwanda	155,444	158,644	314,088	-	-
United Republic of Tanzania	131,914	128,405	260,319	-	-
West Bank/Gaza	70	84	154	-	-
Republic of Zambia	105,383	117,436	222,819	-	-

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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

**FY 2022 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1b. Nutrition

Contributing Agency: 

Updated April 27, 2023

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

	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	1,530,113	1,501,738	3,574,986	-	-
People's Republic of Bangladesh	25,818	23,344	49,162	-	-
Republic of Bénin	23,989	21,710	45,699	-	-
Republic of Burkina Faso	91,836	91,037	182,873	-	-
Kingdom of Cambodia	70,558	67,213	137,771	-	-
Republic of Cameroon	49,120	49,545	98,665	-	-
Republic of the Congo	46,700	41,414	88,114	-	-
Republic of Côte d'Ivoire	97,061	95,592	192,653	-	-
Federal Democratic Republic of Ethiopia	78,808	62,812	141,620	-	-
Republic of Guatemala	26,785	27,844	176,858	-	-
Republic of Guinea-Bissau	-	-	81,371	-	-
Republic of Haiti	53,610	49,833	103,443	-	-
Republic of Honduras	32,418	36,585	69,003	-	-
Kyrgyz Republic	5	89	94	-	-
Lao People's Democratic Republic	58,517	55,928	197,933	-	-
Republic of Liberia	34,056	33,656	67,712	-	-
Republic of Malawi	31,258	37,811	69,069	-	-
Republic of Mali	31,643	31,398	63,041	-	-
Islamic Republic of Mauritania	35,983	40,265	76,248	-	-
Republic of Mozambique	46,313	42,032	88,345	-	-
Federal Democratic Republic of Nepal	187,083	174,281	440,155	-	-
Republic of Nicaragua	-	-	66,181	-	-
Republic of Rwanda	40,629	38,995	190,699	-	-
Republic of Sénégal	21,727	33,340	55,067	-	-
Republic of Sierra Leone	31,555	34,814	66,369	-	-
Democratic Socialist Republic of Sri Lanka	227,679	230,408	458,087	-	-
United Republic of Tanzania	117,567	117,324	234,891	-	-
Democratic Republic of Timor-Leste	44,721	41,723	86,444	-	-
Togolese Republic	24,674	22,745	47,419	-	-

FY 2022 | 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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

**FY 2022 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1c. Schools and Institutions

**Contributing
Agencies:**



Updated April 27, 2023

1c. Number of schools that received assistance				
	Pre-Primary Schools	Primary Schools	Secondary Schools	Total
Total (all countries)	8,554	67,376	1,184	110,142
Islamic Republic of Afghanistan	-	-	-	314
People's Republic of Bangladesh	-	170	-	170
Republic of Bénin	-	144	-	144
Bosnia and Herzegovina	-	147	40	187
Republic of Burkina Faso	819	60	-	890
Kingdom of Cambodia	-	1,627	-	1,627
Republic of Cameroon	-	-	-	240
Republic of the Congo	-	-	-	282
Republic of Côte d'Ivoire	-	613	-	613
Democratic Republic of the Congo	-	-	-	416
Dominican Republic	-	-	-	117
Eastern Caribbean and Barbados	-	-	-	21
Arab Republic of Egypt	-	-	-	503
Republic of El Salvador	-	-	51	51
Federal Democratic Republic of Ethiopia	-	724	-	1,417
Republic of Guatemala	-	675	149	1,826
Republic of Guinea-Bissau	-	-	-	354
Republic of Haiti	-	451	-	451
Republic of Honduras	532	3,154	41	3,727
Republic of Kenya	-	-	-	24,762
Kyrgyz Republic	-	1,686	-	1,806
Lao People's Democratic Republic	-	-	-	3,347
Republic of Liberia	-	-	-	867
Republic of Malawi	25	5,941	33	5,999
Republic of Mali	-	244	23	267
Islamic Republic of Mauritania	209	-	-	209
Kingdom of Morocco	-	24,790	-	24,790
Republic of Mozambique	-	160	-	1,896
Federal Democratic Republic of Nepal	-	7,442	550	7,992
Republic of Nicaragua	-	-	-	701
Federal Republic of Nigeria	-	353	13	366
Republic of the Philippines	3,752	3,752	-	3,752
Republic of Rwanda	2,902	3,261	16	6,319
Republic of Sénégal	66	5,329	91	5,486

**FY 2022 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS**



Table I.1c. Schools and Institutions

Updated April 27, 2023

	1c. Number of schools that received assistance			
	Pre-Primary Schools	Primary Schools	Secondary Schools	Total
Republic of Sierra Leone	-	337	-	337
Democratic Socialist Republic of Sri Lanka	-	876	-	876
Republic of Tajikistan	-	-	80	80
United Republic of Tanzania	-	-	-	231
Democratic Republic of Timor-Leste	104	316	34	454
Togolese Republic	138	-	-	138
Republic of Uzbekistan	-	-	-	948
Republic of Zambia	7	5,105	57	5,169
MULTI-COUNTRY PROGRAMMING				
USAID Latin American and Caribbean Regional	-	19	6	174

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 FY2022. It may also represent cases where the indicator value is zero.

Indicator 1c was new for FY2019 and represents data aggregated from agency indicators that are also new, introduced in FY2019 by USAID and FY2018 by USDA. As such, data presented here underrepresent the number of schools receiving USG support worldwide, something which will improve over time.

Data may not represent final FY2022 reporting for agencies.

FY 2022 | INDICATOR 2 TRAINING TEACHERS/EDUCATORS



Table 1.2a. Instructional Quality

Contributing Agencies:



Updated April 27, 2023

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
Total (all countries)	322,237	444,181	821,985	31,630	35,917
Islamic Republic of Afghanistan	60	333	393	-	393
Republic of Azerbaijan	5	95	100	-	-
People's Republic of Bangladesh	2,241	3,251	5,492	-	-
Bosnia and Herzegovina	505	1,302	1,807	-	-
Republic of Burkina Faso	10	10	20	-	-
Kingdom of Cambodia	778	1,656	2,434	-	-
Republic of Cameroon	25,448	26,991	52,429	-	-
Republic of Colombia	10	30	40	-	-
Republic of the Congo	2,499	2,601	5,100	-	-
Republic of Costa Rica	6	5	11	-	-
Republic of Côte d'Ivoire	50	200	250	-	-
Democratic Republic of the Congo	1,205	949	2,154	1,467	1,902
Dominican Republic	32	60	92	-	-
Eastern Caribbean and Barbados	32	117	149	-	-
Republic of Ecuador	13	21	34	-	-
Arab Republic of Egypt	66,265	25,165	91,430	-	-
Republic of El Salvador	432	746	1,178	-	-
Federal Democratic Republic of Ethiopia	2,003	1,013	3,016	-	2,582
Georgia	959	20,516	21,475	1,211	29
Republic of Ghana	-	-	19,793	-	-
Republic of Guatemala	-	-	11,174	-	-
Republic of Guinea-Bissau	18	6	1,400	-	-
Republic of Haiti	706	1,068	1,774	-	-
Republic of Honduras	2,756	10,060	12,816	-	12,193
Republic of India	77,796	144,479	222,275	-	-
Republic of Indonesia	153	211	364	-	-
Republic of Iraq	2	33	35	-	-
Jamaica	10	82	92	-	-
Hashemite Kingdom of Jordan	3,437	10,082	16,394	-	-
Republic of Kenya	6,539	12,913	24,425	-	-

FY 2022 | INDICATOR 2
TRAINING TEACHERS/EDUCATORS



Table 1.2a. Instructional Quality

Updated April 27, 2023

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
Kyrgyz Republic	116	14,654	14,770	-	-
Lao People's Democratic Republic	-	-	2,010	-	-
Lebanese Republic	1,252	12,297	13,549	-	13,549
Republic of Liberia	1,213	423	1,636	-	1,554
Republic of Malawi	6,827	8,314	15,141	301	-
Republic of Mali	1,885	1,054	2,939	-	131
Islamic Republic of Mauritania	114	4,071	4,185	-	-
United Mexican States	15	-	15	-	-
Republic of Moldova	472	2,737	3,209	-	-
Kingdom of Morocco	66,434	54,356	120,790	-	-
Republic of Mozambique	409	315	724	-	-
Federal Democratic Republic of Nepal	7,177	3,694	10,871	-	-
Republic of Nicaragua	799	2,213	3,012	-	-
Federal Republic of Nigeria	2,092	2,600	4,692	893	115
Republic of North Macedonia	296	3,266	3,562	-	-
Republic of The Philippines	1,412	14,422	15,834	128	-
Republic of Rwanda	7,972	14,639	22,611	21,888	-
Republic of Sénégal	4,090	1,909	5,999	53	351
Republic of Serbia	320	660	980	-	-
Republic of Sierra Leone	440	2,067	2,507	-	-
Federal Republic of Somalia	697	311	1,008	-	1,008
Republic of South Africa	-	-	3,287	-	-
Syrian Arab Republic	-	-	1,683	-	-
Republic of Tajikistan	40	276	316	316	-
United Republic of Tanzania	8,524	14,567	23,091	3,674	-
Democratic Republic of Timor-Leste	176	91	267	-	-
Togolese Republic	27	3	30	-	-
Republic of Uganda	13,639	18,374	32,013	-	-
Republic of Uzbekistan	-	-	8,371	-	-
Republic of Yemen	922	1,188	2,110	-	2,110
Republic of Zambia	822	1,256	2,078	1,699	-
MULTI-COUNTRY PROGRAMMING					
Europe and Eurasia Regional	24	234	293	-	-

**FY 2022 | INDICATOR 2
TRAINING TEACHERS/EDUCATORS**



Table 1.2a. Instructional Quality

Updated April 27, 2023

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
USAID Latin America and the Caribbean Regional	61	195	256	-	-

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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

**FY 2022 | INDICATOR 3
PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS**



Table 1.3a. Education Facilities

Contributing Agencies:



Updated April 27, 2023

	3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired
Total (all countries)	8,427
Islamic Republic of Afghanistan	80
People's Republic of Bangladesh	69
Republic of Bénin	54
Kingdom of Cambodia	1,003
Republic of the Congo	16
Republic of Cote d'Ivoire	427
Arab Republic of Egypt	291
Federal Democratic Republic of Ethiopia	7
Republic of Guatemala	248
Republic of Haiti	117
Republic of Honduras	176
Republic of Iraq	77
Hashemite Kingdom of Jordan	413
Lao People's Democratic Republic	2,746
Republic of Liberia	261
Republic of Madagascar	145
Republic of Malawi	69
Republic of Mali	217
Islamic Republic of Mauritania	96
Republic of Mozambique	106
Republic of Namibia	1
Federal Democratic Republic of Nepal	688
Republic of Nicaragua	33
Republic of Rwanda	159
Republic of Senegal	96
Republic of Sierra Leone	2
Federal Republic of Somalia	106
Republic of South Sudan	7
Democratic Socialist Republic of Sri Lanka	9
Republic of the Sudan	18
Republic of Tajikistan	5
Democratic Republic of Timor-Leste	302
Togolese Republic	177
Republic of Uganda	131
Republic of Vanuatu	12

**FY 2022 | INDICATOR 3
PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS**



Table 1.3a. Education Facilities

Updated April 27, 2023

3a. Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired	
West Bank/Gaza	14
MULTI-COUNTRY PROGRAMMING	
USAID Sahel Regional	49

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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

FY 2022 | INDICATOR 4
ENGAGING FAMILIES AND COMMUNITIES



Table 1.4a. Parents, Communities, and School Governance

Contributing Agencies:



Updated April 27, 2023

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)	28,856
Islamic Republic of Afghanistan	323
People's Republic of Bangladesh	390
Republic of Bénin	97
Republic of Burkina Faso	852
Burma	144
Kingdom of Cambodia	522
Republic of Cameroon	208
Republic of Congo	282
Republic of Côte d'Ivoire	613
Democratic Republic of the Congo	125
Republic of Djibouti	51
Dominican Republic	249
Arab Republic of Egypt	344
Republic of El Salvador	10
Federal Democratic Republic of Ethiopia	681
Republic of Guatemala	1,015
Republic of Guinea-Bissau	354
Republic of Haiti	451
Republic of Honduras	856
Republic of Kenya	1,792
Lao People's Democratic Republic	2,478
Lebanese Republic	35
Republic of Liberia	786
Republic of Malawi	246
Republic of Mali	1,460
Islamic Republic of Mauritania	209
Republic of Mozambique	1,793
Federal Democratic Republic of Nepal	2,415
Republic of Nicaragua	749
Federal Republic of Nigeria	60
Republic of The Philippines	28
Republic of Rwanda	3
Republic of Sénégal	335
Republic of Sierra Leone	309

FY 2022 | INDICATOR 4
ENGAGING FAMILIES AND COMMUNITIES



Table 1.4a. Parents, Communities, and School Governance

Updated April 27, 2023

	4a. Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
Republic of South Sudan	105
Democratic Socialist Republic of Sri Lanka	876
United Republic of Tanzania	2,057
Democratic Republic of Timor-Leste	359
Togolese Republic	138
Republic of Uganda	946
Republic of Yemen	472
Republic of Zambia	3,638

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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

**FY 2022 | INDICATOR 5
PROVIDING TEXTBOOKS AND TEACHING AND
LEARNING MATERIALS**



Table 1.5a. Textbooks and Teaching and Learning Materials

**Contributing
Agencies:**



Updated April 27, 2023

	5a. Number of textbooks and other teaching and learning materials provided
Total (all countries)	12,847,167
People's Republic of Bangladesh	122,291
Republic of Bénin	56,904
Republic of Burkina Faso	12,712
Kingdom of Cambodia	50,897
Republic of Cameroon	4,550
Republic of the Congo	23,082
Republic of Cote d'Ivoire	613
Democratic Republic of the Congo	196,613
Republic of Djibouti	50,268
Dominican Republic	394,335
Federal Democratic Republic of Ethiopia	5,254
Republic of Guatemala	96,304
Republic of Guinea-Bissau	3,745
Republic of Haïti	49,648
Republic of Honduras	86,455
Hashemite Kingdom of Jordan	4,826,456
Lao People's Democratic Republic	685,903
Lebanese Republic	616,960
Republic of Liberia	4,639
Republic of Malawi	957,137
Republic of Mali	16,414
Islamic Republic of Mauritania	20,500
Republic of Mozambique	50,422
Federal Democratic Republic of Nepal	922,964
Republic of Nicaragua	113,206
Republic of Rwanda	28
Republic of Sierra Leone	68
United Republic of Tanzania	1,167,862
Democratic Republic of Timor-Leste	1,029,706
Republic of Zambia	1,281,231

FY 2022 | INDICATOR 5
PROVIDING TEXTBOOKS AND TEACHING AND
LEARNING MATERIALS



Table 1.5a. 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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

**FY 2022 | INDICATOR 6
STRENGTHENING SYSTEMS**



Table 1.6a. Public Laws, Regulations, and Policies

Contributing Agencies:



Updated April 27, 2023

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)	157
People's Republic of Bangladesh	1
Republic of Bénin	3
Kingdom of Cambodia	6
Republic of Cameroon	1
Republic of Congo	1
Arab Republic of Egypt	1
Federal Democratic Republic of Ethiopia	1
Republic of Guatemala	18
Republic of Guinea-Bissau	1
Republic of Haiti	1
Republic of Kenya	20
Lao People's Democratic Republic	2
Republic of Liberia	1
Republic of Malawi	10
Islamic Republic of Mauritania	1
Republic of Mozambique	59
Federal Democratic Republic of Nepal	16
Republic of Paraguay	2
Republic of Senegal	2
United Republic of Tanzania	2
Democratic Republic of Timor-Leste	3
Togolese Republic	3
Republic of Zambia	2

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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

**FY 2022 | INDICATOR 6
STRENGTHENING SYSTEMS**



Table 1.6b. Professional Development

**Contributing
Agencies:**



Updated April 27, 2023

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Total (all countries)	32,074	28,100	74,209
Islamic Republic of Afghanistan	59	69	128
People's Republic of Bangladesh	113	27	140
Republic of Bénin	109	29	138
Kingdom of Cambodia	784	330	1,114
Republic of Cameroon	139	9	148
Republic of the Congo	-	-	282
Republic of Côte d'Ivoire	549	41	590
Democratic Republic of the Congo	475	149	624
Republic of Djibouti	163	58	221
Dominican Republic	151	268	419
Eastern Caribbean and Barbados	1	1	24
Arab Republic of Egypt	467	305	772
Republic of El Salvador	16	17	33
Federal Democratic Republic of Ethiopia	1,675	242	1,881
Georgia	691	1,230	1,921
Republic of Ghana	-	-	7,247
Republic of Guatemala	273	259	1,134
Republic of Haïti	-	13	148
Republic of Honduras	456	830	1,316
Republic of Indonesia	30	39	69
Hashemite Kingdom of Jordan	1,444	1,633	3,077
Republic of Kenya	1,619	2,996	5,115
Kyrgyz Republic	740	3,227	3,967
Lao People's Democratic Republic	268	1,026	2,649
Lebanese Republic	133	460	593
Republic of Liberia	88	20	847
Republic of Malawi	1,227	5,029	6,349
Republic of Mali	715	64	993
Islamic Republic of Mauritania	162	13	175
Kingdom of Morocco	478	305	783
Republic of Mozambique	182	25	207
Federal Democratic Republic of Nepal	1,476	965	2,441
Federal Republic of Nigeria	170	42	212
Islamic Republic of Pakistan	178	169	347



Table 1.6b. Professional Development

Updated April 27, 2023

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Republic of Paraguay	456	754	1,210
Republic of The Philippines	1,189	2,149	5,580
Republic of Rwanda	4,091	1,545	5,636
Republic of Sénégal	4,155	247	4,402
Republic of Sierra Leone	242	15	257
Federal Republic of Somalia	335	32	367
Republic of South Africa	5	176	181
Republic of Tajikistan	267	288	555
United Republic of Tanzania	2,834	992	3,826
Democratic Republic of Timor-Leste	51	15	66
Togolese Republic	138	8	146
Republic of Uganda	743	453	1,196
Socialist Republic of Vietnam	1,548	1,137	2,685
Republic of Yemen	-	-	366
Republic of Zambia	989	399	1,388

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 FY2022. It may also represent cases where the indicator value is zero.

Data may not represent final FY2022 reporting for agencies.

Data

Data Source: All data displayed represent the sum of results reported for FY 2022 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 27, 2023.

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 2022 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 2022 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 2022 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 2022 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 2022. 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 2022 includes an ongoing data submission period from December 2021 to March 2022. 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 THREE: INTERNATIONAL BASIC EDUCATION DISBURSEMENTS

The disbursement data presented in Annex Three are intended to describe efforts by departments and agencies to implement the U.S. Government Strategy on International Basic Education in FY 2022. 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.”

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—including 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 2022 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION—SUMMARY

Updated April 25, 2023

FUNDING DEPARTMENT / AGENCY (USDA, DOL, MCC, Peace Corps, USAID)		FY 2022 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	\$1,220,562,792	\$92,470,914	\$7,771,220	\$822,528,270	\$60,215,385	\$41,917,643	\$195,659,361
Crisis and Conflict-Affected Countries Total	\$490,582,183	\$65,009,558	-	298,375,288	\$48,418,130	\$41,267,182	\$37,512,025
 USDA	\$179,454,850	-	-	\$179,454,850	-	-	-
 DEPARTMENT OF LABOR UNITED STATES OF AMERICA	\$9,019,727	-	-	-	-	-	\$9,019,727
 MILLENNIUM CHALLENGE CORPORATION UNITED STATES OF AMERICA	\$95,680,994	-	-	-	\$51,511,038	\$40,867,182	\$3,302,774
 Peace Corps	\$159,582,494	-	-	-	-	-	\$159,582,494
 USAID FROM THE AMERICAN PEOPLE	\$776,824,728	\$92,470,914	\$7,771,220	\$643,073,420	\$8,704,347	\$1,050,461	\$23,754,366


FY 2022 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 17, 2023

USDA FY 2022		USDA FY 2022					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified
TOTAL	\$179,454,850	-	-	\$179,454,850	-	-	-
Crisis and Conflict-Affected Countries Total	\$73,426,378	-	-	\$73,426,378	-	-	-
People's Republic of Bangladesh†	\$4,416,987	-	-	\$4,416,987	-	-	-
Republic of Bénin*	\$5,656,638	-	-	\$5,656,638	-	-	-
Republic of Burkina Faso*†	\$11,546,351	-	-	\$11,546,351	-	-	-
Kingdom of Cambodia	\$4,957,138	-	-	\$4,957,138	-	-	-
Republic of Cameroon	\$5,207,814	-	-	\$5,207,814	-	-	-
Republic of Congo	\$6,236,221	-	-	\$6,236,221	-	-	-
Republic of Cote d'Ivoire	\$4,932,175	-	-	\$4,932,175	-	-	-
Federal Democratic Republic of Ethiopia†	\$4,658,792	-	-	\$4,658,792	-	-	-
Republic of Guatemala*†	\$15,461,908	-	-	\$15,461,908	-	-	-
Republic of Guinea-Bissau	\$4,829,372	-	-	\$4,829,372	-	-	-
Republic of Haiti†	\$6,079,505	-	-	\$6,079,505	-	-	-
Republic of Honduras*†	\$7,311,361	-	-	\$7,311,361	-	-	-
Republic of Kenya	\$1,375,589	-	-	\$1,375,589	-	-	-
Kyrgyz Republic	\$1,330,763	-	-	\$1,330,763	-	-	-
Lao People's Democratic Republic*	\$10,925,584	-	-	\$10,925,584	-	-	-
Republic of Liberia†	\$4,866,709	-	-	\$4,866,709	-	-	-
Republic of Malawi	\$7,986,084	-	-	\$7,986,084	-	-	-
Republic of Mali†	\$2,093,108	-	-	\$2,093,108	-	-	-
Islamic Republic of Mauritania	\$6,475,878	-	-	\$6,475,878	-	-	-
Republic of Mozambique	\$16,106,053	-	-	\$16,106,053	-	-	-
Federal Democratic Republic of Nepal†	\$9,045,973	-	-	\$9,045,973	-	-	-
Republic of Nicaragua*†	\$891,390	-	-	\$891,390	-	-	-
Republic of Rwanda	\$4,437,278	-	-	\$4,437,278	-	-	-
Republic of Senegal†	\$7,054,294	-	-	\$7,054,294	-	-	-
Republic of Sierra Leone	\$5,056,433	-	-	\$5,056,433	-	-	-
Democratic Socialist Republic of Sri Lanka	\$9,763,733	-	-	\$9,763,733	-	-	-
United Republic of Tanzania	\$1,507,785	-	-	\$1,507,785	-	-	-

FY 2022 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 17, 2023

USDA FY 2022		USDA FY 2022					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified
Democratic Republic of Timor-Leste	\$4,965,827	-	-	\$4,965,827	-	-	-
Togolese Republic	\$4,115,819	-	-	\$4,115,819	-	-	-
Republic of Uzbekistan	\$162,288	-	-	\$162,288	-	-	-


Notes:

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

† Crisis and Conflict-Affected Countries

FY 2022 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 17, 2023


DOL FY 2022		DOL FY 2022				
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)				
 TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified
TOTAL	\$9,019,727	-	-	-	-	\$9,019,727
Crisis and Conflict-Affected Countries Total	\$2,185,000	-	-	-	-	\$2,185,000
Burma†	\$699,233	-	-	-	-	\$699,233
Republic of Costa Rica	\$336,939	-	-	-	-	\$336,939
Republic of Cote d'Ivoire	\$546,139	-	-	-	-	\$546,139
Federal Democratic Republic of Ethiopia†	\$695,768	-	-	-	-	\$695,768
Republic of Ghana	\$1,024,835	-	-	-	-	\$1,024,835
Republic of Honduras†	\$789,999	-	-	-	-	\$789,999
Republic of Madagascar	\$272,785	-	-	-	-	\$272,785
United Mexican States	\$1,568,455	-	-	-	-	\$1,568,455
Republic of Paraguay	\$417,344	-	-	-	-	\$417,344
Socialist Republic of Vietnam	\$1,147,412	-	-	-	-	\$1,147,412
Republic of Zambia	\$137	-	-	-	-	\$137
MULTI-COUNTRY PROGRAMMING						
South America Region	\$1,520,681	-	-	-	-	\$1,520,681

Notes:

† Crisis and Conflict-Affected Countries

FY 2022 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 15, 2022


MCC FY 2022		MCC FY 2022						
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)						
 TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified	
TOTAL	\$95,680,994	-	-	-	\$51,511,038	\$40,867,182	\$3,302,774	
Crisis and Conflict-Affected Countries Total	\$84,410,528	-	-	-	\$42,515,330	\$40,867,182	\$1,028,016	
Republic of Cote d'Ivoire	\$11,270,466	-	-	-	\$8,995,708	-	2,274,758	
Republic of Guatemala†	\$1,032,731	-	-	-	\$4,715.00	-	\$1,028,016	
Kingdom of Morocco†	\$83,377,797	-	-	-	\$42,510,615	\$40,867,182	-	

Notes:

† Crisis and Conflict-Affected Countries


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Updated April 21, 2023

Peace Corps FY 2022		Peace Corps FY 2022					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified
TOTAL	\$159,582,494	-	-	-	-	-	\$159,582,494
Crisis and Conflict-Affected Countries Total	\$18,020,117	-	-	-	-	-	\$18,020,117
Republic of Albania	\$998,520	-	-	-	-	-	\$998,520
Republic of Armenia	\$1,670,800	-	-	-	-	-	\$1,670,800
Belize	\$225,471	-	-	-	-	-	\$225,471
Republic of Bénin	\$1,598,642	-	-	-	-	-	\$1,598,642
Republic of Botswana	\$600,201	-	-	-	-	-	\$600,201
Burma†	\$965,253	-	-	-	-	-	\$965,253
Kingdom of Cambodia	\$1,388,489	-	-	-	-	-	\$1,388,489
Republic of Cameroon	\$1,093,766	-	-	-	-	-	\$1,093,766
People's Republic of China	(3,601)	-	-	-	-	-	(3,601)
Republic of Colombia†	\$1,804,356	-	-	-	-	-	\$1,804,356
Union of Comoros	\$1,148,047	-	-	-	-	-	\$1,148,047
Republic of Costa Rica	\$2,116,342	-	-	-	-	-	\$2,116,342
Dominican Republic†	\$2,327,905	-	-	-	-	-	\$2,327,905
Republic of Ecuador	\$2,026,498	-	-	-	-	-	\$2,026,498
Kingdom of Eswatini	\$1,126,348	-	-	-	-	-	\$1,126,348
Federal Democratic Republic of Ethiopia†	\$1,074,528	-	-	-	-	-	\$1,074,528
Republic of Fiji	\$1,132,816	-	-	-	-	-	\$1,132,816
Republic of The Gambia	\$541,250	-	-	-	-	-	\$541,250
Georgia	\$1,498,782	-	-	-	-	-	\$1,498,782
Republic of Ghana	\$1,208,442	-	-	-	-	-	\$1,208,442
Republic of Guatemala†	\$698,909	-	-	-	-	-	\$698,909
Republic of Guinea	\$1,054,211	-	-	-	-	-	\$1,054,211
Co-operative Republic of Guyana	\$522,329	-	-	-	-	-	\$522,329
Republic of Indonesia	\$1,684,675	-	-	-	-	-	\$1,684,675
Jamaica	\$859,586	-	-	-	-	-	\$859,586
Republic of Kosovo	\$1,819,382	-	-	-	-	-	\$1,819,382
Kyrgyz Republic	\$1,383,229	-	-	-	-	-	\$1,383,229
Kingdom of Lesotho	\$1,340,627	-	-	-	-	-	\$1,340,627
Republic of Liberia†	\$2,733,281	-	-	-	-	-	\$2,733,281
Republic of Madagascar	\$709,088	-	-	-	-	-	\$709,088


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Updated April 21, 2023

Peace Corps FY 2022		Peace Corps FY 2022					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified	
Republic of Malawi	\$723,026	-	-	-	-	-	\$723,026
United Mexican States	\$582,666	-	-	-	-	-	\$582,666
Mongolia	\$1,196,993	-	-	-	-	-	\$1,196,993
Republic of Moldova	\$883,201	-	-	-	-	-	\$883,201
Republic of Montenegro	\$112,453	-	-	-	-	-	\$112,453
Kingdom of Morocco†	\$3,249,866	-	-	-	-	-	\$3,249,866
Republic of Mozambique	\$2,026,969	-	-	-	-	-	\$2,026,969
Republic of Namibia	\$1,728,616	-	-	-	-	-	\$1,728,616
Federal Democratic Republic of Nepal†	\$418,643	-	-	-	-	-	\$418,643
Republic of North Macedonia	\$1,581,033	-	-	-	-	-	\$1,581,033
Republic of Panama	\$659,612	-	-	-	-	-	\$659,612
Republic of Paraguay	\$591,091	-	-	-	-	-	\$591,091
Republic of Peru	\$1,771,187	-	-	-	-	-	\$1,771,187
Republic of the Philippines	\$1,344,053	-	-	-	-	-	\$1,344,053
Republic of Rwanda	\$1,558,756	-	-	-	-	-	\$1,558,756
Independent State of Samoa	\$864,506	-	-	-	-	-	\$864,506
Republic of Senegal†	\$1,089,985	-	-	-	-	-	\$1,089,985
Republic of Sierra Leone	\$1,164,827	-	-	-	-	-	\$1,164,827
Republic of South Africa	\$3,190,677	-	-	-	-	-	\$3,190,677
United Republic of Tanzania	\$1,645,499	-	-	-	-	-	\$1,645,499
Kingdom of Thailand	\$3,473,300	-	-	-	-	-	\$3,473,300
Togolese Republic	\$1,153,638	-	-	-	-	-	\$1,153,638
Kingdom of Tonga	\$711,530	-	-	-	-	-	\$711,530
Republic of Uganda†	\$949,765	-	-	-	-	-	\$949,765
Ukraine†	\$2,707,626	-	-	-	-	-	\$2,707,626
Republic of Vanuatu	\$787,829	-	-	-	-	-	\$787,829
MULTI-COUNTRY PROGRAMMING							
World	\$75,032,768	-	-	-	-	-	\$75,032,768
Africa Region	\$9,165,216	-	-	-	-	-	\$9,165,216
Caribbean Region	\$1,868,991	-	-	-	-	-	\$1,868,991


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Updated April 21, 2023

USAID FY 2022		USAID FY 2022					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified	
TOTAL	\$776,824,728	\$92,470,914	\$7,771,220	\$643,073,420	\$8,704,347	\$1,050,461	\$23,754,366
Crisis and Conflict-Affected Countries Total	\$312,540,160	\$65,009,558	-	\$224,948,910	\$5,902,800	\$400,000	\$16,278,892
Islamic Republic of Afghanistan†	\$52,925,796	\$49,405,206	-	\$631,930	\$2,493,800	-	394,860
Republic of Azerbaijan	\$1,230,108	\$1,230,108	-	-	-	-	-
People's Republic of Bangladesh†	\$3,691,212	\$463,930	-	\$3,227,282	-	-	-
Bolivia	\$30,187	-	-	-	-	-	\$30,187
Bosnia and Herzegovina	\$3,494,438	-	-	\$3,494,438	-	-	-
Republic of Burkina Faso†	\$20,750,000	-	-	\$20,750,000	-	-	-
Burma†	\$10,725,204	-	-	\$3,124,492	-	-	\$7,600,712
Kingdom of Cambodia	\$5,720,373	-	\$100,000	\$4,520,373	-	-	\$1,100,000
Democratic Republic of the Congo†	\$21,036,864	-	-	\$21,036,864	-	-	-
Republic of Djibouti†	\$1,224,187	\$457,172	-	\$767,015	-	-	-
Dominican Republic†	\$4,363,937	\$2,002,504	-	\$2,361,433	-	-	-
Arab Republic of Egypt	\$19,133,531	-	-	\$12,955,414	\$1,595,937	-	\$4,582,180
Republic of El Salvador†	\$4,384,890	-	-	\$4,384,890	-	-	-
Federal Democratic Republic of Ethiopia†	\$8,807,564	\$63,721	-	\$8,534,392	-	-	\$209,451
Georgia	\$4,774,252	\$2,053,843	-	\$2,720,409	-	-	-
Republic of Ghana	\$7,674,055	-	\$7,671,220	\$2,835	-	-	-
Republic of Guatemala†	\$13,671,859	\$1,582,247	-	\$11,689,612	-	\$400,000	-
Republic of Guinea	\$809,825	\$809,825	-	-	-	-	-
Republic of Haiti†	\$7,644,945	\$3,089,178	-	\$4,555,767	-	-	-
Republic of Honduras†	\$8,984,824	-	-	\$7,580,231	-	-	\$1,404,593
Republic of India	\$5,588,151	\$1,012,680	-	\$4,575,471	-	-	-
Republic of Iraq	\$(19,417)	\$(19,417)	-	-	-	-	-
Jamaica	\$14,782	\$6,190	-	\$8,592	-	-	-
Hashemite Kingdom of Jordan	\$130,994,791	\$3,249,262	-	\$127,579,455	-	-	\$166,074
Republic of Kenya	\$11,709,251	\$1,000,000	-	\$10,709,251	-	-	-
Republic of Kosovo	\$1,546,305	\$1,546,305	-	-	-	-	-
Kyrgyz Republic	\$4,430,544	-	-	\$4,430,544	-	-	-
Lao People's Democratic Republic	\$6,482,436	-	-	\$6,482,436	-	-	-


FY 2022 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 21, 2023

USAID FY 2022		USAID FY 2022					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
 TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified	
Lebanese Republic†	\$26,716,188	-	-	\$26,716,188	-	-	-
Republic of Liberia†	\$13,645,172	\$374,465	-	\$12,868,255	-	-	\$402,452
Republic of Madagascar	\$67,024	-	-	-	-	-	67,024
Republic of Malawi	\$19,448,058	-	-	\$19,448,058	-	-	-
Republic of Mali†	\$9,173,454	-	-	\$9,173,454	-	-	-
Kingdom of Morocco†	\$1,397,992	-	-	\$588,075	\$409,000	-	\$400,917
Republic of Mozambique	\$12,204,401	-	-	\$12,099,215	-	-	\$105,186
Federal Democratic Republic of Nepal†	\$17,247,998	\$74,968	-	\$15,741,773	-	-	\$1,431,257
Republic of Nicaragua†	\$160,555	-	-	\$157,653	-	-	\$2,902
Republic of Niger†	\$1,811,724	-	-	\$1,811,724	-	-	-
Republic of Nigeria†	\$8,251,746	-	-	\$7,983,343	-	-	\$268,403
Republic of North Macedonia	\$549,442	\$33,554	-	\$456,824	-	-	\$59,064
Islamic Republic of Pakistan†	\$18,039,892	\$7,496,167	-	\$6,380,380	-	-	\$4,163,345
Republic of Peru	\$1,412	-	-	\$1,412	-	-	-
Republic of the Philippines	\$11,992,517	-	-	\$11,992,517	-	-	-
Republic of Rwanda	\$11,658,942	-	-	\$11,658,942	-	-	-
Republic of Senegal†	\$11,721,424	-	-	\$11,721,424	-	-	-
Republic of Sierra Leone	\$1,090,000	\$1,090,000	-	-	-	-	-
Federal Republic of Somalia†	\$9,595,891	-	-	\$9,595,891	-	-	-
Republic of South Africa	\$3,699,826	-	-	\$3,699,826	-	-	-
Republic of South Sudan†	\$1,196,112	-	-	\$1,196,112	-	-	-
Democratic Socialist Republic of Sri Lanka	\$3,131,695	\$3,131,695	-	-	-	-	-
Republic of the Sudan	\$(4,473)	-	-	\$(4,473)	-	-	-
Republic of Tajikistan	\$6,836,646	-	-	\$5,167,558	\$1,205,610	-	\$463,478
United Republic of Tanzania	\$10,972,245	-	-	\$10,972,245	-	-	-
Republic of Tunisia	\$6,939,944	\$6,408,770	-	\$531,174	-	-	-
Republic of Turkmenistan	\$221,383	\$221,383	-	-	-	-	-
Republic of Uganda†	\$16,539,399	-	-	\$16,539,399	-	-	-
Ukraine†	\$3,000,000	-	-	-	\$3,000,000	-	-
Republic of Uzbekistan	\$10,491,982	\$4,611,455	-	\$5,880,527	-	-	-

FY 2022 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Updated April 21, 2023

USAID FY 2022		USAID FY 2022					
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)					
 USAID FROM THE AMERICAN PEOPLE	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Post-Secondary	Level Unspecified
Venezuela†	\$112,021	-	-	\$112,021	-	-	-
West Bank/Gaza†	\$2,000,000	-	-	\$2,000,000	-	-	-
Republic of Yemen†	\$13,719,310	-	-	\$13,719,310	-	-	-
Republic of Zambia	\$20,350,477	-	-	\$19,914,455	-	-	\$436,022
MULTI-COUNTRY PROGRAMMING							
Africa Region	\$817,897	\$226,279	-	\$9,369	-	\$50,281	\$531,968
Asia Region	2,794,618	-	-	\$2,794,618	-	-	-
Caribbean Region	\$1,224,366	\$321	-	\$1,289,754	-	-	\$(65,709)
Eastern Africa Region	\$600,180	-	-	-	-	\$600,180	-
Eastern Europe Region	413,728	\$413,728	-	-	-	-	-
Latin America and Caribbean Region	\$8,453,753	-	-	\$8,453,753	-	-	-
Middle East and North Africa Region	\$1,468,156	\$233,874	-	\$1,234,282	-	-	-
Oceania Region	\$45,236	-	-	\$45,236	-	-	-
Southern Africa Region	\$201,500	\$201,500	-	-	-	-	-
CONTRIBUTIONS TO MULTILATERALS							
Global Partnership for Education		125,000,000	-	-	\$125,000,000	-	-

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) 2022 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 2022 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, Democratic Republic of the Congo, Djibouti, Dominican Republic, Republic of El Salvador, Federal Democratic Republic of Ethiopia, Gaza/West Bank, Republic of Guatemala, Republic of Haiti, Republic of Honduras, Lebanese Republic, Republic of Liberia, Republic of Mali, Kingdom of Morocco, Federal Democratic Republic of Nepal, Republic of Nicaragua, Republic of Niger, Republic of Nigeria, Islamic Republic of Pakistan, Republic of Senegal, Federal Republic of Somalia, Republic of South Sudan, Syrian Arab Republic, Republic of Uganda, Ukraine, Bolivarian Republic of Venezuela, Republic of Yemen.

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 DOL supported education programming in FY 2022. 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 2022 were not available as of June 14, 2022.