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FY 2023 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 U.S. Government Strategy on International Basic Education during fiscal year (FY) 2023.

**MESSAGE FROM THE ACTING SENIOR COORDINATOR
FOR INTERNATIONAL BASIC EDUCATION ASSISTANCE**

Dear Colleagues,

This report highlights results from the U.S. government’s international basic education programs for fiscal year 2023. In addition, it is the final report for the 2018–2023 Strategy on International Basic Education. Two years into implementation of this Strategy, the COVID-19 pandemic caused the largest disruption to education and learning in modern history, exacerbating the pre-pandemic learning crises. Education systems faced extraordinary headwinds as countries worked to address learning loss with limited resources and continued disruptions from conflict, crises, and natural disasters.

Despite challenges from the COVID-19 pandemic and ongoing conflicts and crises disrupting education, U.S. government programs increased the number of learners who attain minimum proficiency in reading in 15 countries during and after the pandemic emergency. Programs implemented over the course of the 2019–2023 U.S. Government Strategy on International Basic Education reached more than 34 million learners annually. In total over the five years, U.S. government programs trained 2.9 million teachers and educators, supplied 176 million textbooks and other teaching and learning materials, and worked to strengthen systems, including by adopting 525 new or reformed laws and policies. In addition, the U.S. government provided an average of 3.4 million children and youth with school meal services annually, recognizing that children must be healthy when they enter school, so they are ready to learn.

Through the [U.S. Government Strategy on International Basic Education 2024–2029](#), the U.S. government will continue building on these efforts and partner with countries and stakeholders to increase capacity and strengthen education systems to be more inclusive and responsive to the needs of all learners and educators, particularly girls and other historically marginalized groups. This includes strengthening cross-sectoral coordination to reduce barriers to education and increase learning outcomes. Each agency and department involved in international basic education brings distinct resources, expertise, capabilities, and experience to address global challenges. The collective results of the U.S. government’s efforts will further learning for students and improve their quality of life more broadly by supporting economic growth, improving health outcomes, reducing violence, and increasing participation in democratic governance.

—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 for Fiscal Years 2019–2023 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 2023, basic education programs reached **44 million learners in pre-primary, primary, secondary, vocational, and workforce development programs**. USG programs will continue to build on this success and strengthen education systems in partner countries to provide access to safe, high-quality learning.

Learners in pre-primary, primary, secondary, vocational, and workforce development programs					
Year	2019	2020	2021	2022	2023
Total	35,618,803	25,421,782	33,478,011	32,770,583	44,920,387

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 supports the physical, cognitive, linguistic, and social-emotional development of children and youth through: (1) child nutrition and health programs and (2) pre-primary education programs.

Number of children and youth who received health and nutrition services					
Year	2019	2020	2021	2022	2023
Total	3,164,276	2,979,426	4,093,861	3,574,986	3,569,078

In FY 2023, the USG provided **3.5 million children with nutrition** assistance through McGovern-Dole projects that fed nutritious school meals to school-age children in 34 countries. For example:

- In **Bangladesh**, the McGovern-Dole project is demonstrating a positive and lasting impact in promoting reading habits and improving reading skills for primary students through a partnership with the World Food Programme (WFP). The project has benefited more than 49,000 preschool and primary school students from 170 schools in the Cox's Bazar District. Through the donation of U.S. commodities and funds to locally procure commodities, the McGovern-Dole project provides fortified, high-energy biscuits to students daily and implements several activities to improve literacy, health,

and nutrition outcomes for students, including teacher training and coaching, establishment of classroom libraries, distribution of learning materials and storybooks, parent sensitization meetings, organization of educational events, and capacity-building for national and local education officials. As a result, a recent study found that students from McGovern-Dole schools performed significantly better in tasks related to reading and writing proficiency.

Number of pre-primary learners who received education interventions in formal and non-formal settings					
Year	2019	2020	2021	2022	2023
Total	N/A	20,232	520,069	1,197,692	1,913,736

The USG provided education support to **more than 1.9 million children through pre-primary programs** in FY 2023. For example:

- Since 2019, USAID and the LEGO Foundation have collaborated and co-invested resources and expertise to advance pre-primary and primary education, social-emotional learning, and play-based approaches. In **Ethiopia**, USAID and the LEGO Foundation are partnering on the Childhood Development program to support more than 15,000 pre-primary children and communities affected by conflict and drought across five regions. The two organizations planned to invest a total of \$46 million over five years to support quality, inclusive pre-primary classrooms and temporary learning spaces, train teachers and facilitators to provide psychosocial first aid and foster play-based pedagogies, and strengthen community engagement.

Improve basic skills

The USG works with stakeholders in partner countries to increase students' reading, math, and other basic skills in primary school and secondary school.

Number of primary and secondary learners who received education interventions in formal and non-formal settings					
Year	2019	2020	2021	2022	2023
Total	34,726,518	24,387,064	32,208,199	30,735,733	41,413,610

In FY 2023, the U.S. government reached **41 million primary and secondary-aged students with opportunities to learn literacy, numeracy, and other basic skills** in formal and non-formal settings, including in local languages. For example:

- The USAID Mission in **Rwanda's** investments in early grade reading have surpassed expectations, resulting in significant improvements in literacy for third graders nationwide. In 2023, the percentage of third graders who passed a national benchmark

for oral reading fluency increased to 87 percent, up from 54 percent in 2021. Additionally, 83 percent achieved the benchmark in reading comprehension, up from 68 percent in 2021. This builds on Rwanda's reading gains achieved between 2018 and 2022, when most of the world experienced learning losses due to COVID-19. One of the identified reasons for this improvement was USAID's support for textbook distribution programs, which increased students' access to reading materials. The approach was bolstered by home visits from community health workers, who encouraged families to tune in to radio lessons and read their school books.

Number of teachers/educators who received training/professional development					
Year	2019	2020	2021	2022	2023
Total	561,353	314,490	449,390	821,985	966,700

In FY 2023, the U.S. government trained and provided professional development to over 966,000 teachers and educators, improving their instruction in literacy, numeracy, and other basic skills. For example:

- In **Georgia**, the USAID Basic Education Program provided training in student-centered instruction, remediation, formative assessment, and inclusive education for trainers from eight universities, and the participants then trained 7,118 lead teachers across the country. The activity also conducted a workshop on instructional leadership for more than 90 percent of school principals, piloted learning management system software to deliver professional development courses for teachers that registered more than 10,000 users, and collaborated with the Ministry of Education and Science to host a learning recovery conference, which developed recommendations to help students recover from learning loss following the COVID-19 pandemic emergency.

Number of textbooks and other teaching and learning provided					
Year	2019	2020	2021	2022	2023
Total	49,279,463	32,344,691	51,628,035	12,847,167	30,626,699

In FY 2023, the USG distributed more than **30 million textbooks and other teaching and learning materials**. For example:

- In the **Philippines**, the USAID Gabay program tripled enrollment in its project sites of children who are deaf, blind, or deafblind. Teachers at inclusive education centers **developed and delivered more than 5,000 accessible learning materials** in braille and Filipino Sign Language, using equipment provided by USAID. The activity developed a Filipino Sign Language dictionary, available in both print and electronic formats, for use by teachers, parents, and students. As a result of the program, Filipino Sign Language training for teachers is now mandated nationwide and funded by the national Department of Education.

Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance					
Year	2019	2020	2021	2022	2023
Total	24,891	22,098	30,652	28,856	11,483 ¹

In FY 2023, the U.S. government engaged with more than **11,400 parent-teacher associations (PTAs) or community-based school-governance structures**. For example:

- In **Mongolia**, the Peace Corps is working to strengthen formal classroom instruction in English starting in grade 5. To help parents better understand the experience of learning a new language, teachers at a school in Darkhan hosted a Parents' Night. Participating parents were immersed in the four English language arts—speaking, listening, reading, and writing—and left the evening having learned new language skills. As a result of this outreach effort, parents became more connected to their children and the school, and gained a greater appreciation of the value of foundational English learning, as reported in qualitative narratives.

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 educational opportunities.

Number of tertiary and technical and vocational education and training learners who received education interventions in formal and non-formal settings					
Year	2019	2020	2021	2022	2023
Total	892,285	1,014,486	749,743	837,158	1,593,041

In FY 2023, the USG provided **1.5 million individuals with tertiary, vocational, and other workforce training**. For example:

- In September 2023, the Millennium Challenge Corporation (MCC) signed a Threshold Agreement with the Government of **Kiribati** that includes a \$16.6 million education and skills activity benefiting youth ages 15 to 17 with improved work-readiness skills. This activity will fund youth skills camps and academic year scholarships for Kiribati high school students to provide them with English language immersion and information and communications technology (ICT) skills. The activity aims to have a diverse group of students including those from the outer islands and from underprivileged or marginalized groups.

¹ As part of a systematic review of indicators, USAID removed this indicator in FY 2023 in an effort to reduce burdens on Missions, resulting in a reduction in overall reporting.

- In **Guatemala**, USAID worked closely with the Ministry of Education to reach children and youth from Indigenous and underserved communities through the Gen Now: Youth Impact Leaders activity, which trained 60 youth participants in soft skills, social and emotional learning (SEL) skills, and the teaching at the right level (TaRL) methodology. The youth then volunteered as math and reading tutors in 34 schools, tutoring 1,755 third graders to improve their academic performance. Of those tutored, 94 percent attained minimum proficiency in reading, up from 77 percent at baseline.

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 U.S. government 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 partners with international organizations and nongovernmental organizations to expand access to education for refugees and others affected by conflict.

Number of at-risk individuals who received education interventions in formal and non-formal settings					
Year	2019	2020	2021	2022	2023
Total	50,055	2,262,704	598,843	1,771,383	2,244,588

In FY 2023, data collected by newly established indicators show that education programs **reached 2.2 million children and youth at risk, including those affected by crisis and conflict.** For example:

- Through support from the Department of State, UNICEF's Dirasa program in **Lebanon** works to support and reintegrate out-of-school Lebanese and non-Lebanese children, including children with disabilities, into formal education systems to encourage retention and avoid dropout. This program provides tailored assistance and resources, such as individualized education plans for children with disabilities, assistive technology, modified assignments, and communication aids to facilitate the return of children to school, helping to enable equitable access to education for all.
- USAID's Together We Learn Activity (Juntos Aprendemos) in **Colombia** is working to improve the quality of education offered to vulnerable migrant, refugee, and returnee

children, including at the pre-primary level. The activity is supporting communities, schools, and classrooms so they can meet the educational needs of children and adolescents who are affected by migration, including girls, migrants, and Afro-Colombian learners.

- At the 2023 **Global Refugee Forum**, the USG pledged to advocate for the inclusion of refugees in national education systems and for inclusive policies and practices across multilateral partners. These pledges build on and deepen the USG's inclusive education work and demonstrate leadership on including refugees in national education systems.

Number of educational facilities (school, classrooms, libraries, labs, latrines) built or repaired					
Year	2019	2020	2021	2022	2023
Total	9,512	6,427	8,172	8,427	5,852

In FY 2023, the U.S. government **built or repaired 5,852 educational facilities in 36 countries** that provide safe, accessible, and supportive learning environments for students and teachers. For example:

- In **Cote d'Ivoire**, MCC is working through the Skills for Employability and Productivity Project to increase the number of years of education that learners receive and improve the acquisition of quality, in-demand basic skills, including reading, math, and soft skills, for lower secondary students. The project also improves the acquisition of quality, in-demand technical skills to increase job placement rates among graduates of Compact-supported technical and vocational education and training centers, and supported the ongoing construction of 30 secondary schools.

Expand access to high-quality primary and secondary 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.

Number of women or girls who received education interventions in formal and non-formal settings					
Year	2019	2020	2021	2022	2023
Total	11,924,366	12,138,920	11,783,505	12,772,205	19,428,935

In FY 2023, the U.S. government **provided education interventions to more than 19.4 million young women and girls** in formal and non-formal settings. **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. For example:

- The USAID Girls' Education program in **South Sudan** provided cash transfers to girls to purchase school uniforms, hygiene kits, and other materials to help them remain in school, decreasing the likelihood of child, early, and forced marriages and unions. USAID is part of a coordinated donor effort to provide mentoring to young girls, leveraging various outlets such as teen magazines, school debates, and radio programs to encourage girls to remain in school and raise awareness of the dangers of early marriage.
- In **Somalia**, USAID and the United Kingdom's Foreign, Commonwealth and Development Office (FCDO) partner on the Adolescent Girls Education (AGES) project to transform the lives of thousands of girls across the country. By integrating formal and alternative education pathways with financial literacy, life skills, mentorship, and girl-led civic action, AGES offered flexible learning options for girls who encounter multiple barriers to effective education. The project improves girls' access to education and equips them with the tools needed to break the cycles of poverty, gender inequality, and limited economic opportunities.

Number of new or reformed public-sector laws, policies, regulations, and/or administrative procedures that support increased access and/or learning adopted					
Year	2019	2020	2021	2022	2023
Total	57	57	51	157	203

- **Worked with governments and parliaments in 32 countries to adopt 203 new or reformed public-sector laws, policies, regulations, and/or administrative procedures that support increased access to education and/or improved learning.** For example:
 - In FY 2023, MCC, in partnership with the Government of **Morocco**, successfully completed the Secondary Education Activity under the Education and Training for Employability Project. The Secondary Education Activity worked to improve the quality of secondary education by piloting a participatory approach to school improvement in 90 schools across three regions of Morocco. The activity invested in reforms to school governance, coupled with targeted investments in infrastructure, technology, and training for teachers and school administrators. It also invested in improvements to the education management information system and in the operations and maintenance of school infrastructure and equipment.

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 barriers to education faced by the world's most vulnerable children and youth and to tackle the root causes of child labor, in part by promoting access to high-quality education. 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. For example:

- In FY 2023, the Department of Labor's (DOL) **Madagascar Shines** project began working with local stakeholders to establish community-based childcare centers in Madagascar's Anôsy Region. With support from local partners, the project uses these centers to address the urgent need for safe and nurturing childcare services to support parents who work in the mica mining sector. Without childcare services, parents are forced to choose between earning money to support their children and exposing them to the hazardous conditions of a mica mine. Beyond creating a safe environment for children, these centers offer early childhood education and care, promoting children's cognitive and social development, and helping prepare children so that they are able to advance successfully through the education system. Childcare centers launched by the project have enrolled 265 children, and the project is in the process of expanding the centers to reach many more children.
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ANNEX ONE: CONTRIBUTIONS BY DEPARTMENTS AND AGENCIES IN FY 2023

U.S. Department of Agriculture

The United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) supports international basic education by providing school meals to pre-school and primary-school-age children, and funding teacher training, classroom materials, school construction and rehabilitation, capacity-building, and related support to help boost the school enrollment and academic performance of pre-school and primary students. In Fiscal Year (FY) 2023, 56 of USDA's McGovern-Dole school-feeding operations were active in 34 countries and benefited more than 4.5 million children and community members. The McGovern-Dole program allocated \$197 million in FY 2023 to achieve these efforts.

Throughout FY 2023, the McGovern-Dole program contributed to the U.S. Government Strategy on International Basic Education (the Strategy) through alignment, coordination, and co-locating, primarily with the U.S. Agency for International Development (USAID), education programs with an effort to improve measurable learning outcomes and expand access to education. In an effort to avoid duplicating literacy efforts in geographic areas where USAID's education and USDA's McGovern-Dole programs align, USDA encouraged its McGovern-Dole implementing partners to use teacher-training materials and children's learning materials developed by USAID, rather than unnecessarily creating duplicative materials. For example, in Guatemala the USAID education program and McGovern-Dole used the same approach to implementing literacy activities in all primary schools country-wide, including identical textbooks, supplemental reading materials, and teacher-training materials. During FY 2023, the McGovern-Dole program actively coordinated with USAID in approximately eight countries through discussion, the sharing of information, coordination, and collaboration. USDA encouraged the implementers of projects to operate in the same schools as USAID's Early Grade Reading Programs, and, in some cases, expanded educational activities to older grades to avoid the duplication of efforts.

The McGovern-Dole program greatly contributes to the education sector of the many countries it serves. From curriculum development to distribution of school supplies and materials, bilingual education, pedagogical development, and national policy development, the McGovern-Dole program is making long-lasting impacts in the education sector around the world.

To select priority countries, USDA utilizes the following process:

- Step 1: Application of Universal Indices List (low to lower-middle income economy; literacy rates; nutritional status; host government commitment; effective governance)
- Step 2: Eliminate/ Retain Continuing Countries /Additions from Post Continuing countries strategy (McGovern-Dole evidence-based; ability to graduate); Foreign Agriculture Service (FAS) Post requested
- Step 3: FAS Post and other USG Consultations: FAS Post Calls – include other FAS

Program Areas (Global Programs, Foreign Affairs, Global Market Analysis, and Trade Policy and Geographic Affairs) and other USG agencies (USAID, State Department, and the Food and Nutrition Service)

- Step 4: Information Gathering: Information-gathering through scoping missions, monitoring trips, the Global Child Nutrition Foundation school meals survey, and the School Meals Coalition
- Step 5: Special Request Considerations: FAS senior leadership and other USG overlapping priority considerations

U.S. Department of Education

The Department of Education (ED) continued its international engagement with other countries by participating in multilateral organizations, such as Asia-Pacific Economic Cooperation (APEC), the Organization of American States (OAS), and the Organization for Economic Cooperation and Development (OECD) and multilateral forums, such as the G7 and G20. ED also hosted visitors, virtually and in person, who wish to learn about U.S. education and share information about their countries through exchanges, such as the International Visitor Leadership Program (IVLP) and addressed education-related issues with individual countries on a bilateral basis.

ED was the lead agency for both the G7 and G20 Education Working Group and Education Ministerial meetings. The purpose of the meetings was to engage in a dialogue with counterparts from other G7 and G20 countries regarding the themes of the Education Ministerial meetings. Officials participating in the 2023 G20 Ministerial meeting discussed, *inter alia*, their governments' perspectives on policies related to ensuring foundational literacy and numeracy, especially in context of blended learning; making tech-enabled learning more inclusive, qualitative, and collaborative at every level; building capacities, promoting life-long learning in the context of the future of work; and strengthening research, and promoting innovation through richer collaboration in education training. At the 2023 G7 Education Ministerial meeting, the topics for discussion during the meetings included the role of schools in society after the COVID-19 pandemic; education that unlocks the potential of all children; fostering learners to adapt to social changes and global challenges; and re-connecting the world: the role of international education exchange.

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 2023, the overall theme of the ISTP was Poised for the Future: Transformative Teaching for Global Engagement, Sustainability, and Digital Access. Delegations explored the sub-themes of (1) Elevating and enhancing the teaching profession; (2) Educating for global and cultural competence and civic engagement; and (3) Leveraging digital technologies to ensure equitable access and enhanced learning for all. The United States hosted ISTP 2023 in Washington, D.C.

At the end of ISTP 2023, the U.S. delegation committed to the following:

- Purposeful collaboration across educational levels and agencies to ensure student well-being and academic success.
- Promote schools as inclusive community centers enabling students, families, and educators to thrive through collaboration.

- Strengthen support for educators as valued professionals, emphasizing collaboration, recruitment, working conditions, and diversification. Innovate teacher preparation and leadership and promote strategies to grow and retain our educator workforce.
- Collaborate to modernize education so all students have access to high-quality career pathways, and the system prepares all students, teachers, and families to employ ever-changing digital technology that furthers learning in appropriate and responsible ways.

ED led two education events during the U.S.-hosted Asia Pacific Economic Cooperation (APEC) meetings held in Detroit, Michigan in May 2023. The two-day APEC Education Officials Dialogue allowed economies to share best practices related to community-schools strategies. The Dialogue reinforced that inclusive and holistic reforms help foster the sustainable development of Asia-Pacific education systems. ED also chaired the annual Education Network meeting, where economies shared priorities related to digital literacy promotion, strengthening the teaching profession, and data-informed policymaking.

ED has also continued to engage on education issues with countries of the Western Hemisphere through the Organization of American States. In follow-up to the 11th Inter-American Meeting of Ministers of Education held in November 2022, ED has participated in ongoing dialogue with the OAS and fellow member states regarding shared priorities, including achievement of the Sustainable Development Goals (SDGs); post-pandemic academic recovery; supporting students' and teachers' socio-emotional health; digital skills and education technology; and increased coordination between the education sector and the health and labor sectors.

U.S. Department of Labor

In FY 2023, the Department of Labor (DOL) awarded over \$45 million in new grants and cost increases to combat child labor, forced labor, and human trafficking around the world. DOL's Bureau of International Labor Affairs' (ILAB) projects adopt a holistic approach to promote sustainable efforts that address 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.

Since 1995, DOL has funded more than 360 projects to combat child labor and forced labor internationally, with activities in 99 countries. These projects have supported more than 65 governments in adopting laws and regulations on child and forced labor, consistent with international labor standards; provided educational services and vocational training to millions of children; provided assistance to vulnerable families; provided training to labor inspection and law enforcement officials; and trained teachers on child labor issues and approaches for helping increase access to education in disadvantaged communities. DOL-funded projects have also supported publication of a wide range of material that contributes to the global knowledge base on child labor, forced labor, and human trafficking, including conducting over 90 national child labor surveys around the world that are integral for targeted and effective labor policies, and by conducting rigorous impact evaluations of technical assistance projects to assess intervention quality and generate actionable knowledge of successful practices for our partners to investigate, adopt, replicate, and scale.

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/ Bureau of Population, Refugees, and Migration (PRM)

In FY 2023, the Bureau of Population, Refugees, and Migration (PRM) provided a total of nearly \$98 million to support education programs for refugee, stateless, and conflict-affected children. In a world where conflict and displacement present significant barriers and challenges for children, education is a key component to PRM's mission in providing protection and improving access to solutions for refugees, stateless, and conflict-affected children. Education provides displaced children and adolescents with a sense of normalcy and stability while helping them develop essential skills for self-reliance, improving their job prospects, and boosting their sense of dignity. PRM contributes to the U.S. International Basic Education Strategy through humanitarian assistance and diplomacy. In FY 2023, PRM continued to support humanitarian partners, such as the UN Refugee Agency (UNHCR) and the UN Children's Agency (UNICEF), as well as NGOs to provide quality and protective education for marginalized children by investing in teachers, ensuring schools are inclusive and safe, conducting outreach to increase access for girls, and providing alternative programs such as accelerated learning, catch up or bridge support, and vocational training. 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.

Additionally, PRM continued to work with the USG interagency and other partners to advocate globally and at the country level for refugee children in national education systems. At the Global Refugee Forum in 2023, the USG made three pledges committing to refugee-inclusive education in U.S.-funded education programs globally, in the next U.S. Government Strategy on Interagency Basic Education, as well as in multilateral engagement including the Global Partnership for Education and Education Cannot Wait.

Millennium Challenge Corporation

The Millennium Challenge Corporation Millennium Challenge Corporation (MCC) recognizes that strengthening human capital is critical to achieving poverty reduction and economic growth. Investing in education and skills development can help countries compete in the global economy. There is a strong correlation between expenditures on education and the rate of economic growth and a direct correlation between household income and education attainment. The importance MCC puts on investments in education is reflected in our selection criteria. For a country to be eligible for MCC assistance, it must demonstrate a commitment to just and democratic governance, investments in people and economic freedoms. MCC's [selection criteria](#) include an updated indicator that measures a country's investments in education. This indicator measures girls' completion of lower secondary education and government expenditures for all levels of education, including higher levels of education.

As of September 2023, MCC has invested \$817.6 million in education in 12 countries. These investments include general education, vocation education and training/workforce development, higher education, and adult literacy. These investments have resulted in:

- 906 education facilities constructed or rehabilitated
- 13,402 instructors trained
- 483,291 students participating in MCC-supported education activities
- 80,341 graduates from MCC-supported education activities

Peace Corps

For more than 60 years, Peace Corps Volunteers have integrated into communities to support the development needs of countries around the world. With 58 countries hosting Trainees and Volunteers, the focus of Peace Corps' work is tailored to fit the host country's national priorities and to operate by way of collaboration and support from both national and regional partners. This participatory relationship focuses on skills transfer, cultural understanding, improved livelihoods, collaboration with host country governments, and using local needs assessments to determine community development priorities.

Education continues to be the Peace Corps' largest sector in which Volunteers serve, with projects focusing on TEFL (Teaching English as a Foreign Language), Literacy, and Math and Science. 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 in a sustainable manner. In FY 2023, cohorts of Volunteers who returned to service after the pandemic continued advancing education initiatives and goals. It was during this time that Peace Corps Volunteers and staff started responding to the learning loss which occurred as a result of the pandemic. Through the service of Peace Corps Volunteers in FY 2023, over 96,000 students were taught literacy skills, math and/or science using a STEM approach or English in a classroom setting, and over 1,300 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). In FY 2023, participation in VSP was opened up to include the general public. Through this initiative, VSP Participants donated their time and voluntary services as private citizens to the agency and engaged overseas counterparts virtually to respond to the requests of interested host country partners for short-term support. Through the VSP initiative, 23 Peace Corps countries supported host country partners with virtual education engagements focused on online and blended learning which resulted in virtual language clubs and teacher training, capacity-building, and curriculum development at the secondary and post-secondary Levels. The strong partnership between the Peace Corps and host countries prioritizes the needs of local communities while leveraging Volunteers' skills to achieve sustainable goals.

Contributions to the Strategy

All Peace Corps Education Projects have three main objectives: (1) building counterpart

teaching capacity, (2) increasing student achievement, and (3) community engagement.

1. **Building Teacher Capacity:** Building counterpart teacher capacity is the ultimate goal of all Education Volunteers. Regardless of the Volunteer's contribution to learner success, if the skills of counterpart teachers are not improved, the effect of the Volunteer contribution will less likely be sustained after their departure. Volunteers focus on developing counterpart capacity-building through teacher communities of practice (COPs), where all members are peers and can contribute to skill-building and understanding according to their abilities and interests, which deepens teacher expertise for all. Evidence indicates that, when possible, co-teaching and co-planning are the optimal mechanisms for capacity-building. In fact, co-teaching and co-planning are the ideal Volunteer-counterpart dynamic. This collaboration allows Volunteers and counterparts to work together to build teaching skills, create lesson plans, strengthen curricula, and create additional classroom resources.

2. **Increasing Student Achievement:** In the classroom with other teachers, Volunteers may work in groups or one-on-one with students who need additional time and attention so that they, too, can succeed in school. Volunteers also provide after-school study groups, clubs, and camps which can reinforce classroom learning in ways that are more contextualized, community-centered, and engaging for learners. Volunteers also improve classroom assessment by modeling and discussing techniques for formative assessment and test design.

3. **Community Engagement in School Improvement and Student Learning:** Sustaining educational gains made in the classroom requires support for education in the community and at home. Education projects that work at the community level encourage community involvement and support for both student learning and school improvement activities. Examples of successful activities include working with parents to help them understand the benefit of their involvement in classrooms, parent-teacher meetings, and in extracurricular activities.

Impact and Results

Each objective includes a series of project activities, outputs, outcomes, and corresponding indicators that Peace Corps posts use to develop a Logical Project Framework (LPF) (including a Logic Model and Monitoring and Evaluation Plan) based on a reference LPF developed at Peace Corps headquarters. Posts train Volunteers to carry out the activities and measure their progress and results. Data collection tools and indicator reference sheets are provided to assist Volunteers with accurately capturing the progress of their work. The data are collected using reporting tools that allow Peace Corps Volunteers, post staff, and headquarters staff to assess, measure, and respond to trends as necessary to improve programming.

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 USAID Education Policy. In FY 2023, 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 2023, USAID supported a spectrum of education programs and partnerships in 55 countries. The programs from pre-primary through tertiary:

- Reached 40.1 million learners in pre-primary through tertiary education, including vocational, and workforce training;
- Trained more than 762,000 educators and school administrators with professional development activities;
- Improved the safety of 97,100 learning environments;
- Provided 28 million teaching and learning materials; and,
- Provided over 776 Higher Education Institutions with capacity development support.

Global Commitments and Engagement:

- *Increasing quality education for girls and young women:* As part of USAID's Implementation Plan for the U.S. government's first-ever National Strategy on Gender Equity and Equality, by 2025, USAID established a goal of reaching 15 million girls and young women globally with education assistance from pre-primary through higher education. **USAID exceeded the commitment two years early – reaching over 18 million girls and women** with education assistance in the FY23 reporting period.
- *Inclusive Education:* At the 2022 Global Disability Summit (GDS), USAID announced four [new commitments for disability inclusive education](#), cementing its role as a leader on this issue and joining global partners to advocate for access to quality education for every learner. Since then, USAID has hired additional dedicated inclusive education advisors, and designed and launched internal and external resources to help USAID Education staff and partners fulfill this commitment including through new public facing resources. USAID remains committed to:
 - 1) 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](#);
 - 2) Incorporating principles of [Universal Design for Learning \(UDL\)](#) for all learners in all new USAID Education programs;
 - 3) Increasing USAID initiatives for learners with disabilities in pre-primary education, youth workforce development, higher education, and education finance; and
 - 4) 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.

At the country level, USAID Missions are working in partnership with governments and communities to make education systems more inclusive and equitable. For example, The Gateway to Education activity with USAID/Yemen worked with the Ministry of Social

Affairs and the Ministry of Education to conduct service mapping, identifying service providers that specialize in diagnostic testing and assistive device support for children in need of special services. USAID worked with the Ministry of Education, Governorate and District education offices, Community Education Committees, and Parent/Caregiver Councils to build their capacities to support children with disabilities and their families.

- *Global Refugee Forum*: At the 2023 Global Refugee Forum, the USG—through USAID and the Department of State—pledged to advocate for inclusion of refugees in national education systems and to advocate for inclusive policies with our multilateral partners. **The USG has completed the second commitment**, to include addressing the needs of refugees in the U.S. Government Strategy on International Basic Education (2024-2029) and is working to meet the remaining commitments to advocate for, incentivize, and, where host countries have favorable policies for inclusion of refugees in the national system, include refugees in development-funded education programs and to advocate for refugee inclusion in multilateral engagements, including with the Global Partnership for Education and Education Cannot Wait.
 - *Participation in Multilateral Organizations*: Through engagement with multilaterals, USAID leverages U.S. government influence and advances U.S. government priorities.
 - *Global Partnership for Education (GPE)*: GPE is the largest global fund dedicated to transforming education in lower-income countries. To advance GPE’s work and conduct oversight of U.S. Government investments, USAID’s engagement with GPE occurs at multiple levels, including serving on the GPE Board of Directors and Executive Committee. In addition, USAID Mission staff serve as the Coordinating Agency for GPE in five countries, and USAID staff engage in Local Education Groups to develop and oversee GPE Compacts in over forty countries. In FY 2023, USAID contributed \$130 million to GPE.
 - *Education Cannot Wait (ECW)*: ECW seeks to unite global and national organizations to support access to education for children and youth affected by conflict, natural disasters, and disease outbreaks. USAID serves on the High-level Steering Group and the Executive Committee of Education Cannot Wait, and USAID Mission staff also engage in development and humanitarian coordination at the country level. In FY 2023, the U.S. Government, through USAID and the State Department, contributed \$30 million to Education Cannot Wait.
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ANNEX TWO: DATA ON COMMON OUTPUT INDICATORS

[Output Indicators as Reported by Departments and Agencies Link](#)

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 2023 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 2023 | SUMMARY BY COMMON INDICATOR

Contributing Agencies:



data as of February 2, 2024

I. Child, Youth, and Adult Learning and Preparedness



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

Number of males	19,621,121
Number of females	19,428,935
Total (male and female)	44,920,387
Number of individuals at risk	2,244,588
Number of individuals with disabilities	163,256

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

Number of males	1,005,295
Number of females	1,054,973
Total (male and female)	3,569,078
Number of individuals at risk	-
Number of individuals with disabilities	-

1c. Number of schools or institutions that received assistance

Total	142,679
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2. Training Teachers/Educators



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

Number of males	293,179
Number of females	567,741
Number trained in special education	45,278
Crisis or conflict-affected	-
Total (male and female)	966,700

3. Providing Safe and Equitable Learning Environments



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

Total	5,852
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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	11,483
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4b. Number of family and community members who received training or services to support school attendance and student learning

Total	230
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5. Providing Textbooks and Teaching and Learning Materials



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

Total	30,626,699
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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	203
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6b. Number of education administrators and officials who complete professional development activities

Number of males	55,450
Number of females	50,220
Total (male and female)	113,043

**Contributing
Agencies:**



data as of February 2, 2024

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)	17,982,478	17,822,851	41,413,610	2,217,155	154,653	656,111	680,617	1,593,041	1,855	5,571
Islamic Republic of Afghanistan	70,117	251,683	339,248	339,248	-	-	-	-	-	-
Republic of Albania	1,087	1,163	2,250	-	-	-	-	-	-	-
Republic of Armenia	523	535	1,058	-	-	1,742	1,915	3,657	-	-
Republic of Azerbaijan	-	-	-	-	-	378	802	1,180	-	-
People's Republic of Bangladesh	417,992	466,631	929,389	329,113	5,549	598	600	1,198	-	-
Republic of Bénin	927	776	105,091	-	-	-	-	-	-	-
Republic of Burkina Faso	-	-	82,875	-	-	-	-	-	-	-
Burma	86,633	93,727	180,360	180,249	-	-	-	-	-	-
Republic of Burundi	-	-	-	-	-	-	-	630	-	-
Kingdom of Cambodia	107,361	99,088	327,936	-	-	5,117	6,658	12,749	-	-
Republic of Cameroon	-	-	119,686	-	-	-	-	-	-	-
Central African Republic	-	-	-	-	-	-	-	394	-	-
People's Republic of China	-	-	-	-	-	15	29	44	-	-
Republic of Colombia	34,640	32,345	66,985	11,315	898	10,236	15,612	25,928	373	-
Republic of Congo	-	-	91,417	-	-	-	-	-	-	-
Republic of Costa Rica	3,039	3,041	6,080	-	-	-	-	-	-	-
Republic of Cote d'Ivoire	15	8	130,683	-	-	-	-	-	-	-
Democratic Republic of the Congo	162,864	170,936	359,586	214,386	3,581	-	-	418	-	-
Republic of Djibouti	31,717	27,362	59,079	-	-	-	-	-	-	-
Dominican Republic	271,257	253,649	524,906	-	-	-	-	-	-	-
Eastern Caribbean and Barbados	-	-	-	-	-	-	-	117	-	-
Republic of Ecuador	6,229	6,325	12,554	-	-	-	-	-	-	-

*Pre-Primary beneficiary totals can be found on page 27

FY 2023 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

data as of February 2, 2024

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
Arab Republic of Egypt	45,564	61,552	107,116	-	-	12,939	19,992	32,931	-	-
Republic of El Salvador	4,836	5,308	10,144	10,144	5	4,008	5,565	9,583	1,482	477
Kingdom of Eswatini	1,033	1,022	2,055	-	-	-	-	-	-	-
Federal Democratic Republic of Ethiopia	275,283	263,059	707,856	538,342	-	5,851	8,194	16,917	-	481
Republic of Fiji	27	26	53	-	-	-	-	-	-	-
Republic of The Gambia	322	364	686	-	-	-	-	-	-	-
Georgia	150,991	141,928	292,919	220	6,517	9,006	13,949	24,239	-	10
Republic of Ghana	859,397	823,241	1,682,638	-	-	-	478	478	-	-
Republic of Guatemala	23,180	21,950	231,231	-	74	4,570	10,399	16,252	-	-
Republic of Guinea	372	215	587	-	-	-	-	30	-	-
Republic of Guinea- Bissau	-	-	89,853	-	-	-	-	-	-	-
Co-operative Republic of Guyana	169	118	287	-	-	-	-	-	-	-
Republic of Haiti	6,485	6,017	109,751	12,502	-	-	-	-	-	-
Republic of Honduras	70,625	72,066	237,970	118,752	-	38,785	48,970	87,755	-	1,319
Republic of India	4,319,851	4,232,030	8,551,881	-	-	-	-	-	-	-
Republic of Indonesia	3,482	4,213	7,695	-	-	1,458	1,968	3,426	-	-
Republic of Iraq	4,032	4,813	8,845	-	-	-	-	413	-	-
Jamaica	175	124	299	-	-	-	-	-	-	-
Hashemite Kingdom of Jordan	709,760	770,753	1,604,033	-	9,636	-	-	13,512	-	90
Republic of Kazakhstan	250	250	500	-	-	-	-	-	-	-
Republic of Kenya	1,643,234	1,557,106	3,200,340	-	5,042	3,550	4,081	7,631	-	-
Republic of Kosovo	1,383	1,159	2,542	-	-	260	193	453	-	-
Kyrgyz Republic	243,431	234,513	509,851	-	-	165	320	485	-	12

FY 2023 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

data as of February 2, 2024

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
Lao People's Democratic Republic	7,084	6,146	220,054	-	-	74	104	178	-	-
Lebanese Republic	83,169	78,512	161,681	-	-	30,405	28,874	59,279	-	-
Kingdom of Lesotho	437	395	832	-	-	-	-	-	-	-
Republic of Liberia	9,403	9,332	67,578	-	-	-	-	2,190	-	-

FY 2023 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

data as of February 2, 2024

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 Madagascar	1,781	1,904	89,863	-	-	1	1	2	-	2
Republic of Malawi	1,740,898	1,742,548	3,562,635	-	85,423	-	-	-	-	-
Republic of Mali	22,098	32,485	137,201	54,583	405	-	-	146	-	-
Islamic Republic of Mauritania	-	-	72,547	-	-	169	306	475	-	-
United Mexican States	1,726	1,930	3,656	-	-	-	-	9,230	-	-
Republic of Moldova	-	-	-	-	-	-	-	300	-	-
Mongolia	1,436	1,703	3,139	-	-	-	-	-	-	-
Republic of Montenegro	-	-	-	-	-	79	234	335	-	12
Kingdom of Morocco	44,306	44,268	88,574	-	-	2,991	2,252	5,285	-	-
Republic of Mozambique	-	-	1,587,214	-	-	-	-	7,750	-	43
Republic of Namibia	65	92	157	-	-	-	-	-	-	-
Federal Democratic Republic of Nepal	986	947	271,128	-	446	179	225	408	-	4
Republic of Nicaragua	-	-	70,617	-	-	2,024	2,159	4,183	-	186
Republic of Niger	-	-	-	-	-	-	-	73	-	-
Republic of Nigeria	834,490	725,205	1,559,695	48,671	2,705	-	-	18,800	-	748
Republic of North Macedonia	805	837	1,642	-	-	-	-	667	-	-
Islamic Republic of Pakistan	7,246	17,948	25,194	25,127	-	537	374	911	-	-
Republic of Panama	217	143	360	-	-	-	-	-	-	-
Republic of Paraguay	-	-	-	-	-	117	220	337	-	-
Republic of the Philippines	2,112,467	1,932,091	4,044,558	-	30	19,970	16,165	94,249	-	13
Republic of Rwanda	354,624	356,671	829,403	-	12,764	36,479	112,290	148,769	-	85
Republic of Senegal	227,282	266,522	615,593	17,996	1,420	-	-	606	-	-
Republic of Sierra Leone	958	925	61,291	-	-	-	-	-	-	-
Federal Republic of Somalia	25,860	22,155	48,015	48,015	-	-	-	-	-	-
Republic of South Africa	18	23	41	-	-	68	314	382	-	-



Table I.1a. Education Interventions

data as of February 2, 2024

1a. Number of individuals (children, youth, and adults) who received education interventions in formal and non-formal settings										
	Primary and secondary					Tertiary, vocational, and other workforce				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Republic of South Sudan	16,642	21,744	38,386	38,386	89	-	-	-	-	-

FY 2023 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

data as of February 2, 2024

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
Democratic Socialist Republic of Sri Lanka	-	-	110,107	-	-	27,053	13,337	40,966	-	-
Republic of the Sudan	-	-	-	-	-	-	-	1,046	-	-
Republic of Tajikistan	91,799	85,578	177,377	-	-	172	96	268	-	-
United Republic of Tanzania	650,908	635,533	1,286,441	-	-	184	215	5,142	-	8
Kingdom of Thailand	2,253	2,080	4,333	-	-	67	106	173	-	-
Democratic Republic of Timor-Leste	877	925	292,926	-	-	75	159	234	-	-
Togolese Republic	569	493	53,708	-	-	-	-	-	-	-
Kingdom of Tonga	16	17	-	-	-	-	-	-	-	-
Republic of Tunisia	-	-	289	-	-	1,217	1,711	2,928	-	-
Republic of Turkmenistan	-	-	-	-	-	-	-	100,000	-	-
Republic of Uganda	1,613,530	1,636,725	3,250,255	35,241	-	391,102	305,391	710,883	-	2
Republic of Uzbekistan	-	-	820,556	-	-	57	89	146	-	-
Socialist Republic of Vietnam	2,999	3,617	6,616	-	-	-	-	-	-	-
Republic of Yemen	100,291	94,574	194,865	194,865	1,562	-	-	-	-	-
Republic of Zambia	449,092	471,419	920,511	-	18,507	-	-	-	-	-
Republic of Zimbabwe	-	-	-	-	-	722	1,082	1,804	-	1,804

MULTI-COUNTRY PROGRAMMING

Europe and Eurasia Regional	-	-	-	-	-	243	190	433	-	-
Middle East Partnership Initiative (MEPI)	-	-	-	-	-	268	420	698	-	-
Peace Corps Eastern Caribbean	387	303	690	-	-	-	-	-	-	-
State Central America Regional	-	-	-	-	-	41,510	51,954	97,424	-	-
State Office of Global Partnerships (E/GP)	-	-	-	-	-	-	100	190	-	-
USAID Africa Regional	-	-	-	-	-	1,294	1,545	2,905	-	222
USAID Bureau for Democracy,	-	-	-	-	-	208	699	1,691	-	52

FY 2023 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1a. Education Interventions

data as of February 2, 2024

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
Development, and Innovation (DDI)										
USAID Latin America and Caribbean Regional	17,476	17,965	35,567	-	-	168	280	2,724	-	1
USAID Sahel Regional	-	-	-	-	-	-	-	8,411	-	-

	Pre-primary				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	982,532	925,467	1,913,736	25,578	3,032
Burma	5,600	5,252	10,852	10,852	-
Democratic Republic of the Congo	4,516	5,350	14,603	-	-
Dominican Republic	32,373	31,615	64,988	-	-
Federal Democratic Republic of Ethiopia	6,627	6,425	13,052	13,052	-
Republic of Haiti	811	863	1,674	1,674	-
Republic of Iraq	370	378	748	-	-
Lao People's Democratic Republic	5,642	5,744	11,386	-	-
Republic of Liberia	7,756	7,323	15,079	-	-
Republic of the Philippines	700,265	640,469	1,340,734	-	-
Republic of Rwanda	85,220	92,036	177,256	-	3,032
Republic of Senegal	1,438	1,607	3,045	-	-
United Republic of Tanzania	131,914	128,405	260,319	-	-

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 FY2023. It may also represent cases where the indicator value is zero.

Data may not represent final FY2023 reporting for agencies.

FY 2023 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1b. Nutrition

**Contributing
Agency:**



data as of February 2, 2024

	1b. Number of children and youth who received nutrition services				
	Number of males	Number of females	Total	Number of individuals at risk	Number of individuals with disabilities
Total (all countries)	1,005,295	1,054,973	3,569,078	-	-
People's Republic of Bangladesh	21,049	23,717	44,766	-	-
Republic of Bénin	50,727	52,092	102,819	-	-
Kingdom of Cambodia	-	-	121,487	-	-
Republic of Cameroon	59,083	58,411	117,494	-	-
Republic of Congo	48,451	42,966	91,417	-	-
Republic of Cote d'Ivoire	-	-	125,330	-	-
Federal Democratic Republic of Ethiopia	-	-	702,033	-	-
Republic of Guatemala	33,103	50,067	215,040	-	-
Republic of Guinea-Bissau	44,794	44,991	89,785	-	-
Republic of Haiti	50,451	46,798	97,249	-	-
Republic of Honduras	-	-	106,608	-	-
Kyrgyz Republic	13,928	13,758	27,686	-	-
Lao People's Democratic Republic	47,088	46,014	180,140	-	-
Republic of Liberia	139,418	136,184	275,602	-	-
Republic of Madagascar	16,000	18,767	34,767	-	-
Republic of Malawi	46,368	56,343	102,711	-	-
Republic of Mali	-	-	83,770	-	-
Islamic Republic of Mauritania	35,803	39,684	75,487	-	-
Republic of Mozambique	63,293	71,510	134,803	-	-
Federal Democratic Republic of Nepal	93,118	108,466	201,584	-	-
Republic of Nicaragua	35,829	34,492	70,321	-	-
Republic of Rwanda	59,936	58,172	118,108	-	-
Republic of Senegal	32,292	33,173	123,880	-	-
Republic of Sierra Leone	31,418	31,248	62,666	-	-
Democratic Socialist Republic of Sri Lanka	56,212	53,892	110,107	-	-
Democratic Republic of Timor-Leste	-	-	35,370	-	-
Togolese Republic	26,934	34,228	61,162	-	-
Republic of Uzbekistan	-	-	56,886	-	-

FY 2023 | 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 FY2023. It may also represent cases where the indicator value is zero.

Data may not represent final FY2023 reporting for agencies.

FY 2023 | INDICATOR I SUPPORTING CHILD, YOUTH, AND ADULT LEARNING AND PREPAREDNESS



Table I.1c. Schools and Institutions

**Contributing
Agencies:**



data as of February 2, 2024

	1c. Number of schools that received assistance
	Total
Total (all countries)	142,679
Islamic Republic of Afghanistan	302
People's Republic of Bangladesh	140
Republic of Bénin	312
Bosnia and Herzegovina	60
Republic of Burkina Faso	338
Republic of Burundi	14
Kingdom of Cambodia	1,147
Republic of Cameroon	240
Republic of Cote d'Ivoire	613
Democratic Republic of the Congo	785
Republic of Djibouti	125
Eastern Caribbean and Barbados	78
Arab Republic of Egypt	461
Republic of El Salvador	233
Federal Democratic Republic of Ethiopia	2,046
Republic of Ghana	16,569
Republic of Guatemala	1,695
Republic of Guinea-Bissau	349
Republic of Haiti	558
Republic of Honduras	2,707
Republic of Kenya	23,235
Kyrgyz Republic	2,098
Lao People's Democratic Republic	1,928
Lebanese Republic	882
Republic of Liberia	474
Republic of Madagascar	131
Republic of Malawi	6,047
Republic of Mali	277

FY 2023 | INDICATOR I
SUPPORTING CHILD, YOUTH, AND ADULT LEARNING
AND PREPAREDNESS



Table I.1c. Schools and Institutions

data as of February 2, 2024

	1c. Number of schools that received assistance
	Total
Islamic Republic of Mauritania	209
Republic of Mozambique	3,373
Federal Democratic Republic of Nepal	1,665
Republic of Nicaragua	1,115
Republic of Nigeria	12,421
Republic of the Philippines	33,088
Republic of Rwanda	6,377
Republic of Senegal	5,732
Republic of Sierra Leone	310
Democratic Socialist Republic of Sri Lanka	838
Republic of Tajikistan	400
Democratic Republic of Timor-Leste	468
Togolese Republic	138
Republic of Uganda	5,828
Republic of Uzbekistan	1,366
Republic of Zambia	5,182

MULTI-COUNTRY PROGRAMMING

USAID Latin America and Caribbean Regional	325
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Notes:

Cells with a dash (-) represent cases where data is not available either because data was not collected in the particular country by USG agencies or departments or where data is collected by USG agencies and departments but data was unreported in FY2023. It may also represent cases where the indicator value is zero.

Data may not represent final FY2023 reporting for agencies.

FY 2023 | INDICATOR 2
TRAINING
TEACHERS/EDUCATORS



Table I.2a. Instructional Quality

**Contributing
Agencies:**



data as of February 2, 2024

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)	293,179	567,741	966,700	45,278	0
Islamic Republic of Afghanistan	75	362	437	-	-
Republic of Albania	3	6	9	-	-
Argentine Republic	64	60	124	-	-
Republic of Azerbaijan	7	491	498	-	-
People's Republic of Bangladesh	9,927	11,922	21,849	5,956	-
Republic of Bénin	636	755	1,391	-	-
Bosnia and Herzegovina	676	1,893	2,569	-	-
Republic of Burkina Faso	-	-	861	-	-
Republic of Burundi	-	-	276	-	-
Kingdom of Cambodia	2,266	2,930	5,196	-	-
Republic of Cameroon	6	2	70,590	-	-
Republic of Colombia	73	133	206	-	-
Republic of Congo	878	779	1,657	-	-
Democratic Republic of the Congo	1,342	1,036	2,378	-	-
Republic of Djibouti	81	113	194	-	-
Dominican Republic	29	66	95	75	-
Eastern Caribbean and Barbados	-	-	717	-	-
Republic of Ecuador	7	10	17	-	-
Arab Republic of Egypt	94,790	131,971	226,761	-	-
Republic of El Salvador	462	1,113	1,575	-	-
Federal Democratic Republic of Ethiopia	2,810	3,098	5,908	-	-
Republic of The Gambia	271	276	547	-	-
Georgia	837	20,143	20,980	448	-
Republic of Ghana	158	236	394	-	-
Republic of Guatemala	1,295	5,409	16,033	1,600	-
Republic of Guinea-Bissau	1,802	4,082	5,885	-	-
Co-operative Republic of Guyana	5	28	33	-	-
Republic of Haiti	220	1,629	1,849	354	-
Republic of Honduras	546	3,347	3,893	-	-
Republic of India	72,613	86,452	159,065	-	-
Republic of Iraq	5	54	59	59	-
Hashemite Kingdom of Jordan	4,295	7,861	12,156	-	-



Table 1.2a. Instructional Quality

data as of February 2, 2024

2a. Number of teachers/educators who received training/professional development					
	Number of males	Number of females	Total	Trained in special education	Crisis or conflict-affected
Republic of Kenya	12,506	36,896	49,402	-	-
Republic of Kosovo	2	2	4	-	-
Kyrgyz Republic	71	12,324	12,395	-	-
Lao People's Democratic Republic	267	1,062	1,329	-	-
Lebanese Republic	845	9,526	10,371	-	-
Kingdom of Lesotho	4	17	21	-	-
Republic of Madagascar	491	399	890	-	-
Republic of Malawi	19,228	19,507	38,735	189	-
The Federation of Malaya	11	22	33	-	-
Republic of Mali	291	330	1,066	-	-
Islamic Republic of Mauritania	1,590	1,060	2,650	-	-
Mongolia	18	203	221	-	-
Kingdom of Morocco	4	4	8	8	-
Republic of Mozambique	1,359	2,340	18,193	-	-
Federal Democratic Republic of Nepal	9,169	6,670	15,872	81	-
Republic of Nicaragua	191	379	570	-	-
Republic of Nigeria	2,416	2,493	4,909	2,022	-
Republic of the Philippines	8,672	116,703	125,375	94	-
Republic of Rwanda	6,327	22,191	28,518	27,662	-
Republic of Senegal	7,625	4,908	12,533	-	-
Republic of Serbia	499	1,122	1,621	-	-
Federal Republic of Somalia	1,601	559	2,160	-	-
Republic of South Africa	3,267	3	1,579	-	-
Democratic Socialist Republic of Sri Lanka	1,070	255	1,335	-	-
Syrian Arab Republic	-	-	1,875	-	-
Republic of Tajikistan	1,095	6,485	7,580	6,730	-
United Republic of Tanzania	6,913	13,542	20,445	-	-
Democratic Republic of Timor-Leste	228	430	658	-	-
Togolese Republic	7	-	8,471	-	-
Republic of Tunisia	-	-	10	-	-
Republic of Uganda	3,473	4,703	8,176	-	-
Republic of Uzbekistan	485	6,265	7,056	-	-
Republic of Yemen	682	728	1,410	-	-
Republic of Zambia	6,527	10,135	16,662	-	-

MULTI-COUNTRY PROGRAMMING

Peace Corps Eastern Caribbean	5	61	66	-	-
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Table I.2a. Instructional Quality

data as of February 2, 2024

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 Bureau for Democracy, Development, and Innovation (DDI)	-	-	44	-	-
USAID Latin America and Caribbean Regional	57	156	213	-	-
USAID Sahel Regional	4	4	42	-	-

Notes:

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Data may not represent final FY2023 reporting for agencies.



Table I.3a. Education Facilities

Contributing
Agencies:

data as of February 2, 2024

3a. Number of educational facilities (schools, classrooms, libraries, labs, latrines) built or repaired	
Total (all countries)	5,852
Islamic Republic of Afghanistan	7
People's Republic of Bangladesh	26
Republic of Bénin	19
Republic of Burundi	32
Kingdom of Cambodia	120
Republic of Cameroon	62
Republic of Congo	20
Republic of Cote d'Ivoire	138
Arab Republic of Egypt	4
Federal Democratic Republic of Ethiopia	132
Republic of The Gambia	15
Republic of Ghana	20
Republic of Guatemala	461
Republic of Guinea	1
Republic of Haiti	185
Republic of Honduras	69
Republic of Iraq	40
Jamaica	3
Hashemite Kingdom of Jordan	229
Kyrgyz Republic	53
Lao People's Democratic Republic	1,130
Kingdom of Lesotho	6
Republic of Liberia	181
Republic of Madagascar	271
Republic of Malawi	210
Republic of Mali	66
Islamic Republic of Mauritania	16
Kingdom of Morocco	33
Republic of Mozambique	128
Republic of Namibia	1
Federal Democratic Republic of Nepal	948
Republic of Nicaragua	61
Republic of Niger	25
Republic of Nigeria	33
Republic of Rwanda	164

FY 2023 | INDICATOR 3
PROVIDING SAFE AND EQUITABLE LEARNING ENVIRONMENTS



Table I.3a. Education Facilities

data as of February 2, 2024

3a. Number of educational facilities (schools, classrooms, libraries, labs, latrines) built or repaired	
Republic of Senegal	134
Republic of Sierra Leone	108
Federal Republic of Somalia	175
Republic of South Africa	2
Republic of South Sudan	2
Democratic Socialist Republic of Sri Lanka	30
Republic of the Sudan	11
Republic of Tajikistan	9
Democratic Republic of Timor-Leste	222
Togolese Republic	137
Republic of Uganda	18
Republic of Uzbekistan	94
MULTI-COUNTRY PROGRAMMING	
USAID Sahel Regional	1

Notes:

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FY 2023 | INDICATOR 4
ENGAGING FAMILIES AND COMMUNITIES



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

**Contributing
Agencies:**



data as of February 2, 2024

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)	11,483
People's Republic of Bangladesh	140
Republic of Bénin	281
Republic of Burkina Faso	338
Republic of Burundi	14
Kingdom of Cambodia	448
Republic of Cameroon	215
Republic of Congo	409
Republic of Cote d'Ivoire	613
Federal Democratic Republic of Ethiopia	183
Republic of Guatemala	1,067
Republic of Guinea-Bissau	349
Republic of Haiti	418
Republic of Honduras	208
Kyrgyz Republic	124
Lao People's Democratic Republic	1,007
Republic of Liberia	234
Republic of Madagascar	128
Republic of Malawi	106
Republic of Mali	267
Islamic Republic of Mauritania	209
Republic of Mozambique	196
Federal Democratic Republic of Nepal	1,602
Republic of Nicaragua	917
Republic of Rwanda	560
Republic of Senegal	555
Republic of Sierra Leone	310
Democratic Socialist Republic of Sri Lanka	51
Democratic Republic of Timor-Leste	337
Togolese Republic	138
Republic of Uzbekistan	59

Notes:

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Data may not represent final FY2023 reporting for agencies.

FY 2023 | INDICATOR 4

ENGAGING FAMILIES AND COMMUNITIES



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

Contributing Agencies:



data as of February 2, 2024

4b. Number of family and community members who received training or services to support school attendance and student learning	
Total (all countries)	230
Republic of Ghana	31
Republic of Kenya	15
Republic of Uganda	184

Notes:

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FY 2023 | INDICATOR 5
PROVIDING TEXTBOOKS AND TEACHING AND
LEARNING MATERIALS



Table 1.5a. Textbooks and Teaching and Learning Materials

**Contributing
Agencies:**



data as of February 2, 2024

	5a. Number of textbooks and other teaching and learning materials provided
Total	30,626,699
People's Republic of Bangladesh	93,318
Republic of Burkina Faso	6,230
Burma	94,126
Kingdom of Cambodia	349,431
Republic of Cameroon	1,027
Republic of Cote d'Ivoire	5,517
Democratic Republic of the Congo	133,017
Republic of Guatemala	90,045
Republic of Guinea-Bissau	71,708
Republic of Haiti	104,730
Republic of Honduras	145,224
Hashemite Kingdom of Jordan	2,539,898
Republic of Kenya	11,034
Lao People's Democratic Republic	28,958
Lebanese Republic	33,057
Republic of Madagascar	45,980
Republic of Malawi	3,390,749
Republic of Mali	33,532
Islamic Republic of Mauritania	107,878
Republic of Mozambique	1,956,339
Federal Democratic Republic of Nepal	187,718
Republic of Nicaragua	421,690
Republic of Nigeria	696,292
Republic of the Philippines	12,309,503
Republic of Rwanda	140
Republic of Senegal	21,285
Republic of Sierra Leone	14,091
Federal Republic of Somalia	572,952
Democratic Socialist Republic of Sri Lanka	447
United Republic of Tanzania	19,321
Democratic Republic of Timor-Leste	860,612

FY 2023 | INDICATOR 5
PROVIDING TEXTBOOKS AND TEACHING AND
LEARNING MATERIALS



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

data as of February 2, 2024

	5a. Number of textbooks and other teaching and learning materials provided
Togolese Republic	83,174
Republic of Uganda	4,209,072
Republic of Uzbekistan	35,844
Republic of Zambia	1,952,760

Notes:

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FY 2023 | INDICATOR 6
STRENGTHENING SYSTEMS



Table 1.6a. Public Laws, Regulations, Policies

**Contributing
Agencies:**



data as of February 2, 2024

	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)	203
People's Republic of Bangladesh	2
Republic of Bénin	2
Republic of Burkina Faso	2
Burma	1
Kingdom of Cambodia	6
Republic of Cameroon	1
Republic of Colombia	1
Republic of Congo	1
Republic of Cote d'Ivoire	2
Arab Republic of Egypt	1
Federal Democratic Republic of Ethiopia	4
Republic of Guatemala	17
Republic of Haiti	2
Republic of India	7
Kyrgyz Republic	3
Lao People's Democratic Republic	9
Republic of Liberia	1
Republic of Malawi	10
Republic of Mali	1
Kingdom of Morocco	1
Republic of Mozambique	48
Federal Democratic Republic of Nepal	59
Republic of Nigeria	5
Republic of Paraguay	1
Republic of the Philippines	2
Republic of Rwanda	2
Republic of Senegal	2
Republic of Sierra Leone	1
Democratic Republic of Timor-Leste	3
Togolese Republic	3
Republic of Uzbekistan	1



Table 1.6a. Public Laws, Regulations, Policies

data as of February 2, 2024

6a. Number of new or reformed public-sector laws, policies, regulations, and/or administrative procedures that support increased access and/or learning adopted	
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 FY2023. It may also represent cases where the indicator value is zero.

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FY 2023 | INDICATOR 6
STRENGTHENING SYSTEMS



Table I.6b. Professional Development

**Contributing
Agencies:**



data as of February 2, 2024

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Total (all countries)	55,450	50,220	113,043
Islamic Republic of Afghanistan	84	49	133
People's Republic of Bangladesh	112	28	140
Republic of Burkina Faso	-	-	67
Kingdom of Cambodia	1,535	458	1,993
Republic of Cameroon	-	-	148
Republic of Congo	-	-	244
Republic of Cote d'Ivoire	667	46	713
Democratic Republic of the Congo	567	145	714
Republic of Djibouti	173	65	238
Eastern Caribbean and Barbados	5	16	168
Arab Republic of Egypt	979	649	1,628
Republic of El Salvador	209	167	376
Federal Democratic Republic of Ethiopia	977	174	2,120
Georgia	595	1,320	1,941
Republic of Ghana	862	234	1,096
Republic of Guatemala	125	120	1,191
Republic of Guinea-Bissau	84	9	93
Republic of Haiti	128	67	195
Republic of Honduras	543	722	1,265
Republic of Indonesia	183	175	358
Hashemite Kingdom of Jordan	-	-	3,783
Republic of Kenya	3,885	2,093	5,978
Kyrgyz Republic	723	3,971	4,694
Lao People's Democratic Republic	183	93	276
Lebanese Republic	137	594	855
Republic of Liberia	98	35	133
Republic of Madagascar	-	-	428
Republic of Malawi	1,075	409	1,474
Republic of Mali	13	-	255
Islamic Republic of Mauritania	87	3	90
Kingdom of Morocco	314	181	495



Table 1.6b. Professional Development

data as of February 2, 2024

6b. Number of education administrators and officials who complete professional development activities			
	Number of males	Number of females	Total
Republic of Mozambique	3,573	1,119	4,828
Federal Democratic Republic of Nepal	1,009	143	1,152
Republic of Nigeria	1,046	177	1,223
Islamic Republic of Pakistan	203	138	341
Republic of Paraguay	553	899	1,452
Republic of the Philippines	6,760	21,346	28,138
Republic of Rwanda	6,930	6,613	13,543
Republic of Senegal	6,015	474	6,489
Republic of Sierra Leone	287	23	310
Federal Republic of Somalia	402	29	431
Republic of South Africa	-	177	177
Democratic Socialist Republic of Sri Lanka	103	37	140
Republic of Tajikistan	2,308	1,946	4,254
United Republic of Tanzania	3,137	1,087	4,224
Democratic Republic of Timor-Leste	299	106	405
Togolese Republic	139	10	149
Republic of Uganda	694	264	958
Republic of Uzbekistan	614	399	1,013
Socialist Republic of Vietnam	488	337	825
Republic of Yemen	542	241	783
Republic of Zambia	5,777	2,646	8,423

MULTI-COUNTRY PROGRAMMING

USAID Africa Regional	84	50	134
USAID Asia Regional	-	-	-
USAID Bureau for Democracy, Development, and Innovation (DDI)	144	136	369

Notes:

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ANNEX THREE: INTERNATIONAL BASIC EDUCATION DISBURSEMENTS

FY 2023 U.S. Government Foreign Aid Disbursements for International Basic Education

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 2023. Data comes from ForeignAssistance.gov, with the exception of the Department of State, which directly provided disbursement data. 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 2023 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR
INTERNATIONAL BASIC EDUCATION—SUMMARY

data as of February 2, 2024

FUNDING DEPARTMENT / AGENCY (USDA, DOL, MCC, Peace Corps, USAID, DOS)		FY 2023 USG Foreign Aid Disbursements for International Basic Education by Education Level				
TOTAL (\$)		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
TOTAL	\$1,540,809,064	\$62,613,733	\$2,462,877	\$895,876,193	\$43,613,225	\$536,243,038
Crisis and Conflict- Affected Countries Total	\$420,682,453	\$17,691,802	\$817,423	\$339,721,778	\$11,323,925	\$51,127,615
	\$213,935,516	-	-	\$213,935,516	-	-
	\$18,973,465	-	-	-	-	\$18,973,465
	\$33,599,285	-	-	-	\$31,621,239	\$1,978,047
	\$370,746,481	-	-	-	-	\$370,746,481
	\$805,554,317	\$62,613,733	\$2,462,877	\$681,940,677	\$11,991,986	\$46,545,045
	\$98,000,000	-	-	-	-	\$98,000,000

FY 2023 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR
INTERNATIONAL BASIC EDUCATION

data as of February 2, 2024

USDA FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		USDA FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
TOTAL	\$213,935,516	-	-	\$213,935,516	-	-
Crisis and Conflict- Affected Countries Total	\$89,282,318	-	-	\$89,282,318	-	-
People's Republic of Bangladesh†	\$4,686,325	-	-	\$4,686,325	-	-
Republic of Benin*	\$5,451,435	-	-	\$5,451,435	-	-
Republic of Burkina Faso*†	\$9,879,174	-	-	\$9,879,174	-	-
Republic of Burundi	\$1,140,620	-	-	\$1,140,620	-	-
Kingdom of Cambodia	\$8,910,529	-	-	\$8,910,529	-	-
Republic of Cameroon	\$4,583,623	-	-	\$4,583,623	-	-
Republic of Congo	\$5,508,420	-	-	\$5,508,420	-	-
Republic of Cote d'Ivoire	\$4,679,050	-	-	\$4,679,050	-	-
Federal Democratic Republic of Ethiopia†	\$6,106,350	-	-	\$6,106,350	-	-
Republic of the Gambia	\$2,240,126	-	-	\$2,240,126	-	-
Republic of Guatemala*†	\$18,895,622	-	-	\$18,895,622	-	-
Republic of Guinea-Bissau	\$2,762,343	-	-	\$2,762,343	-	-
Republic of Haiti†	\$4,984,200	-	-	\$4,984,200	-	-
Republic of Honduras*†	\$7,866,862	-	-	\$7,866,862	-	-
Republic of Kenya	\$1,798,264	-	-	\$1,798,264	-	-
Kyrgyz Republic	\$6,365,390	-	-	\$6,365,390	-	-
Lao People's Democratic Republic*	\$11,728,656	-	-	\$11,728,656	-	-
Kingdom of Lesotho	\$1,485,312	-	-	\$1,485,312	-	-
Republic of Liberia†	\$10,277,142	-	-	\$10,277,142	-	-
Republic of Madagascar	\$7,893,575	-	-	\$7,893,575	-	-
Republic of Malawi	\$5,276,734	-	-	\$5,276,734	-	-
Republic of Mali†	\$6,493,650	-	-	\$6,493,650	-	-
Islamic Republic of Mauritania	\$8,010,313	-	-	\$8,010,313	-	-

FY 2023 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR
INTERNATIONAL BASIC EDUCATION

data as of February 2, 2024

USDA FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		USDA FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
	TOTAL (\$)	Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
Republic of Mozambique	\$14,117,163	-	-	\$14,117,163	-	-
Federal Democratic Republic of Nepal†	\$8,562,622	-	-	\$8,562,622	-	-
Republic of Nicaragua*†	\$3,301,765	-	-	\$3,301,765	-	-
Republic of Rwanda	\$5,601,370	-	-	\$5,601,370	-	-
Republic of Senegal†	\$8,228,606	-	-	\$8,228,606	-	-
Republic of Sierra Leone	\$6,325,049	-	-	\$6,325,049	-	-
Democratic Socialist Republic of Sri Lanka	\$4,900,693	-	-	\$4,900,693	-	-
United Republic of Tanzania	\$2,275,555	-	-	\$2,275,555	-	-
Democratic Republic of Timor-Leste	\$8,362,646	-	-	\$8,362,646	-	-
Togolese Republic	\$2,636,337	-	-	\$2,636,337	-	-
Republic of Uzbekistan	\$2,599,994	-	-	\$2,599,994	-	-

Notes:

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

† Crisis and Conflict-Affected Countries

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DOL FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		DOL FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
TOTAL	\$18,973,465	-	-	-	-	\$18,973,465
Crisis and Conflict-Affected Countries Total	\$5,161,845	-	-	-	-	\$5,161,845
Argentine Republic	\$882,099	-	-	-	-	\$882,099
Burma†	\$796,330	-	-	-	-	\$796,330
Republic of Colombia†	\$1,491,975	-	-	-	-	\$1,491,975
Republic of Côte d'Ivoire	\$763,013	-	-	-	-	\$763,013
Federal Democratic Republic of Ethiopia†	\$1,239,156	-	-	-	-	\$1,239,156
Republic of Ghana	\$1,192,372	-	-	-	-	\$1,192,372
Republic of Honduras	\$1,634,384	-	-	-	-	\$1,634,384
Republic of Madagascar	\$908,275	-	-	-	-	\$908,275
Malaysia	\$554,671	-	-	-	-	\$554,671
United Mexican States	\$4,291,102	-	-	-	-	\$4,291,102
Republic of the Philippines	\$473,527	-	-	-	-	\$473,527
Republic of Tunisia	\$1,124,294	-	-	-	-	\$1,124,294
Socialist Republic of Vietnam	\$916,167	-	-	-	-	\$916,167
World	\$2,706,098	-	-	-	-	\$2,706,098

Notes:

† Crisis and Conflict-Affected Countries

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MCC FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		MCC FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
TOTAL	\$33,599,285	-	-	-	\$31,621,239	\$1,978,047
Crisis and Conflict- Affected Countries Total	-	-	-	-	-	-
Republic of Cote d'Ivoire	\$15,757,312	-	-	-	\$13,789,215	\$1,968,097
Kingdom of Morocco	\$17,841,974	-	-	-	\$17,832,024	\$9,950

Notes:

† *Crisis and Conflict-Affected Countries*

For the purposes of aggregating data, MCC disbursements reported by the USAID Data Center were categorized from their purpose categories such that:

Education Policy and Administrative Management was categorized to *Level Unspecified*

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Peace Corps FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		Peace Corps FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
TOTAL	\$370,746,481	-	-	-	-	\$370,746,481
Crisis and Conflict-Affected Countries Total	\$14,434,332	-	-	-	-	\$14,434,332
Republic of Albania	\$1,285,661	-	-	-	-	\$1,285,661
Republic of Armenia	\$1,420,044	-	-	-	-	\$1,420,044
People's Republic of Bangladesh†	\$313,263	-	-	-	-	\$313,263
Republic of Benin	\$1,516,256	-	-	-	-	\$1,516,256
Republic of Botswana	\$853,531	-	-	-	-	\$853,531
Burma†	\$132,138	-	-	-	-	\$132,138
Kingdom of Cambodia	\$2,000,284	-	-	-	-	\$2,000,284
Republic of Cameroon	\$861,187	-	-	-	-	\$861,187
People's Republic of China	-	-	-	-	-	-
Republic of Colombia†	\$2,437,399	-	-	-	-	\$2,437,399
Union of Comoros	\$884,770	-	-	-	-	\$884,770
Republic of Costa Rica	\$2,926,616	-	-	-	-	\$2,926,616
Dominican Republic†	\$3,262,455	-	-	-	-	\$3,262,455
Republic of Ecuador	\$2,746,584	-	-	-	-	\$2,746,584
Kingdom of Eswatini	\$1,722,002	-	-	-	-	\$1,722,002
Federal Democratic Republic of Ethiopia†	\$719,787	-	-	-	-	\$719,787
Republic of Fiji	\$1,760,732	-	-	-	-	\$1,760,732
Republic of The Gambia	\$939,348	-	-	-	-	\$939,348
Georgia	\$1,902,022	-	-	-	-	\$1,902,022
Republic of Ghana	\$1,328,726	-	-	-	-	\$1,328,726
Republic of Guatemala†	\$1,086,457	-	-	-	-	\$1,086,457
Republic of Guinea	\$1,267,059	-	-	-	-	\$1,267,059
Co-operative Republic of Guyana	\$860,525	-	-	-	-	\$860,525

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Peace Corps FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		Peace Corps FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
Republic of Indonesia	\$1,852,003	-	-	-	-	\$1,852,003
Jamaica	\$835,641	-	-	-	-	\$835,641
Republic of Kosovo	\$1,409,342	-	-	-	-	\$1,409,342
Kyrgyz Republic	\$1,619,480	-	-	-	-	\$1,619,480
Kingdom of Lesotho	\$1,503,190	-	-	-	-	\$1,503,190
Republic of Liberia†	\$2,131,483	-	-	-	-	\$2,131,483
Republic of Madagascar	\$1,110,772	-	-	-	-	\$1,110,772
Republic of Malawi	\$529,360	-	-	-	-	\$529,360
United Mexican States	\$941,856	-	-	-	-	\$941,856
Republic of Moldova	\$729,251	-	-	-	-	\$729,251
Mongolia	\$1,745,947	-	-	-	-	\$1,745,947
Republic of Montenegro	\$233,387	-	-	-	-	\$233,387
Kingdom of Morocco	\$4,329,415	-	-	-	-	\$4,329,415
Republic of Mozambique	\$1,290,836	-	-	-	-	\$1,290,836
Republic of Namibia	\$1,921,621	-	-	-	-	\$1,921,621
Federal Democratic Republic of Nepal†	\$334,018	-	-	-	-	\$334,018
Republic of North Macedonia	\$1,738,953	-	-	-	-	\$1,738,953
Republic of Panama	\$826,289	-	-	-	-	\$826,289
Republic of Paraguay	\$826,289	-	-	-	-	\$826,289
Republic of Peru	\$2,063,500	-	-	-	-	\$2,063,500
Republic of the Philippines	\$1,790,659	-	-	-	-	\$1,790,659
Republic of Rwanda	\$2,118,320	-	-	-	-	\$2,118,320
Independent State of Samoa	\$1,042,576	-	-	-	-	\$1,042,576
Republic of Senegal†	\$1,167,433	-	-	-	-	\$1,167,433
Republic of Sierra Leone	\$1,447,036	-	-	-	-	\$1,447,036
Republic of South Africa	\$3,293,861	-	-	-	-	\$3,293,861

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Peace Corps FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		Peace Corps FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
United Republic of Tanzania	\$1,831,296	-	-	-	-	\$1,831,296
Kingdom of Thailand	\$2,868,464	-	-	-	-	\$2,868,464
Democratic Republic of Timor-Leste	\$1,678,402	-	-	-	-	\$1,678,402
Togolese Republic	\$1,127,426	-	-	-	-	\$1,127,426
Kingdom of Tonga	\$663,796	-	-	-	-	\$663,796
Republic of Uganda†	\$1,185,067	-	-	-	-	\$1,185,067
Ukraine†	\$1,664,832	-	-	-	-	\$1,664,832
Republic of Vanuatu	\$607,272	-	-	-	-	\$607,272
Socialist Republic of Vietnam	\$1,704,676	-	-	-	-	\$1,704,676

MULTI-COUNTRY PROGRAMMING

World	\$275,482,693	-	-	-	-	\$275,482,693
Africa Region	\$8,479,796	-	-	-	-	\$8,479,796
Caribbean Region	\$2,393,397	-	-	-	-	\$2,393,397

Notes:

* Caribbean Region comprises the following countries: Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines. It also corresponds to "Eastern Caribbean" in the indicator reporting.

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USAID FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
TOTAL	\$805,554,317	\$62,613,733	\$2,462,877	\$681,940,677	\$11,991,986	\$46,545,045
Crisis and Conflict- Affected Countries Total	\$311,804,049	\$17,691,802	\$817,423	\$250,439,460	\$11,323,925	\$31,531,438
Islamic Republic of Afghanistan†	\$22,954,770	\$4,181,689	-	\$9,910,184	\$8,741,359	\$121,537
Republic of Albania	\$20,438	\$20,438	-	-	-	-
Republic of Armenia	\$469,795	\$469,795	-	-	-	-
People's Republic of Bangladesh†	\$11,052,668	\$462,147	\$817,423	\$9,476,189	-	\$296,909
Bosnia and Herzegovina	\$561,673	-	-	\$561,673	-	-
Republic of Burkina Faso†	\$816,977	-	-	\$816,977	-	-
Burma†	\$9,520,493	-	-	\$1,952,953	-	\$7,567,540
Kingdom of Cambodia	\$6,870,519	-	\$200,000	\$5,340,288	\$130,231	\$1,200,000
Republic of Colombia†	\$2,950,000	-	-	-	-	\$2,950,000
Democratic Republic of the Congo†	\$20,178,222	\$500,000	-	\$19,678,222	-	-
Republic of Djibouti†	\$2,071,446	\$48,980	-	\$2,022,465	-	-
Dominican Republic†	\$781,184	-	-	\$781,184	-	-
Arab Republic of Egypt	\$20,254,225	\$95,024	-	\$13,156,397	-	\$7,002,803
Republic of El Salvador†	\$17,391,149	\$4,611,293	-	\$12,779,856	-	-
Federal Democratic Republic of Ethiopia†	\$19,559,595	\$12,760	-	\$19,371,277	-	\$175,558
Georgia	\$7,299,764	\$3,970,698	-	\$3,329,065	-	-
Republic of Ghana	\$6,699,859	-	\$1,445,453	\$2,058,591	\$271	\$3,195,544
Republic of Guatemala†	\$14,418,710	\$3,033,753	-	\$11,365,244	-	\$19,713
Republic of Guinea	\$374,278	\$368,262	-	-	-	\$6,016
Republic of Haiti†	\$9,807,034	\$1,448,636	-	\$8,358,398	-	-
Republic of Honduras†	\$12,072,455	-	-	\$9,648,212	\$800,329	\$1,623,914
Republic of India	\$6,287,936	\$1,047,109	-	\$5,240,828	-	-
Republic of Iraq	\$2,371,645	-	-	\$2,371,645	-	-

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USAID FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
Jamaica	\$3,839	\$400	-	\$3,439	-	-
Hashemite Kingdom of Jordan	\$97,404,812	\$769,113	-	\$96,524,976	-	\$110,722
Republic of Kenya	\$8,739,366	\$54,051	-	\$8,685,316	-	-
Republic of Kosovo	\$2,241,686	\$2,241,686	-	-	-	-
Kyrgyz Republic	\$5,277,207	-	-	\$5,277,207	-	-
Lao People's Democratic Republic	\$4,817,454	-	-	\$4,817,454	-	-
Lebanese Republic†	\$23,380,874	-	-	\$23,380,874	-	-
Republic of Liberia†	\$9,877,124	\$248,954	-	\$9,577,905	-	\$50,265
Republic of Malawi	\$26,277,993	-	-	\$26,277,993	-	-
Republic of Mali†	\$10,005,568	-	-	\$9,900,177	-	\$105,391
Islamic Republic of Mauritania	\$2,562	-	-	-	-	\$2,562
United Mexican States	\$250,000	-	-	\$250,000	-	-
Kingdom of Morocco	\$4,000,783	\$143,973	-	\$3,744,169	\$68,191	\$44,449
Republic of Mozambique	\$18,163,914	-	-	\$18,163,914	-	-
Federal Democratic Republic of Nepal†	\$4,445,477	-	-	\$4,341,475	-	\$104,001
Republic of Nicaragua†	\$117,251	\$98,000	-	\$19,251	-	-
Republic of Niger†	\$865,291	-	-	\$865,291	-	-
Republic of Nigeria†	\$16,943,864	-	-	\$8,185,446	-	\$8,758,418
Republic of North Macedonia	\$213,884	\$207,247	-	-	-	\$6,638
Islamic Republic of Pakistan†	\$16,188,506	\$1,045,590	-	\$7,442,724	-	\$7,700,192
Republic of Peru	\$215,000	-	-	\$215,000	-	-
Republic of the Philippines	\$18,214,008	-	-	\$18,214,008	-	-
Republic of Rwanda	\$11,365,103	-	-	\$11,365,103	-	-
Republic of Senegal†	\$18,025,501	-	-	\$17,967,501	-	\$58,000
Republic of Sierra Leone	\$350,000	\$350,000	-	-	-	-

FY 2023 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

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USAID FY 2023 Total USG Foreign Aid Disbursements for International Basic Education		USAID FY 2023 International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
Federal Republic of Somalia†	\$21,835,994	-	-	\$21,835,994	-	-
Republic of South Africa	\$1,088,308	-	-	\$1,088,308	-	-
Republic of South Sudan†	\$8,100,394	\$2,000,000	-	\$6,100,394	-	-
Democratic Socialist Republic of Sri Lanka	\$2,315,185	\$2,315,185	-	-	-	-
Republic of Tajikistan	\$5,413,311	-	-	\$4,083,669	\$469,367	\$860,276
United Republic of Tanzania	\$15,102,757	-	-	\$15,102,757	-	-
Republic of Tunisia	\$4,003,176	\$4,003,176	-	-	-	-
Republic of Turkmenistan	\$278,617	\$278,617	-	-	-	-
Republic of Uganda†	\$25,883,171	-	-	\$25,883,171	-	-
Ukraine†	\$1,000,000	-	-	-	\$1,000,000	-
Republic of Uzbekistan	\$9,675,695	\$9,431,721	-	\$243,974	-	-
West Bank/Gaza†	\$797,606	-	-	\$15,370	\$782,237	-
Republic of Yemen†	\$10,762,724	-	-	\$8,762,724	-	\$2,000,000
Republic of Zambia	\$13,711,585	-	-	\$13,534,311	-	\$177,274

MULTI-COUNTRY PROGRAMMING

Africa Region	\$449,747	-	-	\$402,873	-	\$46,874
Asia Region	\$2,382,985	-	-	\$2,382,985	-	-
Caribbean Region	\$2,763,020	\$274,249	-	\$2,369,555	-	\$119,215
Eastern Europe Region	\$599,893	\$599,893	-	-	-	-
Latin America and Caribbean Region	\$11,648,967	-	-	\$11,648,967	-	-
Middle East and North Africa Region	\$1,219,254	\$25,940	-	\$1,193,314	-	-
Southern Africa Region	\$371,000	\$371,000	-	-	-	-

CONTRIBUTIONS TO MULTILATERALS

World	\$173,979,024	\$17,884,355	-	\$153,853,438	-	\$2,241,232
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FY 2023 | U.S. GOVERNMENT FOREIGN AID DISBURSEMENTS FOR INTERNATIONAL BASIC EDUCATION

Notes:

† *Crisis and Conflict-Affected Countries*

For the purposes of aggregating data, USAID disbursements reported by the USAID Data Center were categorized from their purpose categories such that:

Vocational Training was categorized to *Upper Secondary Education*

Education Policy and Administration was categorized to *Education Level Unspecified*

Educational Research was categorized to *Education Level Unspecified*

Education Facilities and Training was categorized to *Education Level Unspecified*

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DOS FY 2023		DOS FY 2023				
Total USG Foreign Aid Disbursements for International Basic Education		International Basic Education Disbursements by Education Level (USD in current amounts)				
		Basic Life Skills for Adults	Early Childhood Education	Primary Education	Upper Secondary	Level Unspecified
TOTAL	\$98.000,000	-	-	-	-	\$98.000,000
MULTI-COUNTRY PROGRAMMING						
World	\$98,000,000	-	-	-	-	\$98.000,000

Data Source

Source: Data displayed in the country list table are based on Fiscal Year (FY) 2023 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 2023 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, 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.

Agency-Specific Notes

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

Department of Labor (DOL): Disbursements shown are for countries where the DOL supported education programming in FY 2023. As of this reporting, FY 2023 Q3 and Q4 disbursement data were not finalized due to DOL's transition to new financial systems. Due to internal policy, the DOL does not categorize its programs with the OECD-DAC "Education" sector classification. DOL programs provide formal and/or informal basic education and vocational/skills training to children engaged in or at risk of entering child labor. Currently the agency does not track disbursements by education sector. In some cases, disbursement data may include amounts related to non-education (broader policy) programs in addition to education programs.

Peace Corps: Education programs in Peace Corps refers to Volunteer engagement in either primary, secondary, or post-secondary education settings—this also comprises informal learning settings including language clubs, tutoring, etc. Currently the agency does not track disbursements by education sector at the post level.

U.S. Department of State: The disbursement figures for the Department of State for FY 2023's Bureau of Population, Refugees and Migration were made available as an estimate. Currently the agency does not track disbursements by education sector.