



USAID
FROM THE AMERICAN PEOPLE



Education Today,
Opportunity Tomorrow

Education is the great equalizer and enabler

When children and youth are prepared to go to school, learn and gain the skills they need for life and work, they are able to build more hopeful and prosperous futures for themselves, their families, communities, and countries. Unfortunately as a result of the COVID-19 (coronavirus) pandemic, education systems worldwide have been devastated and many schools are closed while children, youth, teachers, and families face even greater challenges.

USAID remains committed to working with our partner countries to ensure that learners and communities stay safe, and continue to learn. We work in more than 50 developing countries to ensure that children have access to a quality education and the skills needed to be productive members of society.

Equal access to quality education is a foundational driver of a country's journey to self-reliance, and leads to greater economic growth, improved health outcomes, sustained democratic governance, and more peaceful and resilient societies.



PHILIPPINES (PHOTO: USAID)

Why Education?

USAID's investments in international education are in the direct interests of the American people. By strengthening education systems in developing countries, we advance U.S. foreign policy goals, promote U.S. and international security, and help accelerate economic growth at home and abroad. USAID believes education is the greatest investment countries can make in their futures. A well-educated population is essential for countries to progress along their journey to self-reliance. That is why we work with partner countries to improve their education systems – looking forward to the day when they will be able to lead their own development by sustainably financing and delivering critical education services.



AFGHANISTAN (PHOTO: JIM HUYLEBROEK)



TANZANIA (PHOTO: USAID)



NIGERIA (PHOTO: USAID NORTHERN EDUCATION INITIATIVE PLUS)

USAID is Strengthening Education Systems with a Focus on Four Priorities

1 Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.



2 Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success.



3 Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society.



4 Higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities.





Education is critical
**to a country's journey
to self-reliance because**
of its far-reaching impact.

POVERTY

Education provides youth with skills necessary to get jobs, providing a pathway out of poverty.



30% Improved education systems could reduce absolute poverty by 30%.

HEALTH & WELL-BEING

Education better enables people to take care of themselves and their families.



>50% Over half of the reduction in child mortality worldwide since 1970 is linked to "increased educational attainment in women of reproductive age."

ECONOMIC GROWTH

Education is a powerful determinant of economic growth.



18% Increasing the average level of education in a country by just one year can add 18% to GDP.

PEACE & SECURITY

Education provides stability and economic opportunity; it imparts the skills and attitudes supportive of conflict prevention and can mitigate crime, violence, and extremism.



20% Every additional year of schooling reduces an adolescent boy's risk of becoming involved in conflict by 20%.

FOOD SECURITY

Education increases productivity and output, which builds toward a more food-secure future.



12% Literacy and agricultural extension programs can help farmers increase productivity by up to 12%.

GENDER EQUALITY

Education for women and girls is the most effective way to increase their earning power and contribute to their family's prosperity.



10-20% One additional school year can increase a woman's earnings by 10% to 20%.



MOROCCO (PHOTO: OFFICE OF CURRICULUM, MINISTRY OF EDUCATION, MOROCCO)



KENYA (PHOTO: ALEX KAMWERU)

USAID Partners with Countries on Their Journey to Self-Reliance

Digital Courses Allow Moroccan Students to Learn During Coronavirus Pandemic

The COVID-19 pandemic devastated global education systems, at one point closing more than 90 percent of schools around the world. During this difficult time, Morocco emerged as a leader in the region by quickly shifting to online learning.

Thanks to distance learning training provided through previous USAID-funded projects, national education experts were prepared to respond to the pandemic. Working with the Moroccan Ministry of Education, the experts executed the large-scale production of courses available on Moroccan television and online.

USAID continues its investment in e-learning in Morocco and is working hand-in-hand with MOE towards building their self-reliance in digital learning.

Tusome Reading Program Empowers Children in Kenya to Achieve Their Potential

Learning to read in primary school is the most critical foundational skill for future success. In Kenya, USAID partners with the Ministry of Education to improve learning outcomes for ALL early grade students, including children with disabilities.

The Tusome National Literacy Program is fostering a culture of reading for 7.4 million students in grades 1-3. Today, thanks to Tusome, 47 percent of second graders in Kenya are able to read English passages with grade-level fluency, up 35 percent from the start of the program.

 [Learn more at: usaid.gov/kenya/education](https://www.usaid.gov/kenya/education)

Training of Healthcare Workers in Vietnam Helps with COVID-19 Response

In Vietnam, to respond to a resurgence in COVID-19 outbreaks, the USAID Improving Access, Curriculum and Teaching in Medical Education and Emerging Diseases (IMPACT-MED) Alliance partnered with the global healthcare company Novartis to train nearly 2,500 final-year medical students at 10 Vietnamese medical schools on COVID-19 care and treatment. Following the Ministry of Health's decision to mobilize health workers and medical students in the COVID-19 response, the Danang Department of Health has enlisted 700 senior students who were trained through USAID IMPACT-MED at Hue University of Medicine and Pharmacy and Danang University of Medical and Pharmacological Techniques. These frontline workers are tasked to help Danang-area hospitals deliver care and treatment services to COVID-19 patients.



DOMINICAN REPUBLIC
(PHOTO: THOMAS CRISTOFOLETTI)



NIGERIA (PHOTO: YUSUF DAHIRU)

Building a Passion for Reading in the Dominican Republic

In the Dominican Republic, where baseball is very popular and where the DR leads the roster of foreign countries from which Major League Baseball (MLB) players are recruited, the allure of fame and money that comes with a Major League Baseball contract often leads to young boys dropping out of school – sometimes pressured by their own family.

Baseball Cares (2015-2018) – a unique public-private partnership between USAID, Major League Baseball (MLB), and the Major League Baseball Players Association – was designed to improve basic education for children in the Dominican Republic by tackling reading skills, improving opportunities for children with disabilities, reducing bullying, and combating domestic violence and child abuse. By taking advantage of the country’s passion for baseball, the partnership resulted in 1,420 students aged 10-18 having improved reading and writing skills, and 3,806 youth were trained in how to reduce and prevent bullying and domestic violence.

 **Learn more at: stories.usaid.gov/game-plan-life**

Radio Lessons Support Reading in Nigeria During COVID-19 Pandemic

Even before the COVID-19 pandemic, Nigeria’s educational system was fragile. In Northern Nigeria, 30 percent of children did not have access to basic education, lacked adequate parental support and schools suffered from insufficient funds among other challenges. These factors increased the need for an urgent response to the pandemic.

USAID’s NEI Plus project rose to this challenge. In collaboration with UNICEF, NEI built on local relationships and past experience to develop more than 40 radio programs to reach 400,000 students and parents throughout northern Nigeria.

USAID, Arizona State University Partner to Enhance Distance Learning for Students in Malawi

In Malawi, where the COVID-19 pandemic has made access to education difficult at all levels, USAID is partnering with the Ministry of Education Science and Technology and with Arizona State University in the United States to enhance the capacities of Malawian universities to provide quality online learning opportunities to college students in Malawi. The Strengthening Higher Education Access in Malawi Activity is designed to enhance the provision of Open and Distance E-learning, and improve the quality of learning management systems and platforms during the COVID-19 response period. Having access to quality online instruction is not only keeping faculty and students safe, it is also ensuring that more Malawians have access to higher education.



USAID
FROM THE AMERICAN PEOPLE

Education Today, Opportunity Tomorrow

FOR MORE INFORMATION:

 edulinks@usaid.gov

 [usaid.gov/education](https://www.usaid.gov/education)