USAID Education Strategy

2011 - 2015

2011 Global Education Workshop: From Evidence to Action
Why a New USAID Education Strategy?

- Align with U.S. Global Development Policy, Paris Declaration/Accra Agenda, Education For All goals and USAID Forward.
- Capture leading research lessons for program design, including through on-line global discussions of key research documents.
- Create strategic focus to achieve specific and measurable outcomes.
- Link a global network of USAID professionals more closely with host country and development partners around a clear vision of USAID comparative advantage.

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Quality education is critical for sustained and broad-based economic and social development.

- Quality education is strongly related to economic growth. Individual's earnings increase by 10% for every year of school (Hanushek and Woessman).

- Approx. 50% of the decline in child mortality since 1970 is attributable to women’s education (Gakidou et al).

- Countries that have surges in literacy rates of 20-30% have seen simultaneous increases in GDP of 8-16% (Fiske).

- One year of schooling has same stabilizing effect as an annual growth rate of 5% (Collier).

- Every additional year of formal schooling for males reduces the risk of their becoming involved with conflict by 20% (Collier).
Application of Strategic Policy Principles

- Selectivity
  - Criteria: capacity, commitment, impact opportunity, and donor mix
  - Set resource floor
  - Prioritize Africa

- Focus/Scale/Impact
  - Goal areas customized to country context
  - Potential for systemic impact or innovative pilot

- Division of Labor
  - Prioritize multi-donor programs
  - FTI strengthening
  - Small program "handovers"
  - Pooled funding where feasible

- Innovation
  - Virtual Summit on Innovative Approaches
  - Research agenda
  - Grand Challenge
  - Innovative Financing

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Goal One: Improved reading skills for 100 million children in primary grades by 2015;

Goal Two: Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country’s development goals by 2015; and

Goal Three: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.
Goal 1
Improved reading skills for 100 million children in primary grades by 2015

Illustrative Activities
- Increase instructional time for reading
- Reduce teacher/pupil absenteeism
- Teacher training
- Establish school libraries and ensure adequate reading materials
- Improve Teaching/Learning Materials
- Establish and enforce reading standards

Goal 2
Improved ability of tertiary and workforce development programs to produce workforce with relevant skills to support country development goals.

Illustrative Activities
- Strengthen transparency of admissions procedures
- Support merit and need-based scholarships, internships, and exchange programs
- Support policies and mechanisms for student loans

Goal 3
Increased equitable access for 15 million learners in environments affected by crisis and conflict by 2015.

Illustrative Activities
- Engage community and advance institutional and policy changes to support crisis prevention
- Support peace education and violence mitigation programs
- Prepare disaster response plans
- Promote effective policies to improve reading comprehension
Implications for USAID Education Programs and Partnerships

1. Target for all USAID educations programs to be aligned to the new strategy by October 2013
2. Evidence-based program planning and design
3. More robust M&E, Research, and Analytics will guide USAID education programs
4. Renewed focus to work more directly with and strengthen host country institutions and systems