

# Support Increased Funding for International Basic Education in FY2025

**FY24 signers (36):** Baldwin, Blumenthal, Booker, Brown, Cantwell, Cardin, Carper, Casey, Duckworth, Feinstein, Hassan, Heinrich, Hirono, Kaine, Kelly, Klobuchar, Luján, Markey, Menendez, Merkley, Murphy, Ossoff, Padilla, Peters, Reed, Rosen, Shaheen, Sinema, Smith, Stabenow, Van Hollen, Warnock, Warren, Welch, Whitehouse, Wyden.

Please join Senator Chris Van Hollen (D-MD) in the call for increased support for USAID International Basic Education, including the Global Partnership for Education, in the FY25 SFOPS bill. To join the letter, please sign on [via Quill](#) or by contacting Francesca Eremeeva at [Francesca\\_Eremeeva@vanhollen.senate.gov](mailto:Francesca_Eremeeva@vanhollen.senate.gov)

**\*\*Deadline COB May 10, 2024\*\***

The Honorable Chris Coons  
Chairman  
Senate Appropriations Committee  
Subcommittee on State, Foreign  
Operations, and Related Programs  
Washington, D.C. 20510

The Honorable Lindsey Graham  
Ranking Member  
Senate Appropriations Committee  
Subcommittee on State, Foreign  
Operations, and Related Programs  
Washington, D.C. 20510

Dear Chairman Coons and Ranking Member Graham:

Thank you for your continued bipartisan commitment to fighting poverty and improving education for children in need around the world by including \$922 million for International Basic Education in the final fiscal year 2024 State, Foreign Operations, and Related Agencies (SFOPS) bill. In recognition of the growing challenges facing the world's learners, we are writing to urge you to provide increased support for International Basic Education in the fiscal year 2025 SFOPS bill, including funding for U.S. Government international education programs, the Global Partnership for Education, and Education Cannot Wait.

The need for U.S. leadership in global education has never been more important. While we've made progress in increasing access to education, barriers to learning like poverty, conflict, ongoing impacts of pandemic-related school closures, and exclusion based on gender, disability, and ethnicity threaten the futures of learners around the world.

The world is dealing with numerous crises, and we cannot afford to leave behind an entire generation of learners. According to the World Bank, in 2023 over 70 percent of children in lower- and middle-income countries were not equipped with the skills needed to read and understand a basic text or demonstrate basic mathematical proficiency by age 10. This learning poverty, if left unaddressed, has the potential for severe long-term ramifications, including diminished economic opportunity and health outcomes.

Investments in U.S. international basic education programs are essential to addressing these challenges: they increase access to quality education, provide children with foundational reading, math, social and emotional learning skills, and prepare youth for successful careers. In fiscal year 2022 alone, U.S. basic education programs reached nearly 33 million learners in pre-primary, primary, secondary, vocational and workforce development programs in 97 countries around the world. Education is an essential lifeline in times of crisis. By investing in the improvement of resilient education systems, the U.S. can help mitigate the harmful effects of conflict, crisis, or other disruptive events that typically impact access to safe, quality learning.

Moving forward, U.S. foreign assistance must build upon and enhance ongoing efforts to support the world's learners, assess and address learning loss, support educators, provide psychosocial and protection services, and increase emergency preparedness and response capacity in partner countries.

U.S. support for multilateral partnerships, including the Global Partnership for Education (GPE) and Education Cannot Wait (ECW), complements our bilateral programs and leverages additional resources for this important work. GPE supports 88 lower-income partner countries to develop their own pathways to transform their education systems. GPE has reached 160 million students through its grant activities and trained more than 1 million teachers. ECW, the global fund for education in emergencies and protracted crises, has reached 8.8 million children and adolescents and supported the training of 140,539 teachers across 43 crisis effected countries/contexts. It provides refugees, internally displaced persons, and other affected populations with comprehensive and context-specific assistance to access learning opportunities through first emergency rapid response and multi-year funding platforms.

To sustain and enhance international efforts to support foundational learning and improve learning outcomes, it will be imperative for the Subcommittee to robustly fund USAID's bilateral Basic Education programs, GPE, and ECW in the fiscal year 2025 State, Foreign Operations, and Related Agencies Appropriations bill. We greatly appreciate your consideration of our request.

Sincerely,