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# 2020 COMPENDIUM OF STANDARD PIRS FOR EDUCATION PROGRAMMING

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# INTRODUCTION

The Performance Plan and Report (PPR) is an annual data call for performance information from all Operating Units (OUs) in the U.S. Agency for International Development (USAID) and the Department of State (DoS) that implement foreign assistance programs. The purpose of the PPR is: (1) For all OUs to convey progress against strategic objectives using foreign assistance; and (2) For Washington bureaus to collect necessary data to conduct their internal learning and external reporting (Standard Indicators, Key Issues).

The Office of Education (E3/ED), in cooperation with PPL, has published a revised list of F-Standard Indicators ahead of the FY2020 PPR process. This revised list represents substantial work on the part of USAID's Office of Education and the Regional Bureaus to create indicators that will allow USAID to properly measure and report progress toward the USAID Education Policy.

These changes are a direct response to two key documents published in 2018: USAID Education Policy and the U.S. Government Strategy on International Basic Education (USG Education Strategy). As a result, the Office of Education has updated its reporting requirements, including its education-related indicators and Key Issue Narratives, to support reporting on the Education Policy and USG Education Strategy and to facilitate internal learning. New requirements were introduced in 2019 and new indicators and updated guidance is available for 2020.

This compendium provides an index to the Standard Indicators with links to the full text of each Performance Indicator Reference Sheets (PIRS). PIRS contain detailed information about how to measure each indicator and should be reviewed comprehensively before reporting against an indicator.

In addition to the Standard Indicators, E3/ED has produced a list of Supplemental Indicators, which Missions and implementing partners can choose to use to further expand measurement on key aspects of education work across the Agency's portfolio. Supplemental Indicators allow Missions to provide further context and detail in their education reporting. While uptake of Supplemental Indicators is voluntary, their use is strongly encouraged if they are relevant. A Compendium of Supplemental Indicators is available on EducationLinks.

## WHERE CAN I GET MORE HELP?

 [The Education Reporting Toolkit](#) is a companion to the guidance document and is hosted online at EducationLinks. The toolkit contains a listing of all new and revised indicators, Performance Indicator Reference Sheets, SPSP Program Area Narratives, and Key Issue Narratives. The Toolkit is on EducationLinks at <https://edu-links.org/indicators>.

 E3/ED has set up a Helpdesk to create a direct line of communication to monitoring and evaluation professionals who can answer questions about the reporting requirements. [Please email questions to the Helpdesk.](#)

# 2020 Compendium of Standard PIRS for Education Programming

**ES.1-1** Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2

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**ES.1-2** Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school

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**ES.1-3** Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance

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**ES.1-4** Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance

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**ES.1-6** Number of educators who complete professional development activities with USG assistance

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**ES.1-12** Number of education administrators and officials who complete professional development activities with USG assistance

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**ES.1-13** Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance

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**ES.1-14** Number of classrooms built or repaired with USG assistance

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**ES.1-46** Percent of individuals who transition to further education or training following participation in USG-assisted programs

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**ES.1-47** Percent of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2

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**ES.1-48** Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2

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**ES.1-50** Number of public and private schools receiving USG assistance

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**ES.1-51** Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria

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**ES.1-53** Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance

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**ES.1-54** Percent of individuals with improved reading skills following participation in USG-assisted programs

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**ES.1-55** Percent of primary grade learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations

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**ES.2-1** Number of host country higher education institutions receiving capacity development support with USG assistance

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**ES.2-2** Number of individuals attending higher education institutions with USG scholarship or financial assistance

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**ES.2-52** Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance

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**ES.2-53** Number of physical spaces built, repaired, or refurbished for higher education with USG assistance

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**ES.2-54** Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions

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**EG.6-11** Average percent change in earnings following participation in USG-assisted workforce development programs

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**EG.6-12** Percent of individuals with new employment following participation in USG-assisted workforce development programs

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**EG.6-13** Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs

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**EG.6-14** Percent of individuals who complete USG-assisted workforce development programs

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**CBLD-9** Percent of USG-assisted organizations with improved performance

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**YOUTH-1** Number of youth trained in soft skills/life skills through USG-assisted programs

<p><b>Indicator</b></p>	<p><b>ES.1-1 Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2</b></p>
<p>Definition</p>	<p><b>Defining Learners</b> - A “learner” is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled at grade 2.</p> <p><b>Measuring Reading Ability</b> - Reading ability must be measured to report on the percent of learners who have attained a minimum grade-2-level proficiency in reading. Reading ability should be measured through a grade-2-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments.</p> <p><b>Language of Assessment</b> - The language(s) of assessment will be determined by country policies. For example, if a USAID-funded activity aims to improve teaching reading in five languages in five different areas of the country, report the weighted aggregate of the results across all five languages. However, if the same learners are taught and assessed in more than one language, activities should report scores from the language in which learners have studied reading the longest. For example, in Malawi, children are taught in both Chichewa (a local language) and English, but the majority of children will have learned in Chichewa longer than in English. However, if the activity was specifically tasked with improving reading skills in a particular language, then the activity should report on the results of assessing learning in that language.</p> <p><b>Defining Minimum Proficiency</b> - “Minimum proficiency” is defined according to reading proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework</a> (GPF). The toolkit to set internationally-linked benchmarks is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local teaching and language experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above. If countries have not yet set internationally linked benchmarks, country-level benchmarks for reading proficiency can be used as a</p>

	<p>second-best option to report against this indicator. In the absence of a country-specific benchmark, a final alternative is to count the increased percentage point of learners in the intervention areas achieving a set benchmark on reading fluency score . The approach used for benchmarking (internationally-linked benchmarks, country-level benchmarks, or the reading fluency benchmark) must be reported in the narrative for this indicator.</p> <p>Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally linked benchmarks country-level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option.</p> <p><b>Sampling Learners</b> - Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.</p> <p><b>Assessment Methodology</b> - Activities can use a cohort sampling method (sampling grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of grade 2 in the control and in the intervention group and tracking those same learners to the end of grade 2). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the beginning and end of the school year. However, note that if a panel approach is used, activities must test learners from a comparable sample from control schools, to separate the effects of the intervention from the effects of a typical year of schooling .</p> <p><b>Defining “Targeted for USG Assistance”</b> - USG assistance is defined as financial or technical assistance from the USG designed to improve reading outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the learner level; etc.</p>
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	<p>A learner “targeted for USG assistance” is one who is in a grade 2 classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years--e.g., midline and endline, of the same intervention).</p> <p><b>Defining the Numerator and Denominator Values</b> - A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible for reasons beyond the control of the intervention, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator. The baseline and all subsequent reporting years should report the total percent (with numerator and denominator numbers) of learners targeted to receive USG assistance who are meeting minimum proficiency standards in grade 2, as determined by comparing the learners’ reading outcomes with benchmarks, as described in the section defining minimum proficiency above.</p> <p><b>Multiple Interventions</b>- If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners attaining minimum proficiency. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one individual could be reported as meeting both minimum proficiency in reading and minimum proficiency in math under this indicator and the supplemental math indicator, “Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2”).</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator: Sample-based estimate (extrapolated to the beneficiary population) of the number of learners targeted for USG reading interventions who attain a minimum grade-level proficiency in reading at the end of grade 2 or equivalent.</li> <li>• Denominator: Total number of grade-2 or equivalent learners targeted with USG reading or education interventions.</li> </ul>
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	This indicator is a long-term outcome in and of itself while also serving as a critical link to other intended long-term impacts. The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. Further, when a learner has the ability to read and access to books or other reading materials, that child is then able to gain access to further education. It is impossible for learners to succeed in school if they do not

	<p>know how to read. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn to read well in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	<p>This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).</p>
Reporting Frequency	<p>OUs should report against this indicator as frequently as once per year based on when they collect reading assessment data. This could be annually, every two years, every 3 years, etc.</p>
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGRAs, ASER, or other leveled reading assessments in USG activity areas</li> <li>• Analysis of secondary data on reading outcomes (e.g. ASER, EGRA), in so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p>Agency: USAID  Bureau and Office: E3/ED  POC: Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov</p> <p>Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education  1-202-712-5330   ewalls@usaid.gov</p>

<p>Disaggregate(s)</p>	<ul style="list-style-type: none"> <li>- Percent of male learners who attain minimum grade-level proficiency in reading<sup>1</sup></li> <li>- Percent of female learners who attain minimum grade-level proficiency in reading<sup>1</sup></li> <li>- Number of female learners meeting minimum proficiency (numerator)<sup>1</sup></li> <li>- Total number of targeted female learners (denominator)<sup>1</sup></li> <li>- Number of male learners meeting minimum proficiency (numerator)<sup>1</sup></li> <li>- Total number of targeted male learners (denominator)<sup>1</sup></li> <li>- Number of female learners with a disability meeting minimum proficiency (numerator)<sup>2</sup></li> <li>- Total number of targeted female learners with a disability (denominator)<sup>2</sup></li> <li>- Number of male learners with a disability meeting minimum proficiency (numerator)<sup>2</sup></li> <li>- Total number of targeted male learners with a disability (denominator)<sup>2</sup></li> <li>- Number of learners affected by crisis or conflict meeting minimum proficiency (numerator)<sup>3</sup></li> <li>- Total number targeted learners affected by crisis or conflict (denominator)<sup>3</sup></li> </ul> <p><sup>1</sup><b>All activities reporting on this indicator MUST report on sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>Only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.</b> This includes activities that identify children with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report against this disaggregate.</p> <p>Activities targeting individuals with disabilities under the age of 15 should use a validated age-appropriate tool to identify disability status. Activities targeting individuals with disabilities age 15 or higher should use <a href="#">USAID's guidance on how to collect data on disability</a>.</p>
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	<p><sup>3</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.</p>
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Indicator	<p><b>ES.1-2 Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school</b></p>
Definition	<p><b>Defining Learners</b> - A “learner” is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled to meet requirements of the end of primary school.</p> <p><b>Measuring Reading Ability</b> - Reading ability must be measured to report on the percent of learners who have attained a minimum grade-level proficiency in reading at the end of primary school. Reading ability should be measured through a grade-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation.</p> <p><b>Language of Assessment</b> - The language(s) of assessment will be determined by country policies. For example, if a USAID-funded activity aims to improve teaching reading in five languages in five different areas of the country, report the aggregate of the results across all five languages. However, if the same learners are taught and assessed in more than one language, activities should report scores from the language in which learners have studied reading the longest. For example, in Malawi, children are taught in both Chichewa (a local language) and English, but the majority of children will have learned in Chichewa longer than in English. However, if the activity was specifically tasked with improving reading skills in a particular language, then the activity should report on the results of assessing learning in that language.</p> <p><b>Defining Minimum Proficiency</b> - “Minimum proficiency” is defined according to reading proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework</a> (GPF). The toolkit to set internationally-linked benchmarks is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local teaching and language experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above . If countries have not yet set internationally linked benchmarks, country-level benchmarks for reading proficiency can be used as a second-best option to report against this indicator. In the absence of a country-specific benchmark, a final alternative is to count the increased percentage point of learners in the intervention areas achieving a set benchmark on reading fluency score. The approach used for benchmarking (internationally-linked benchmarks, country-level benchmarks, or the reading fluency benchmark must be reported in the narrative for this indicator.</p> <p><i>Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally linked benchmarks,</i></p>

country-level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option.

**Sampling Learners** - Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.

**Assessment Methodology** - Activities can use a cohort sampling method (sampling learners at the end of primary-school in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of a grade in the control and treatment group and tracking those same learners to the end of that same grade). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the beginning and end of the school year. However, note that if a panel approach is used, activities must test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.

**Defining “Targeted for USG Assistance”** - USG assistance is defined as financial or technical assistance from the USG designed to improve reading outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the learner level; etc.

A learner “targeted for USG assistance” is one who is in an end-of-primary-school classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred later years--e.g., midline and endline, of the same intervention).

**Defining the Numerator and Denominator Values** - A baseline assessment must be conducted at the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible for reasons beyond the control of the intervention, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator. The baseline and all subsequent reporting years should report the total percent (with numerator and denominator numbers) of learners targeted to receive USG assistance who are meeting minimum proficiency standards at the end of primary school, as determined by comparing the learners’ reading outcomes with benchmarks, as described in the section defining minimum proficiency above.

	<p><b>Multiple Interventions-</b> If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners attaining minimum proficiency. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one individual could be reported as meeting both minimum proficiency in reading and minimum proficiency in math under this indicator and the supplemental math indicator, “Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school”).</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator: Sample-based estimate (extrapolated to the beneficiary population) of the number of learners targeted for USG reading interventions who attain a minimum grade-level proficiency in reading at the end of primary school or equivalent.</li> <li>• Denominator: Total number of learners targeted with a USG reading or education intervention at the end of primary school or equivalent.</li> </ul>
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	<p>This indicator is a long-term outcome in and of itself while also serving as a critical link to other intended long-term impacts. The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. Further, when a learner has foundational reading skills, that child is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to do reading. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn foundational reading skills in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	<p>This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically foundational reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to</p>

	determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	OUs should report against this indicator as frequently as once per year based on when they collect reading assessment data. This could be annually, every two years, every 3 years, etc.
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGRAs, ASER, or other leveled reading assessments in USG activity areas</li> <li>• Analysis of secondary data on reading outcomes (e.g. ASER, EGRA), in so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p>Agency: USAID  Bureau and Office: E3/ED  POC: Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov  Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education  1-202-712-5330   ewalls@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Percent of male learners who attain minimum grade-level proficiency in reading<sup>1</sup></li> <li>• Percent of female learners who attain minimum grade-level proficiency in reading<sup>1</sup></li> <li>• Number of female learners meeting minimum proficiency (numerator)<sup>1</sup></li> <li>• Total number of targeted female learners (denominator)<sup>1</sup></li> <li>• Number of male learners meeting minimum proficiency (numerator)<sup>1</sup></li> <li>• Total number of targeted male learners (denominator)<sup>1</sup></li> <li>• Number of female learners with a disability meeting minimum proficiency (numerator)<sup>2</sup></li> <li>• Total number of targeted female learners with a disability (denominator)<sup>2</sup></li> <li>• Number of male learners with a disability meeting minimum proficiency (numerator)<sup>2</sup></li> <li>• Total number of targeted male learners with a disability (denominator)<sup>2</sup></li> <li>• Number of learners affected by crisis or conflict meeting minimum proficiency (numerator)<sup>3</sup></li> <li>• Total number targeted learners affected by crisis or conflict (denominator)<sup>3</sup></li> </ul> <p><sup>1</sup>All activities reporting on this indicator <b>MUST report on sex disaggregates</b>. Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup>The 2018 USAID Education Policy defines <sup>2</sup>children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p>

**Only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.** This includes activities that identify children with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report against this disaggregate.

Activities targeting individuals with disabilities under the age of 15 should use a validated, age-appropriate tool to identify disability status. Activities targeting individuals with disabilities age 15 or higher should use [USAID’s guidance on how to collect data on disability](#).

<sup>3</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”. Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.

<b>Indicator</b>	<b>ES.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance</b>
Definition	<p>A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school, as defined by government policy, or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum.</p> <p>Learners enrolled in kindergarten should NOT be included under this indicator regardless of whether kindergarten is accepted and funded by the government as an integrated component of primary education. Instead, kindergarteners should be reported under ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance.</p> <p>Learners should be counted if they are enrolled in primary or primary-equivalent education (as defined above), and they directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>When calculating this indicator, each learner should be counted only once for the year being reported. In other words, if a learner benefits from two overlapping reading programs or a reading program and a math program and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.</p>
Primary SPS Linkage	ES.1, HA.1

Linkage to Long-Term Outcome or Impact	This indicator, taken with ES.1-4: Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance and ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance, provides a sense of the overall scale of students benefiting from USG education assistance. It also acts a critical output in the theory of change toward improved learning outcomes.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator provides a sense of the overall scale of students benefiting from USG education assistance. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	Annual
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s)</li> </ul>
Bureau Owner(s)	Agency: USAID Bureau and Office: E3/ED POC: Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov  Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education 1-202-712-5330   ewalls@usaid.gov
Disaggregate(s)	Number of males <sup>1</sup> Number of females <sup>1</sup> Number of males age 10-14 Number of females age 10-14 Number of males age 15-19 Number of females age 15-19 Number of male learners with disabilities <sup>2</sup> Number of female learners with disabilities <sup>2</sup> Number of learners affected by conflict or crisis <sup>3</sup>  <sup>1</sup> All activities reporting on this indicator MUST report on sex disaggregates.  <sup>2</sup> The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

**Only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.** This includes activities that identify children with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this indicator. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report against this indicator.

Activities targeting individuals under the age of 15 should use a pre-existing or custom age-appropriate tool to identify disability status.

<sup>3</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”

<b>Indicator</b>	<b>ES.1-4 Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance</b>
<b>Definition</b>	<p>A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal secondary school, as defined by government policy, or the non-formal equivalent of secondary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted secondary-school curriculum.</p> <p>Learners should be counted if they are enrolled in secondary or secondary- equivalent education (as defined above), and they directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; Education Management Information System (EMIS) strengthening; etc.</p> <p>When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping reading programs or a reading program and a math program and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.</p>
<b>Primary SPS Linkage</b>	ES.1, HA.1
<b>Linkage to Long-Term Outcome or Impact</b>	This indicator, taken with ES.1-3: Number of primary learners reached and ES.1-53: Number of pre-primary learners reached, provides a sense of the overall scale of students benefiting from USG education assistance. It also acts a critical output in the theory of change toward improved learning outcomes.
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Number

Use of Indicator	This indicator provides a sense of the overall scale of students benefiting from USG education assistance. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the 2018 US Government Basic Education Strategy and the 2018 USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	Annual
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s)</li> </ul>
Bureau Owner(s)	<p>Agency: USAID  Bureau and Office: E3/ED  POC: Christopher Ying, Senior Education Data Specialist, Office of Education,  1-202-793-2012   cying@usaid.gov</p> <p>Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education  1-202-712-5330   ewalls@usaid.gov</p>
Disaggregate (s)	<p>Number of males<sup>1</sup>  Number of females<sup>1</sup>  Number of males age 10-14  Number of females age 10-14  Number of males age 15-19  Number of females age 15-19  Number of male learners with disabilities<sup>2</sup>  Number of female learners with disabilities<sup>2</sup>  Number of learners affected by conflict or crisis<sup>3</sup></p> <p><sup>1</sup><b>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p><sup>2</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>Only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.</b> This includes activities that identify children with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report against this disaggregate.</p>

	<p>Activities targeting individuals under the age of 15 should use a pre-existing or custom age-appropriate tool to identify disability status. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data. Refer to USAID's <a href="#">Guidance on How to Collect Data on Disability</a> for more information.</p>
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<sup>3</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”

<b>Indicator</b>	<b>ES.1-6 Number of educators who complete professional development activities with USG assistance</b>
Definition	<p>Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g. school) or private organization (e.g. school, NGO, for-profit organization). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc.</p> <p>Professionals who work in the education sector but whose primary function is not to transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include, but are not limited to: school administrators such as principals (unless principals also teach), ministry officials, supervisors, and teacher trainers (if these teacher trainers are not also teachers).</p> <p>Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.</p> <p>Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p>When calculating the total numbers of educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed).</p>
Primary SPS Linkage	ES1, HA1
Linkage to Long-Term Outcome or Impact	Training and professional development for teachers and educators helps to improve the quality of education and instruction – which is directly connected to improving learning outcomes for students/learners and strengthening of the education system as a whole.
Indicator Type	Output

Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall reach of education programs and the extent to which they are supporting capacity development of teachers and instructors working at the classroom-level. It shows the scope and reach of teacher professional development interventions. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a>  <b>Technical POC:</b> Elena Walls, Senior Monitoring and Evaluation Advisor, Evidence Team, Office of Education   1-202-712-5330   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<p>Number of male<sup>o</sup> educators  Number of female<sup>o</sup> educators  Number of pre-primary educators  Number of primary educators  Number of secondary educators  Number of educators trained in reading instruction  Number of educators trained in special education<sup>^</sup> content  Number of educators who are crisis or conflict-affected*</p> <p><b><sup>o</sup>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p>* Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”.</p> <p><sup>^</sup>Special Education is the specially designed instruction of educating students with disabilities, which accommodates their individual needs. This process entails individually planning, systematically monitoring, adapting equipment and materials, and developing accessible settings.</p>

<b>Indicator</b>	<b>ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance</b>
Definition	<p>Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g. school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g. school, NGO). Their roles do not involve teaching or direct instruction of students. Examples include, but are not limited to, the following: principals; superintendents; head teachers; coaches; trainers; inspectors; technical specialists; managers; etc.</p> <p>Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.</p> <p>Education administrators and officials who benefit from the services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p>When calculating the total number of education administrators and officials each administrator and official should be counted only once (regardless of how many professional development activities he or she successfully completed).</p>
Primary SPS Linkage	ES1, DR2, DR4
Linkage to Long-Term Outcome or Impact	Professional development and training for education administrators and officials supports institutional capacity development and is important in sustaining a functioning and productive education system.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall reach of education programs and the extent to which they are supporting capacity development of individuals throughout education systems. It will be used, along with other education-related standard indicators, to report progress

	and results in the education sector and supplement other reporting against the goals of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a>  <b>Technical POC:</b> Elena Walls, Senior Monitoring and Evaluation Advisor, Evidence Team, Office of Education   1-202-712-5330   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<p>Number of males<sup>o</sup>  Number of females<sup>o</sup>  Number of educators who are crisis or conflict-affected*</p> <p><sup>o</sup><b>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p>* Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”.</p>

<b>Indicator</b>	<b>ES.1-13 Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance</b>
Definition	<p>Provide a count of the number of parent teacher associations (PTAs) or community-based school governance structures that are receiving USG support and are engaged in primary or secondary education.</p> <p>Community-based school governance structures are non-profit entities that consist of learners’ parents (or their legal guardians), community members, teachers and other administrative school staff. These organizations are sometimes referred to as Parent-Teacher Associations (PTAs) or School Management Committees (SMCs).</p> <p>Engagement in education can include efforts to promote participation of parents (or guardians) and other community members in school-level decision making, monitoring school quality, monitoring or participation in school governance, advocacy work, and/or sponsorship or fundraising initiatives for supplemental educational materials.</p> <p>Examples of USG support to community-based school governance structures includes, but is not limited to, direct financial support (grants) and training in skills related to serving on a PTA, SMC, or equivalent governance body.</p>
Primary SPS Linkage	ES1, DR2, DR4, HA1
Linkage to Long-Term Outcome or Impact	Supporting school governance structures is an important way to promote capacity building at the grassroots, local level. Such structures promote opportunities for democracy in action as well as improved local ownership, accountability, stability of schools. This supports improved accessibility and quality of education, leading ultimately to improved learning outcomes.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scale of USAID support to community-based school management organizations. It will be used to monitor the production of an output that supports the achievement of improved learning

	outcomes.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a>  <b>Technical POC:</b> Elena Walls, Senior Monitoring and Evaluation Advisor, Evidence Team, Office of Education   1-202-712-5330   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<p>Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education in a conflict or crisis-affected setting*</p> <p>* Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”.</p>

<b>Indicator</b>	<b>ES.1-14 Number of classrooms built or repaired with USG assistance</b>
Definition	<p>“Classrooms” can be defined as safe and secure physical spaces in which organized group learning takes place. Classrooms range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows.</p> <p>This indicator includes temporary classrooms (such as tents set aside for instruction, and temporary learning centers) frequently found in settings serving refugees and/or internally displaced people. Clear distinction between permanent classrooms and temporary classrooms must be made through the use of disaggregation of this indicator.</p> <p>To build, or construct, a classroom means to complete all required design, assembly, finishing, and inspection stages required to create a classroom that did not previously exist. The standards for a ‘complete’ classroom should comply with local standards, but should include all furnishings (such as classroom furniture and blackboards, if locally appropriate) needed for educational activity.</p> <p>To repair a classroom means to complete all required design, assembly, finishing, and inspection stages required to bring an existing classroom into compliance with expectations for a ‘complete’ classroom (as discussed above). ‘Repair’ should include substantial physical and structural improvements to the classroom. Repair can include ‘finishing work’ such as plaster, paint, and furniture repair, however ‘finishing work’ on its own (without substantial physical and structural improvements) should not be counted as classroom repair.</p> <p>Individual classrooms should be counted if a whole classroom block is built or repaired (e.g., if a block contains three classrooms, all three should be counted). Spaces that are not used for learning and instruction, such as administrative offices or eating spaces, should not be counted as classrooms.</p> <p>Because the definition of a classroom refers to a physical space, a classroom should be counted only one time even if it is used by multiple classes or shifts.</p>
Primary SPS Linkage	ES1, HA1

Linkage to Long-Term Outcome or Impact	“Classrooms” are safe and secure spaces in which organized group learning takes place. They range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. Classrooms of acceptable quality are an essential component of education, making instruction possible and encouraging parents to send their children to school. Adequate school buildings positively affect access to education.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scope of construction and infrastructure improvements in the education sector. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a>  <b>Technical POC:</b> Elena Walls, Senior Monitoring and Evaluation Advisor, Evidence Team, Office of Education   1-202-712-5330   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<p>Number of permanent classrooms  Number of temporary classrooms  Number of classrooms built or repaired in a crisis or conflict-affected setting*</p> <p>* Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”.</p>

Indicator	<b>ES.1-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs</b>
Definition	<p>This indicator intends to capture transitions that meaningfully advance the education or career goals of individuals.</p> <p>'Further education or training' refers to education in which the eventual earning of a degree or diploma--such as primary, secondary, or post-secondary education or equivalent--is possible; and to certification-granting technical/vocational education or training. Individuals can be counted as 'transitioning' to further education or training if they <i>enroll</i> in education or training programs within six months of the end of the US-assisted programming in which they participated. Individuals who are already enrolled in the formal education system would not count towards this indicator, even if they are participating in a supplemental program.</p> <p>'Percent of Individuals' is the number of individuals who have transitioned to further education or training divided by the total number of individuals who participate in programming. Individuals who are studying after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p><b>Calculation of percentage:</b>  numerator*=number of individuals transitioning to further education or training  denominator*=number of individuals who participate in programming  *Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc). Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual's results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple components of a program, assessments that verify the transition to education or training should occur within six months of the end of the full cycle of programming. This indicator does not count individuals who transition to other planned phases of a single education or training program.</p> <p>'USG-assisted programs' refer to structured programs (e.g. accelerated education, complementary basic education, bridging programs, workforce development programs, etc.) in which individuals gain foundational skills in literacy, numeracy, soft or social and emotional skills, or technical skills that enable individuals to transition to further education or training. A certificate may or may not have been issued at the end of their participation of the</p>

	<p>USG-assisted program.</p> <p>'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, some but not all days of schooling, participated in some events, etc.</p> <p>'Following participation' means that the individuals surveyed participated in a program within the previous six months. Verification of transition data should be collected within six months of the end of programming.</p>
Primary SPS Linkage	ES.1 BE, EG.6 Workforce Development, and ES.2 HE
Linkage to Long-Term Outcome or Impact	<p>A transition to education or training is a positive outcome of several program types, including:</p> <ol style="list-style-type: none"> <li>1) accelerated education or bridging programs, where it signifies that an individual has achieved the necessary proficiency to be (re-)integrated into the formal school system</li> <li>2) youth workforce development, where it can indicate that an individual is advancing goals that will improve future economic opportunity.</li> </ol> <p>Such transition to education or training captures desired outcomes as outlined in the access to quality education, foundational skills, and youth skills priorities of the 2018 USAID Education Policy.</p>
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	It will be used, along with other indicators, to describe progress toward the 2018 USAID Education Policy priorities related to workforce development, education, and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source	<p>Activity records or USAID Workforce Outcomes Reporting Questionnaire (WORQ)*</p> <p>*Please refer to the "USAID E3/ED's Guidance Note: Measuring Workforce Development Indicators". The WORQ tool for collecting the necessary data for the indicator are provided in the Guidance Note. The survey should be adapted to the local and cultural context and translated, as necessary.</p>

Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a></p> <p><b>Technical POC:</b> Anjali Shivshanker, Senior Research Advisor, Office of Education 1-202-625-9444 ext 207   <a href="mailto:ashivshanker@usaid.gov">ashivshanker@usaid.gov</a></p>
Disaggregate(s)	<p>Number of males<sup>o</sup> who transition to education/training (numerator)  Number of males<sup>o</sup> who participate in the activity (denominator)  Number of females<sup>o</sup> who transition to education/training (numerator)  Number of females<sup>o</sup> who participate in the activity (denominator)  Number of males ages 10-14  Number of females ages 10-14  Number of males ages 15-19  Number of females ages 15-19  Number of males ages 20-24  Number of females ages 20-24  Number of males ages 25-29  Number of females ages 25-29  Number of females with a disability* who transition to education/training (numerator)  Number of females with a disability* who participate in the activity (denominator)  Number of males with a disability* who transition to education/training (numerator)  Number of males with a disability* who participate in the activity (denominator)  Number of individuals affected by crisis or conflict<sup>+</sup> who transition to education/training (numerator)  Number of individuals affected by crisis or conflict<sup>+</sup> who participate in the activity (denominator)</p> <p><b><sup>o</sup>All activities reporting on this indicator MUST report on sex disaggregates.</b>  Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p>*The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities targeting children <i>under the age of 15</i>, only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.</b> This includes activities that identify children with disabilities</p>

as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report against this disaggregate. Activities that rely on a sample of learners under the age of 15 rather than a census to report results should sample to ensure representation of individuals with disabilities. Activities targeting individuals under the age of 15 should use a pre-existing or custom age-appropriate tool to identify disability status.

**All activities targeting individuals ages 15 and older ('youth') should report on this disaggregate,** though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify youth with disabilities as a target beneficiary or sub-beneficiary group. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data.

Refer to USAID [Guidance on How to Collect Data on Disability](#) for more information.

\*Please see the 2018 USAID Education Policy for definitions of "conflict-affected" and "crisis-affected". Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.

Indicator	<p><b>ES.1-47: Percent of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2</b></p>
Definition	<p><b>Defining Learners with Disabilities-</b> A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled at grade 2.</p> <p>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.</p> <p>Only activities that are focused on improving literacy of children with disabilities should report on this indicator. This includes literacy activities that identify children with disabilities as a target beneficiary group. Activities that do not have an explicit focus on literacy improvements for children with disabilities do not need to report on this indicator. For example, activities that broadly support differentiated and inclusive instruction but do not target specific literacy outcomes for learners with disabilities need not report against this indicator. Activities, such as those measured under this indicator, that target individuals under the age of 15 should use a validated tool to identify disability status. Activities targeting individuals with disabilities age 15 or higher should use <a href="#">USAID’s guidance on how to collect data on disability</a>.</p> <p><b>Measuring Reading Ability -</b> Reading ability must be measured to report on the percent of learners who have attained a minimum grade-2-level proficiency in reading. Reading ability should be measured through grade-2-level assessments that are appropriately adapted, as needed, to be accessible for learners with disabilities; have satisfactory psychometric validity and reliability; and are not subject to corruption, cheating, or score inflation. Assessment adaptations must consider student-focused accessibility needs, on a case-by-case basis, such as: accessible format (i.e. Braille, large-print, easy-to-read/plain language formats); language of use for comprehension and expression (i.e. local sign languages); extra time for completion; and provision of assistive technology (i.e. screen readers, slate and stylus, pencil grips and holders).</p> <p>Examples of assessment systems that are acceptable can include, but are not limited to, appropriately adapted country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment, including the appropriate sign</p>

language, will be determined by country policies. In the absence of a nationally-recognized sign language, the local dialect of sign language as defined by the local Deaf Community should be used. For learners using sign language Missions should use a bilingual assessment using both the local sign language, for communication, and the written language used in schools. For spoken languages, if a USAID-funded activity aims to improve teaching reading in five languages in five different areas of the country, report the aggregate of the results across all five languages. However, if the same learners are taught and assessed in more than one language, Missions should report scores from the language in which learners have studied reading the longest. For example, in Malawi, children are taught in both Chichewa (a local language) and English, but the majority of children will have learned in Chichewa longer than in English. However, if the activity was specifically tasked with improving reading skills in a particular language, then the activity should report on the results of assessing learning in that language.

**Defining Minimum Proficiency** - Minimum proficiency is defined according to reading proficiency standards set by host country governments, preferably aligned with international standards as defined in the [Global Proficiency Framework](#) (GPF). The toolkit to set internationally-linked benchmarks is available [here](#). Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local teaching and language experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above . If countries have not yet set internationally linked benchmarks, country-level benchmarks for reading proficiency can be used as a second-best option to report against this indicator. In the absence of a country-specific benchmark, a final alternative is to count the increased percentage point of learners in the intervention areas achieving a set benchmark on reading fluency score.

Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally linked benchmarks, country-level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option.

**Sampling Learners** - Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.

**Assessment Methodology** - Activities can use a cohort sampling method (sampling grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of grade 2 in the control and in the treatment group and tracking those same learners to the end of grade 2). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the

beginning and end of the school year. However, note that if a panel approach is used, activities must test learners from a comparable sample from control schools, to separate the effects of the intervention from the effects of a typical year of schooling.

**Defining “Targeted for USG Assistance”** - USG assistance is defined as financial or technical assistance from the USG designed to improve reading outcomes for learners with disabilities specifically or learning outcomes for learners with disabilities more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: assistance with screening and identifying learners with disabilities to benefit from inclusive education interventions; training for teachers on developing individualized education plans; training for teachers on inclusive pedagogy, including learning braille and sign languages; ; administrator training; the provisions of adapted teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students based on individual learning needs; support for policies and procedures that increase time on task; training and support of teacher coaches and auxiliary/support staff; work to reduce class size; work to improve the safety and accessibility of learning environments ; support for more inclusive learning environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the learner level; etc.

A learner with a disability targeted for USG assistance is one who is in a grade 2 classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years--e.g., midline and endline, of the same intervention).

**Defining the Numerator and Denominator Values** - A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible for reasons beyond the control of the intervention, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator. The baseline and all subsequent reporting years should report the total percent (with numerator and denominator numbers) of learners targeted to receive USG assistance who are meeting minimum proficiency standards in grade 2, as determined by comparing the learners’ reading outcomes with benchmarks, as described in the section defining minimum proficiency above.

**Multiple Interventions-** If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners attaining minimum proficiency. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual

	<p>should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one individual could be reported as meeting both minimum proficiency in reading and minimum proficiency in math under this indicator and the supplemental math indicator, “Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2”).</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator: Sample-based estimate (extrapolated to the beneficiary population) of the number of learners with disabilities targeted for USG reading interventions who attain a minimum grade-level proficiency in reading at the end of grade 2 or equivalent.</li> <li>• Denominator: Total number of grade-2 or equivalent learners with disabilities targeted with USG reading or education interventions.</li> </ul>
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	<p>This indicator is a long-term outcome in and of itself while also serving as a critical link to other intended long-term impacts. The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right, extended to all individuals including those with disabilities. Further, when a learner has the ability to read and access books or other reading materials, that learner is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to read. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn to read well in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children and their families as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	<p>This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically reading skills, for some of the most marginalized learners--learners with disabilities. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the 2018 U.S. Government Strategy on International Basic Education and the 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).</p>

Reporting Frequency	OUs should report against this indicator as frequently as once per year based on when they collect reading assessment data. This could be annually, every two years, every 3 years, etc.
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGRAs, ASER, or other leveled reading assessments in USG activity areas</li> <li>• Analysis of secondary data on reading outcomes (e.g. ASER, EGRA), in so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p>Agency: USAID  Bureau and Office: E3/ED  POC: Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov</p> <p>Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education, 1-202-712-5330   ewalls@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>- Percent of male learners with a disability who attain minimum grade-level proficiency in reading<sup>1</sup></li> <li>- Percent of female learners with a disability who attain minimum grade-level proficiency in reading<sup>1</sup></li> <li>- Number of female learners with a disability meeting minimum proficiency (numerator)<sup>1</sup></li> <li>- Total targeted female learners with disabilities (denominator)<sup>1</sup></li> <li>- Number of male learners with a disability meeting minimum proficiency (numerator)<sup>1</sup></li> <li>- Total targeted male learners with disabilities (denominator)<sup>1</sup></li> <li>- Percent of individuals/learners with a disability affected by conflict or crisis who attain minimum grade-level proficiency<sup>2</sup></li> <li>- Number of learners with a disability affected by crisis or conflict meeting minimum proficiency (numerator)<sup>2</sup></li> <li>- Total targeted learners with disabilities affected by crisis or conflict (denominator)<sup>2</sup></li> </ul> <p><sup>1</sup><b>All USG interventions reporting on this indicator MUST report on the sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.</p>

Indicator	<p><b>ES.1-48: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2</b></p>
Definition	<p><b>Defining Learners</b> - A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled at grade 2.</p> <p><b>Measuring Reading Ability</b> - Reading ability must be measured to report on the percent of learners who have attained a minimum grade-2-level proficiency in reading. Reading ability should be measured through a grade-2-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments.</p> <p><b>Language of Assessment</b> - The language(s) of assessment will be determined by country policies. For example, if a USAID-funded activity aims to improve teaching reading in five languages in five different areas of the country, report the aggregate of the results across all five languages. However, if the same learners are taught and assessed in more than one language, activities should report scores from the language in which learners have studied reading the longest. For example, in Malawi, children are taught in both Chichewa (a local language) and English, but the majority of children will have learned in Chichewa longer than in English. However, if the activity was specifically tasked with improving reading skills in a particular language, then the activity should report on the results of assessing learning in that language.</p> <p><b>Setting Proficiency Benchmarks</b> - Proficiency levels should be defined according to reading proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework</a> (GPF). They should be tailored to the language, context, and assessment utilized. These standards include four levels - “does not meet proficiency standards,” “partially meets proficiency standards,” “meets minimum proficiency standards,” and “exceeds minimum proficiency standards.” The toolkit that countries and activities can use to set internationally- linked benchmarks across these four levels is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local teaching and language experts. Activities are</p>

strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above .

If countries have not yet set internationally linked benchmarks across these four levels, activities can use country-level benchmarks set for these levels for reading proficiency as a second-best option to report against this indicator. If a country does not have four levels of proficiency defined, activities should justify how they are determining a shift in a level of proficiency in the indicator narrative. In the absence of a country-specific benchmark, a final alternative is to count the increased percentage point of learners in the intervention areas achieving a set benchmark on reading fluency score. The approach used for benchmarking (internationally-linked, country-level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option must be reported in the narrative for this indicator.

Note, activities must report in the narrative for this indicator whether the numbers reported under this indicator are based on internationally linked benchmarks, country-level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option.

**Calculating Change in Proficiency Levels** - A change from one proficiency level to another means a change in the percentage of learners falling into a specific proficiency level (or bucket) category between baseline and the year reported. Activities can choose whether to use a cohort sampling method (sampling different populations of grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (sampling learners for a baseline at the beginning of grade 2 in the control and treatment group and then sampling those same learners at the end of grade 2). If an activity chooses to use a cohort approach, the activity should assess a representative sample of learners at the same time in the school year (as close to the end of the school year as possible) and will report the change in percentage of learners falling into each proficiency level. When using a cohort approach, activities will use the following formula:

Baseline (B) - Endline (E) for “Does not meet” category + E - B for the “Meets” + “Exceeds” categories. If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population). Note that this formula is simplified to allow for ease in measurement. Also note that the “partially” meets category is left out to avoid double counting, as those learners will have either moved up from the “does not meet” category or down from the combined top category. Also, note that a midline assessment can be used to assess progress part way through an activity. See examples below for clarity.

**Example 1:**

Level	Baseline	Midline	Formula
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Does not meet minimum proficiency standards	55%	40%	15 percentage points
Meets or exceeds minimum proficiency standards	25%	35%	10 percentage points
Total reported change			25 percentage points

**Example 2:**

Level	Baseline	Midline	Reported change
Does not meet minimum proficiency standards	40%	30%	10 percentage points
Meets or exceeds minimum proficiency standards	10%	5%	-5 percentage points
Total reported change			5 percentage points

A cohort sampling method is the most common method of reporting on this indicator. If an activity chooses a panel sampling method, learners should be tracked longitudinally and assessed at the beginning and end of the school year. With a learner-level panel approach, simply count when a learner moves from one category of proficiency to another. Individual learner changes can be added together (Note, a movement down, from “meets” to “partially” for example, would count as a negative movement, and a movement up, from “partially” to “exceeds” for example, would count as a positive, regardless of how many levels the learner moves up). With a classroom or a school-level panel, the formula described above for a cohort study can be used. If a panel method is used to report on this indicator, the activity must test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.

**Sampling Learners** - Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling. The same sample used to report against *ES.1-1: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2* should be used here.

**Defining “Targeted for USG Assistance”** - USG assistance is defined as financial or technical assistance from the USG designed to improve reading outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; ; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.

A learner “targeted for USG assistance” is one who is in a grade 2-classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years--e.g., midline and endline, of the same intervention).

**Defining the Baseline Numerator and Denominator Values** - Activities must conduct a baseline at the beginning of an intervention to report against this indicator. However, at baseline of a USG intervention, the numerator and denominator will be zero for that intervention, as no learners will have yet been reached with that specific USG reading or education intervention. Note, it is highly possible that learners will have been reached at baseline by a past USG intervention, but these learners should not be counted toward the numerator or denominator if that activity has concluded. Also note that if there are more than two activities or interventions working toward improved reading outcomes, it is possible that one intervention will have outcomes to report against this indicator even while a second intervention is reporting zero for baseline.

**Multiple Interventions** - If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners attaining minimum proficiency. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one

	individual could be reported under the percentage point change in the proportion of learners moving from one math proficiency level to another or under this indicator and under ES.Supp-4: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of grade 2).
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	<p>This indicator helps to measure progress toward the long-term outcome of proficiency in reading. Many countries perform fairly poorly on indicator <i>ES.1-1: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2</i>, as such, it is not feasible for most USG interventions to move all children with zero scores on their reading assessments to meeting minimum proficiency during the activity's limited period of performance. This indicator offers those USG activities the opportunity to demonstrate progress toward the long-term outcome of proficiency in reading.</p> <p>The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. When a learner has the ability to read and access to books or other reading materials, that child is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to read. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn to read well in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates). This indicator replaces USAID's separate data call and analysis sometimes referred to as "the count."

Reporting Frequency	OUs should report against this indicator as frequently as once per year based on when they collect reading assessment data. This could be annually, every two years, every 3 years, etc.
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGRAs, ASER, or other leveled reading assessments in USG activity areas</li> <li>• Analysis of secondary data on reading outcomes (e.g. ASER, EGRA), in so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p>Agency: USAID  Bureau and Office: E3/ED  POC: Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov</p> <p>Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education  1-202-712-5330   ewalls@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>- Percent male learners<sup>1</sup></li> <li>- Percent female learners<sup>1</sup></li> <li>- Percent male learners with a disability<sup>2</sup></li> <li>- Percent female learners with a disability<sup>2</sup></li> <li>- Percent of individuals/learners affected by conflict or crisis<sup>3</sup></li> <li>- Percent of learners falling in the “does not meet” category</li> <li>- Percent of learners falling in the “partially meets” category</li> <li>- Percent of learners falling in the “meets” category</li> <li>- Percent of learners falling in the “exceeds” category</li> </ul> <p><sup>1</sup>All USG interventions reporting on this indicator <b>MUST report on the sex disaggregates</b>. Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>Only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.</b> This includes activities that identify children with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this indicator. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report against this indicator.</p>

	<p>Activities targeting individuals with disabilities under the age of 15 should use a validated age-appropriate tool to identify disability status. Activities targeting individuals with disabilities age 15 or higher should use <a href="#">USAID's guidance on how to collect data on disability</a>.</p> <p><sup>3</sup>Please see the 2018 USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.</p>
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Indicator	<b>ES.1-50: Number of public and private schools receiving USG assistance</b>
Definition	<p>The purpose of this indicator is to facilitate reporting on the balance of public and private schools that receive USG assistance. When reporting on this indicator, it is essential that the public/private disaggregations are reported along with the overall value. If all assistance goes to one category or the other, then report the full number for one disaggregate and zero for the other.</p> <p>A “school” is a single location or setting where organized educational activities take place for the purpose of conveying academic basic education skills or knowledge to learners. In this document, the word “school” is used as a matter of convenience to include both traditional schools as well as non-traditional or non-school environments where organized learning takes place. Schools can be counted as contributing to this indicator if they are settings where one or more of the following organized educational activities take place: formal or non-formal equivalent of pre-primary, primary, or secondary-school. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, for-profit schools, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to accepted objectives of formal learning at the pre-primary, primary, or secondary levels.</p> <p>If multiple school levels and/or formal/non-formal combinations are serviced at a single location and governed by a single entity, these combinations should be counted as a single school. For example, a school that provides both primary and secondary-level classes at a single location and is managed by a single governing body should be counted as one school. Likewise, if both formal and non-formal learning take place in a single location and the formal and non-formal components are both managed by a single governing body, the combination should be counted as a single school.</p> <p>If separate governing bodies manage distinct learning activities that take place at a single location, each should be counted as a distinct school. For example, if a building is used to offer formal education governed by a public board during the day, and is used to offer non-formal education governed by a private NGO in the evening, this should be considered two distinct schools operating at the same location. Depending on the nature of the programming, one or both locations may be receiving foreign assistance.</p> <p>If a single administrative unit or business unit operates multiple individual schools with distinct locations, each school should be counted separately. For example, if a private education provider runs three campuses, each campus should be counted separately. Likewise, if an elected school board manages several individual schools, each should be counted separately.</p>

	<p>For the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:</p> <p><b>Private:</b> Institution that is controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.</p> <p><b>Public:</b> Institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.</p> <p>The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.</p>
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	A lack of financial resources can make it difficult for governments to deliver comprehensive, free public education. Simultaneously, enrollments are growing in the non-state school sector. In some contexts, non-state schools and non-formal education are filling gaps in public provision and have facilitated greater gender parity, as well as created pathways to secondary and higher education. Non-state actors can play a critical role in the education ecosystem and be effective partners in finding system-level reforms and solutions.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the scale and reach of USAID’s work with non-state schools and report on this work. It will be used, along with other indicators, to describe progress toward the focus area of “engaging with non-state actors” in the 2018 USAID Education Policy and toward Agency-level priorities in several areas of interest including the Journey to Self-Reliance.
Reporting Frequency	Annual
Data Source	Official Government Records Official reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> E3/ED <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a> <b>Technical POC:</b> Ben Sylla, Senior Education Advisor and Evidence Team Lead, Office of Education   1-202-216-3212   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>

Disaggregate(s)	Number of public schools Number of private schools Number of public pre-primary schools Number of private pre-primary schools Number of public primary schools Number of private primary schools Number of public secondary schools Number of private secondary schools
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Indicator	<b>ES.1-51: Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria</b>
Definition	<p>A “learning environment” is a place where structured learning happens with an aim to improve reading, math, or social and emotional learning outcomes. A learning environment can be a formal school setting or a non-formal equivalent.</p> <p>A “safe learning environment” is a place free from environmental, internal and external threats to learners’ and education personnel’s safety and well-being. Environmental threats can include, but are not limited to, natural disasters and public health risks. Internal threats can include, but are not limited to, school-related gender-based violence, bullying, and corporal punishment. External threats can include, but are not limited to, attacks on the way to/from school, ideological attacks on education, armed/violent attacks on education, and occupation of education infrastructure by armed groups.</p> <p>The factors relevant to school safety vary from context to context. “Locally-defined criteria for safety” should be determined in consultation with local stakeholders before school improvements are made. <a href="#">The Safe Learning Environments toolkit</a> (qualitative and quantitative options) gives guidance on how to assess local threats to safety at the school level in a wide variety of contexts in a way that avoids doing harm, is conflict sensitive, and is locally-relevant.</p> <p>Learning environments can be counted as having “improved safety” if they have made progress against the locally-defined criteria since the last time they were measured (e.g. may have been the previous school year or the beginning of the current school year). Learning environments that have made no measurable progress cannot be counted as improved for that period. The use of a census or representative sample will depend on whether the threat to safety is at the school level or individual learner level and do no harm considerations. Learning environments should be counted only once, even if the learning environment receives multiple types of interventions.</p> <p>“USG assistance” is defined as financial or technical assistance designed to improve school safety specifically. This can be provided at the national system-level, sub-national level or through direct interventions at the</p>

	<p>school-level, but all leading to changed outputs at the school-level. Examples of USG education assistance that fall into this category can include, but are not limited to: support to PTA-led school improvement plans, teacher and school personnel codes of conduct; school safety response and referral mechanisms, school rehabilitation directly related to school improvement plans; national or sub-national policies on school safety or infrastructure minimum standards; training for school personnel, education officials or community members on school safety; etc.</p>
Primary SPS Linkage	ES.1, HA.1, HA.2
Linkage to Long-Term Outcome or Impact	<p>Safe learning environments are fundamental to a do no harm approach in education programming. Education programs cannot put learners at additional risk through services delivered.</p> <p>Safe learning environments contribute to the ultimate goal of the USAID Education Policy, which is that all children and youth have access to safe, quality, relevant education that helps them gain literacy, numeracy, and social emotional skills in the following ways:</p> <ol style="list-style-type: none"> <li>(1) Safe learning environments support improved enrollment and retention of learners.</li> <li>(2) Safe learning environments support equitable access to education for marginalized learners, particularly girls; learners affected by conflict or crisis; or learners with disabilities.</li> <li>(3) Safe learning environments can mitigate the negative impacts of adversity on children and youth’s ability to learn.</li> <li>(4) Safe learning environments are prerequisites for successfully building the social and emotional skills of learners.</li> </ol>
Indicator Type	Output
Reporting Type	Number
Use of Indicator	<p>This indicator will allow the education sector to report progress and results on priority outcomes under both the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress, along with other education-related standard indicators. At the program or activity level, this indicator provides data that track progress against creating a safe learning environment for all learners.</p>
Reporting Frequency	Annual

Data Source	Data used to report against this indicator must be primary data, at the level of the learning environment or learner level, collected by the partner implementing the activity. Please see supplemental guidance for more information on sampling, methods, and tools.
Bureau Owner(s)	<p><b>Agency:</b> USAID</p> <p><b>Bureau and Office:</b> E3/ED</p> <p><b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a></p> <p><b>Technical POC:</b> Anjuli Shivshanker, Senior Research Advisor, Office of Education   1-202-625-9444 ext 207   <a href="mailto:ashivshanker@usaid.gov">ashivshanker@usaid.gov</a></p>
Disaggregate(s)	<p>Number of learning environments with improved safety that are conflict or crisis-affected*</p> <p>Number of learning environments with improved safety that are considered “non-state” or “state”</p> <p>Number of learning environments with improved safety in rural areas</p> <p>Number of learning environments with improved safety in urban areas</p> <p>* Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”.</p>

<b>Indicator</b>	<b>ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance</b>
Definition	<p>A pre-primary learner is an individual of age four or over who is enrolled in an education program for the purpose of acquiring foundational skills (this includes key skills like pre-literacy and pre-numeracy as well as social and emotional skills) prior to entering the first grade of a primary school. These learners include, but are not limited to, those enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is led by someone trained in pre-primary education designed to provide instruction equivalent to the accepted pre-primary-school curriculum. Courses of study that offer developmentally appropriate instruction in an age-appropriate environment and that use research-based activities to foster skills foundational to school readiness are the only ones that can be counted towards this indicator.</p> <p>Learners enrolled in kindergarten should be included in this number regardless of whether the host-country government accepts kindergarten as an integrated component of primary education and/or the formal education system. Counting kindergarteners as pre-primary learners for the purposes of reporting on this indicator does not constitute technical guidance for interventions activities implement in kindergarten.</p> <p>Learners should be counted if they are enrolled in pre-primary or pre-primary-equivalent education (as defined above), and they directly benefit from USG education assistance designed to support learner acquisition of academic basic education skills and knowledge. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching learners by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping reading programs or a reading program and a math program and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a learner was counted towards this indicator in the previous fiscal year, the learner can be counted towards the indicator again in the current fiscal year.</p>

Primary SPS Linkage	ES.1, HA.1
Linkage to Long-Term Outcome or Impact	This indicator, taken with ES.1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance and ES.1-4: Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance, provides a sense of the overall scale of learners benefiting from USG education assistance. It also acts a critical output in the theory of change toward improved learning outcomes.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator provides a sense of the overall scale of learners benefitting from USG education assistance. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	Annual
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s)</li> </ul>
Bureau Owner(s)	Agency: USAID Bureau and Office: E3/ED POC: Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov  Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education, 1-202-712-5330   ewalls@usaid.gov
Disaggregate(s)	Number of males <sup>1</sup> Number of females <sup>1</sup> Number of male learners with disabilities <sup>2</sup> Number of female learners with disabilities <sup>2</sup> Number of learners affected by conflict or crisis <sup>3</sup>  <sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b>  <sup>2</sup> The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.  <b>Only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.</b> This includes activities that identify

	<p>children with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this indicator. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report against this indicator.</p> <p>Activities targeting individuals under the age of 15 should use a validated, age-appropriate tool to identify disability status.</p> <p><sup>3</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>
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<b>Indicator</b>	<b>ES.1-54: Percent of individuals with improved reading skills following participation in USG-assisted programs</b>
Definition	<p>This indicator measures reading outcomes of structured, non-primary equivalent programs. Outcomes from primary school equivalent programming (formal or non-formal) should be reported to one of the primary-equivalent reading indicators. For example, this indicator would be applicable to programming that targets out-of-school youth or adults with reading programming.</p> <p>'Reading skills' are the skills necessary to "use printed and written information to function in society" (<a href="#">US National Assessment of Adult Literacy</a>). Reading skills include phonological awareness, word recognition, vocabulary knowledge, oral reading fluency, and comprehension. At higher levels, the application of literacy skills involves locating information, paraphrasing, inferring, interpreting, integrating, evaluating competing information, and more.</p> <p>Reading skills should be measured through a criterion-based, validated assessment that has satisfactory psychometric validity and reliability and is not subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments should directly assess individual reading skills; self-assessments should not be used. The language(s) of assessment should be the same as the language of instruction for the reading program.</p> <p>'Improved reading skills' are measured by a longitudinal pre/post assessment that directly assesses the individual's reading skills. 'Improved' is defined as movement from one level at pretest to a higher level at post-test, with levels defined by the assessment used. If the assessment does not have its own levels associated with scores or ranges of scores, then assessment results should be linked to USAID's literacy levels rubric (see the USAID E3/ED Guidance Note, "<a href="#">Measuring Skills for Youth Workforce Development</a>").</p> <p>'Individuals' are ages 10 and older at the time of their participation in a USG-assisted program.</p> <p>'Percent of individuals' is the number of individuals with improved skills at post-test divided by the total number of individuals who participate in reading skills programming multiplied by 100. Individuals with improved reading skills after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p><b>Calculation:</b>  numerator*=number of individuals with improved skills at post-test  denominator*=number of individuals participating in reading skills programming  *Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are</p>

	<p>important for understanding differences in outcomes (e.g., geography, language, sex, etc). Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual's results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple reading skills programs, endline assessments should occur at the end of the reading programming in which the individual participated.</p> <p>'USG-assisted programs' refer here to structured, non-primary equivalent programs intended to affect outcomes related to reading skills. Outcomes from primary school equivalent programming (formal or non-formal) should be reported to one of the ES reading indicators. A certificate may or may not be issued at the end of the program.</p> <p>'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p>
Primary SPS Linkage	ES2, EG3, EG6, HL1, HL6, HL7
Linkage to Long-Term Outcome or Impact	A key linkage in the youth workforce development theory of change, improved reading skills is an intermediate outcome linked to longer-term workforce outcomes such as incidence of new employment and increased earnings.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source	Direct assessment of reading skills
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a></p> <p><b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>

Disaggregate(s)	<p>Number of males<sup>1</sup> with improved skills (numerator)  Number of males<sup>1</sup> who participate in the activity (denominator)  Number of females<sup>1</sup> with improved skills (numerator)  Number of females<sup>1</sup> who participate in the activity (denominator)  Number of males age 10-14<sup>2</sup> with improved skills  Number of females age 10-14<sup>2</sup> with improved skills  Number of males age 15-19<sup>2</sup> with improved skills  Number of females age 15-19<sup>2</sup> with improved skills  Number of males age 20-24<sup>2</sup> with improved skills  Number of females age 20-24<sup>2</sup> with improved skills  Number of males age 25-29<sup>2</sup> with improved skills  Number of females age 25-29<sup>2</sup> with improved skills</p> <p>Number of females with a disability<sup>3</sup> with improved soft skills (numerator)  Number of females with a disability<sup>3</sup> who participate in the activity (denominator)  Number of males with a disability<sup>3</sup> with improved soft skills (numerator)  Number of males with a disability<sup>3</sup> who participate in the activity (denominator)  Number of individuals in a crisis- or conflict-affected setting<sup>4</sup> with improved soft skills (numerator)  Number of individuals in a crisis- or conflict-affected setting<sup>4</sup> who participate in the activity (denominator)</p> <p><b><sup>1</sup>All activities reporting on this indicator MUST report on sex disaggregates.</b>  Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup>All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p> <p><sup>3</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>All activities should report on this disaggregate, though only activities that are focused on improving the outcomes of individuals with disabilities must sample to ensure representation by disability status.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not sample specifically for disability status. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data.</p>
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Refer to USAID [Guidance on How to Collect Data on Disability](#) for more information.

<sup>4</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”. Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.

Indicator	<b>ES.1-55: Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations</b>
Definition	<p>This indicator counts the percent of learners targeted for USG assistance who have the appropriate variety of reading materials to enable learning to read. For pre-primary grades (including kindergarten), this means story books. For grade 1 through 3 this means one set of decodable readers, one set of leveled readers AND one set of supplementary readers per learner. . For grades 4 through 6 this means at least one set of supplementary readers per learner. Story books, decodable readers, leveled readers and supplementary readers are defined as follows:</p> <ol style="list-style-type: none"> <li>1. “Story book” is defined as any book or picture book intended for children, containing stories, or nonfiction content, written or illustrated in a narrative fashion. Sets should include no less than one supplementary book per week in the school year.</li> <li>2. “Decodable readers” are reading materials in which all words are consistent with the letters and corresponding phonemes that have been taught to a reader. They are sequenced in accordance with the order in which letters are taught in the school curriculum and progressively increase in difficulty. Decodable readers can be packaged together in one textbook or produced as a set of readers.</li> <li>3. “Leveled readers” refer to a set of books organized by level of difficulty based on the complexity of the words, sentences, content, and other factors. When a complete set of leveled paragraphs and stories are bound together in one book, each learner should have a copy of the compilation. A set of leveled readers typically includes no less than one book per week of the school year. Leveled readers can be included in a textbook together with decodable readers.</li> <li>4. “Supplementary readers” are those used for reading practice but that may not be decodable or leveled and do not tie directly to the school curriculum. Sets should include no less than one book per week in the school year.</li> </ol> <p>If an intervention is phasing in materials, only those learners that meet the above criteria can be counted against this indicator. Activities can report a zero for this indicator with an explanation for why a zero is reported to explain phasing of materials, government limitations, etc. Additionally, if learners targeted for USG assistance received a portion of necessary materials from another source, a USAID-funded activity does not need to duplicate these materials in order to report under this indicator. For example, if the government has provided decodable readers for all grade 1 learners in the country, then USAID-funded activity only needs to provide these learners with leveled readers and supplementary readers.</p> <p><b>Quality Assurance</b> - When reporting on this indicator, activities must use appropriate tracking/monitoring strategies (e.g., sample-based site</p>

	<p>visits/classroom observations) to ensure the reading materials have reached intended learners and are not kept in locked cabinets or misplaced entirely.</p> <p><b>Inclusive Representation</b> - To be counted, the package of materials taken as a whole must be inclusively and equitably representative, where “inclusive representation of diverse populations” in teaching and learning materials means that the characters in teaching and learning materials should accurately reflect the range of characteristics in the specific society in which students will use them. Most societies are made up of approximately 50 percent girls and women and 50 percent boys and men; therefore, the characters in teaching and learning materials should reflect this distribution when taken as a whole. In contexts where multiple languages are spoken and ethnic groups are present, characters in teaching and learning materials should broadly reflect the distribution of these languages and ethnicities that exist in the broader social context. Because 15 percent of all societies include individuals with various physical, cognitive, and sensory disabilities, characters with diverse disabilities should be reflected in books in positive and inclusive ways and disability-related language should be rights-based and positive. See here for more information:  <a href="https://www.edu-links.org/resources/disability-communications-tips">https://www.edu-links.org/resources/disability-communications-tips</a></p> <p>Portrayal of characters in teaching and learning materials should avoid reinforcing biases or stereotypes that may be harmful to certain persons or groups. Refer to USAID’s “Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials” for more information:  <a href="https://pdf.usaid.gov/pdf_docs/pa00kt5n.pdf">https://pdf.usaid.gov/pdf_docs/pa00kt5n.pdf</a></p> <p><b>Language of Instruction</b> - All materials must be in the language of instruction of the classroom to count against this indicator.</p> <p><b>USG Assistance</b> - Populations “targeted for USG assistance” are students in grades 1-6 who are in formal primary school or the non-formal equivalent for whom an activity provides financial, technical, or direct assistance to improve access to teaching and learning materials (TLMs) for reading instruction and practice.</p> <p>.</p>
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	<p>This indicator helps to measure progress toward the long-term outcome of proficiency in reading. Many learners in the countries where the USG implements programs do not have access to materials for reading instruction and practice, which hinders progress toward reading proficiency. This indicator offers USG activities the opportunity to demonstrate progress toward universal access to the learning materials necessary to develop proficiency in reading.</p>

Indicator Type	Output
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall success of USG early-grade reading programs at providing high-quality reading materials for primary-grade learners, specifically to support development of reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates). This indicator replaces USAID’s separate data call and analysis of “essential instructional reading materials”.
Reporting Frequency	OUs should report against this indicator quarterly.
Data Source	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s) that include results from primary data collection and analysis based on site visits</li> </ul>
Bureau Owner(s)	<p>Agency: USAID  Bureau and Office: E3/ED  POC: Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov</p> <p>Technical POC: Elena Walls, Senior Monitoring and Evaluation Advisor, Office of Education  1-202-712-5330   ewalls@usaid.gov</p>
Disaggregate(s)	<p>Percent of pre-primary learners, including kindergartners<sup>1</sup></p> <p>Percent of grade 1 learners<sup>1</sup></p> <p>Percent of grade 2 learners<sup>1</sup></p> <p>Percent of grade 3 learners<sup>1</sup></p> <p>Percent of grade 4 learners<sup>1</sup></p> <p>Percent of grade 5 learners<sup>1</sup></p> <p>Percent of grade 6 learners<sup>1</sup></p> <p>Number of learners with decodable, leveled and supplementary readers (numerator)</p> <p>Total number of targeted learners (denominator)</p> <p>Number of learners affected by conflict and crisis with appropriately adapted decodable, leveled, and supplementary readers (numerator)<sup>2</sup></p> <p>Total number of targeted learners affected by conflict and crisis (denominator)<sup>2</sup></p> <p><sup>1</sup>Note that Missions need only report the grade levels (or their equivalent) for USG-targeted grades.</p> <p><sup>2</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>

Indicator	<b>ES.2-1 Number of host country higher education institutions receiving capacity development support with USG assistance</b>
Definition	<p>This indicator captures capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" (HEI) is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>"Host country institution" refers to institutions receiving capacity development support. Institutions <i>providing</i> support should not be counted here. The institution should be counted (not individual components or departments). For example, if an activity is working with multiple departments within a single university, the university should be counted as a whole, not as individual departments.</p> <p>"Capacity" is the ability of people, organizations and society as a whole to manage their affairs successfully.</p> <p>"Capacity development support" is comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: institutional partnerships, professional development, training, coaching, technical assistance, participatory assessments, process mapping and improvement, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc.</p> <p>A list of higher education institutions receiving support should be reported in the narrative associated with this indicator.</p>
Primary SPS Linkage	ES1, ES2, EG3, EG6, HL1, HL6, HL7, DR1, DR4
Linkage to Long-Term Outcome or Impact	Supporting the capacity development of higher education institutions can have ripple effects throughout an education system, the economy, and more. As described in the 2018 USAID Education Policy, building the capacity of higher education institutions can contribute to the advancement of all four priorities of the Policy.
Indicator Type	Output
Reporting Type	Number

Use of Indicator	This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting institutional capacity development. It will be used, along with other education-related standard indicators, to report progress and results in education and related sectors and supplement other reporting against the priorities of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official Government Records Official reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> E3/ED <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012  cying@usaid.gov  <b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a>
Disaggregate(s)	Number of public HEIs Number of private HEIs  For the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:  <b>Private:</b> Institution that is controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.  <b>Public:</b> Institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.  The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.

Indicator	<b>ES.2-2 Number of individuals attending higher education institutions with USG scholarship or financial assistance</b>
Definition	<p>This indicator captures scholarships for the purpose of attending higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>An individual may attend a higher education institution with USG-support in the US, in the individual's country of residence, or in a third country. A country of residence is where the individual resides, regardless of nationality or citizenship. A third country is a country that is neither the individual's country of residence or the US. These designations help USAID missions track investments within and outside the country in which they work.</p> <p>"Attending" a higher education institution can be for the purpose of long-term training or short-term training. Long-term training is defined as degree-earning coursework that requires six or more months of commitment. Short-term training is a training that is fewer than six months in duration, but typically a one-to-two week classroom-style course that is led by a professional instructor or technical expert with the goal of helping participants acquire new knowledge and skills in their area of employment.</p> <p>"USG scholarships and financial assistance" are defined as USG-funded, full or partial financial aid provided for a student to further his or her education. This includes financial assistance, waivers, or other support for experiential opportunities such as research assistantships, internships, apprenticeships, etc. This also includes assistance for expenses accrued while furthering one's education such as housing, health insurance, materials, etc. Such financial aid may be awarded based on a range of criteria (e.g. merit-based; needs-based; career-specific).</p> <p>"Individuals" are those who have received a scholarship or other form of financial assistance to attend a higher education institution in their own country or another country. This includes financial assistance to US citizens to study in another country and to citizens of other countries to study in the US, their own country, or a third country.</p> <p>This indicator should report all individuals who received scholarships and financial assistance and attended courses or participated in an academic or training program</p>

	at a higher education institution during the year being reported, even if some of these individuals may also have been counted in previous years. In other words, if a student is attending a higher education institution with current funding and was counted towards this indicator in a previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.
Primary SPS Linkage	ES1, ES2, EG3, EG6, HL1, HL6, HL7, DR1, DR4
Linkage to Long-Term Outcome or Impact	There is global demand for high level and technical skills within the labor force. The average returns to an individual for higher education are higher even than those for primary education, with returns higher for females than males. Providing financial/scholarship assistance based on merit and needs can significantly alter the potential lifetime earnings of individuals. It can also allow for students to study and participate in research in different countries, leading to potential innovations and new perspectives on development issues, regardless of sector.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting individual students and/or scholars. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> E3/ED <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a> <b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a>
Disaggregate(s)	Number of individuals attending US HEIs Number of individuals attending resident-country HEIs Number of individuals attending third-country HEIs Number of individuals attending short-term programs Number of individuals attending long-term programs that yield a certificate (excluding certificates of completion), certification, diploma, or associate's degree Number of individuals attending long-term programs that yield a bachelor's or equivalent Number of individuals attending long-term programs for postgraduate study (including master's, Ph.D, M.D., J.D., etc.) Number of individuals from rural areas

	<p>Number of males<sup>°</sup>  Number of females<sup>°</sup></p> <p>Number of males under 30  Number of females under 30  Number of males with a disability*  Number of females with a disability*  Number of individuals who are crisis or conflict-affected<sup>+</sup></p> <p><b><sup>°</sup>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p>*The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data. Refer to USAID’s <a href="#">Guidance on How to Collect Data on Disability</a> for more information.</p> <p><sup>+</sup> Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”</p>
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Indicator	<b>ES.2-52: Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance</b>
Definition	<p>This indicator captures individual capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>"Individuals affiliated with" refers to administrators, faculty, staff, researchers, or postdoctoral scholars who have a formal connection with one or more higher education institutions. All individuals from a higher education institution receiving capacity development support, as defined below, should be counted. This does not include undergraduate or graduate students who receive this capacity development as a component of their academic training.</p> <p>'Capacity' is the ability of people, organizations and society as a whole to manage their affairs successfully.</p> <p>'Capacity development support' for individuals in a higher education context is NOT a single event such as a training or a workshop. It is sustained and may be comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: professional development, training, coaching, technical assistance, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc.</p> <p>The name of the primary higher education institution with which each individual is affiliated should be reported in the narrative associated with this indicator in order to prevent double counting. If more than one individual is affiliated with the same institution, that institution only needs to be listed once.</p>
Primary SPS Linkage	ES1, ES2, EG3, EG6, HL1, HL6, HL7, DR1, DR4

Linkage to Long-Term Outcome or Impact	Improving the capacity of individuals affiliated with host country higher education institutions supports host country ability to improve learning and educational outcomes, train and educate a workforce, conduct and disseminate research findings, and develop innovative solutions to a range of development issues. These capacities can then lead to improved contributions of higher education to development outcomes, regardless of sector.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting individual capacity development. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	• Official reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> E3/ED <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a> <b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a>
Disaggregate(s)	Number of males <sup>°</sup> Number of females <sup>°</sup> Number of administrators <sup>2</sup> Number of faculty <sup>2</sup> Number of staff <sup>2</sup> Number of researchers <sup>2</sup> Number of post-doctoral scholars <sup>2</sup>  Number of males under 30 Number of females under 30  Number of individuals who are crisis- or conflict-affected <sup>+</sup>  <b><sup>°</sup>All activities reporting on this indicator MUST report on sex disaggregates.</b>  <b><sup>2</sup>This is the individual's self-reported, primary role.</b>  <sup>+</sup> Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”

Indicator	<b>ES.2-53 Number of physical spaces built, repaired, or refurbished for higher education with USG assistance</b>
Definition	<p>This indicator captures infrastructure development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>“Higher Education” refers to “a range of both university and non-university institutions (teacher training colleges, community colleges, technical institutes, polytechnics, distance learning programs, and academically-linked research centers) within a diversified post-secondary education system. Higher education does not include youth workforce activities at the pre-tertiary level” (USAID Education Policy 2018). Infrastructure development reported under this indicator must be for the purpose of strengthening higher education, but can take place within higher education institutions or at other locations that serve higher education students.</p> <p>“Physical spaces” refer to safe and secure physical spaces in which higher education students advance their learning or career preparation or in which faculty/staff improve instruction, curriculum, or pedagogy. Physical spaces could range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. They may also include temporary classrooms (such as tents set aside for instruction, and temporary learning centers) frequently found in settings serving refugees and/or internally displaced people, etc. Physical spaces include, but are not limited to, libraries, laboratories and other research facilities, lecture halls, career centers, alumni centers, and maker spaces that serve higher education students. ‘Research facilities’ are any physical spaces used for the purpose of research. This may include spaces used to conduct research, store property related to research, etc.</p> <p>To build, or construct, a physical space means to complete all required design, assembly, finishing, and inspection stages required to create a physical space that did not previously exist. The standards for a ‘complete’ physical space should comply with local standards, but should include all furnishings (such as furniture, equipment, etc., if locally appropriate) needed for the activities that will take place in that physical space and comply with USAID’s accessibility standards.</p> <p>To repair a physical space means to complete all required design, assembly, finishing, and inspection stages required to bring an existing physical space into compliance with expectations for a ‘complete’ physical space and with USAID’s accessibility standards (as discussed above). ‘Repair’ should include substantial physical and structural improvements to the space. Repair can include ‘finishing</p>

	<p>work’ such as plaster, paint, and furniture repair; however, ‘finishing work’ on its own (without substantial physical and structural improvements) should not be counted as repair.</p> <p>To refurbish a physical space means to update it to better meet its intended purpose. ‘Refurbishing’ should include substantial updates that provide students with access to current educational inputs, resources, supports, or technologies. Refurbish does not include ‘finishing work’ on its own that does not include updates to educational inputs, resources, or technologies. ‘Refurbishing’ includes improving accessibility to a physical space for individuals with disabilities.</p> <p>All physical spaces built, repaired, or refurbished must comply with USAID’s accessibility standards. USAID requires compliance with standards of accessibility for people with disabilities in all structures, buildings or facilities resulting from new or renovation construction or alterations of an existing structure. Compliance with the host country or regional standards for accessibility in construction is required when such standards result in at least substantially equivalent accessibility and usability as the standard provided in the Americans with Disabilities Act (ADA) of 1990 and the Architectural Barriers Act (ABA) Accessibility Guidelines of July 2004. Where there are no host country or regional standards for universal access or where the host country or regional standards do not meet the ADA/ABA threshold, the standard prescribed in the ADA and the ABA will be used. More information about USAID standards for accessibility can be found here: <a href="https://www.usaid.gov/sites/default/files/documents/1868/303maa.pdf">https://www.usaid.gov/sites/default/files/documents/1868/303maa.pdf</a>.</p> <p>Individual physical spaces should be counted if they have a discrete purpose. For example, each classroom in a block of classrooms would be counted under this indicator (e.g., if a block contains three distinct rooms/physical spaces, all three should be counted), but a library with several rooms would be counted as one physical space.</p> <p>Each physical space should be counted only one time even if it is used by multiple classes or shifts or it has been first built and then subsequently “upgraded” within the same reporting year.</p>
Primary SPS Linkage	ES1, ES2, EG3, EG6, HL 8.6, DR1, DR4
Linkage to Long-Term Outcome or Impact	Physical spaces of acceptable quality and which provide students or faculty/staff with access to current resources, inputs, and technologies are an essential component of education, making instruction possible and strengthening both the higher education system and the workforce.

Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scope of construction and infrastructure improvements for higher education, regardless of sector, across the USG. It will be used, along with other higher education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> E3/ED <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012, <a href="mailto:cying@usaid.gov">cying@usaid.gov</a> <b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-7444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a>
Disaggregate(s)	Number of physical spaces built Number of physical spaces repaired Number of physical spaces refurbished Number of physical spaces built, repaired, or refurbished that are research facilities Number of physical space built, repaired, or refurbished in a crisis or conflict-affected setting <sup>1</sup>  <sup>1</sup> Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”

Indicator	<p><b>ES. 2-54 Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions</b></p>
Definition	<p>This indicator captures partnerships for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>“USG-supported partnerships” are formal, documented agreements between two or more organizations. They are characterized by:</p> <ol style="list-style-type: none"> <li>1. A formal <b>memorandum of understanding</b> (MOU) or the like. These formal documents may follow the norms and requirements necessitated by the partnering organizations.</li> <li>2. A set of documented, expected <b>outcomes</b> that will result from the partnership.</li> <li>3. The explicit, stated <b>purpose</b> of addressing regional, national, and/or local development objectives.</li> </ol> <p>Partnerships may or may not be financial in nature, though at least one of the partnering organizations must be receiving USG funding.</p> <p>A "higher education institution" (HEI) is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>To be counted toward this indicator, the partnership must include at least one higher education institution, regardless of the country in which it is based, as a partner. Other partners could include the private sector, NGOs, research institutions, governments, or a USAID mission.</p> <p>“Number of partnerships” refers to the number of formal partnerships that meet the definition above, not the number of organizations involved in a partnership. For example, if a partnership with one documented agreement involves five organizations, three of which are higher education organizations, and two of which are receiving USG funding, that partnership should be counted as one partnership. All partnerships that are supported with USG-funding in a given reporting year should be reported, regardless of whether they are new or existing.</p> <p>An example of a partnership is an Economic Growth activity in the Latin American and Caribbean region that built four industry/higher education “clusters.” Each of these clusters developed formal alliances between the private sector and universities that spur collaboration. Each cluster is composed of an industry</p>

	association, a group of universities, government representatives, and an advisory board of prominent business people, academics, and administrators. Under this indicator, these four clusters would be counted as four partnerships.
Primary SPS Linkage	ES1, ES2, EG3, EG6, HL 8.6, DR1, DR4
Linkage to Long-Term Outcome or Impact	As described in the 2018 USAID Education policy, partnerships that involve HEIs are “critical to the U.S. economy and the quality of higher education programming, regardless of sector.” Such partnerships allow for mutual learning and can be the basis for sustained organizational performance improvement and systemic, locally-led development.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scale and reach of higher education partnerships. It will be used, along with other education-related standard indicators, to report progress and results in education and related sectors and supplement other reporting against the priorities of the 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official Documents from Partnerships Official Reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> E3/ED <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012, <a href="mailto:cying@usaid.gov">cying@usaid.gov</a> <b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-7444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a>
Disaggregate(s)	Number of partnerships that involve partner-country HEIs as a formal partner <sup>1</sup> Number of partnerships that involve US-based HEIs as a formal partner <sup>1</sup> Number of partnerships that involve third-country HEIs as a formal partner <sup>1</sup>  <sup>1</sup> Disaggregates may add up to more than the total reported to the indicator in the case where both a US-based, a partner-country HEI and/or a third-country HEI are involved in the same partnership

Primary SPS Linkage	EG.6 Workforce Development
Linkage to Long-Term Outcome or Impact	Average percent increase in earnings is used as a proxy to measure improvements in the quality of employment following participation in workforce development activities. It will provide, along with other assessments, a general sense of the scale and reach of programs aimed at generating new or better employment.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	<p>This indicator will be used to monitor the results of USAID workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.</p> <p>This indicator will also be used to report on the <a href="#">Women's Global Development and Prosperity (W-GDP) Initiative</a>. The W-GDP is a White-House led, inter-agency Initiative which is prioritized by USAID.</p>
Reporting Frequency	Annual
Data Source	<p>USAID WORQ*</p> <p>*Please refer to the USAID E3/ED Guidance Note, "<a href="#">Measuring Workforce Development Indicators: Employment and Earnings</a>". The WORQ tools for collecting the necessary data for the indicator are provided in the toolkit. The tools should be adapted to the local and cultural context and translated, as necessary. Note that the WORQ is not appropriate for measurement of on-farm earnings. When measuring on-farm earnings, activities may use a different tool.</p>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a></p> <p><b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p> <p><b>Bureau/Office:</b> Office of the Administrator</p>

	<p><b>POC:</b> Niloufer De Silva, Office of Gender Equality and Women’s Empowerment (GenDev), 1-202-712-0870, <a href="mailto:ndesilva@usaid.gov">ndesilva@usaid.gov</a></p>
Disaggregate(s)	<p>Sum of individual percent changes in earnings (numerator)  Number of individuals reporting earnings at baseline and endline (denominator)</p> <p>Sum of percent changes for males<sup>1</sup> (numerator)  Number of males<sup>1</sup> reporting earnings at baseline and endline (denominator)  Sum of percent changes for females<sup>1</sup> (numerator)  Number of females<sup>1</sup> reporting earnings at baseline and endline (denominator)  Number of males with increased earnings<sup>1</sup>  Number of females with increased earnings<sup>1</sup>  Average percent change for males ages 15-19<sup>2</sup>  Average percent change for females ages 15-19<sup>2</sup>  Average percent change for males ages 20-24<sup>2</sup>  Average percent change for females ages 20-24<sup>2</sup>  Average percent change for males ages 25-29<sup>2</sup>  Average percent change for females ages 25-29<sup>2</sup>  Number of males with a disability with increased earnings<sup>3</sup>  Number of females with a disability with increased earnings<sup>3</sup></p> <p>Number of crisis or conflict-affected individuals with increased earnings<sup>4</sup></p> <p><sup>1</sup><b>All activities reporting on this indicator MUST report on sex disaggregates.</b> To report "number of females with increased earnings," all females whose earnings increase after inflation adjustment should be counted, regardless of the size of the increase. Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup>All activities should report on age disaggregates, though activities need not sample to ensure representation by age band. Report 0 if not statistically significant.</p> <p><sup>3</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>All activities should report on this disaggregate, though only activities that are focused on improving the outcomes of individuals with disabilities must sample to ensure representation by disability status.</b> This includes activities that identify</p>

individuals with disabilities as a target beneficiary or sub-beneficiary group. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not sample specifically for disability status. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data.

Refer to USAID [Guidance on How to Collect Data on Disability](#) for more information.

<sup>4</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”. Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.

Indicator	<b>EG.6-11 Average percent change in earnings following participation in USG-assisted workforce development programs</b>
Definition	<p>'Earnings' is defined as the remuneration in cash paid to employees or earned by the self-employed, at regular or irregular intervals, for time worked or work done. This definition applies to both male and female employees. Earnings are computed based on the results from USAID's Workforce Outcomes Reporting Questionnaire (WORQ) (see the USAID E3/ED Guidance Note, "<a href="#">Measuring Workforce Development Indicators: Employment and Earnings</a>").</p> <p>Earnings are measured by a longitudinal pre/post assessment using a contextualized adaptation of USAID's WORQ package of tools. Earnings should be measured among either a representative longitudinal sample of the participating population or of the entire participating population. Earnings of individuals who participate in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p>'Change in earnings' is defined as statistically-significant, inflation-adjusted earnings at endline compared to baseline amongst individuals who report earnings at baseline and at endline. Baseline data is collected at the start of programming, and endline data is collected within six months of the end of an individual's programming. Non-statistically significant changes should be reported as 0.</p> <p>'Inflation-adjusted change in earnings' means that the baseline average earnings should be adjusted using the country's consumer price index (CPI) numbers released closest to baseline and endline implementation. To calculate the inflation-adjusted baseline average earnings, baseline average earnings should be multiplied by the CPI at endline, with this product divided by the baseline CPI.</p> <p><b><u>Inflation-Adjustment Calculation:</u></b>  inflation-adjusted baseline average earnings=  (baseline average earnings * endline CPI) / baseline CPI</p> <p>If no new CPI is released between the baseline CPI and endline implementation or before the data is reported, then the inflation adjustment should be based on the average rate of exchange against the US dollar for the month preceding data collection. When a sample is used, the statistical significance of the sample's change should be calculated after the inflation adjustment is made.</p> <p><b><u>Calculation:</u></b>  Numerator<sup>o</sup>=Sum of individual percent changes in earnings  Denominator<sup>o</sup>=Number of individuals reporting earnings at baseline and at endline</p> <p><sup>o</sup>Activities that rely on a sample of learners rather than a census to report</p>

results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc). Numerators and denominators, extrapolated onto the activity population, must be reported.

In preparing for data analysis, each individual's results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development program, endline assessments should occur within six months of the end of the final component and the overall program in which the individual participated.

'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market affecting both male and female employees and self-employed persons.. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g. TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any Program Area.

'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.

'Following participation' means that the individuals surveyed participated in a workforce development program that ended within the previous six months. Endline data should be collected within six months of the end of an individual's programming.

Please note that in contexts where obtaining information on earnings is culturally inappropriate, presents risks to the respondents, is impossible to obtain accurately, etc., activities may not be able to report on this indicator and should choose other, more contextually relevant indicators to demonstrate employment outcomes.

Primary SPS Linkage	EG.6 Workforce Development
Linkage to Long-Term Outcome or Impact	Average percent increase in earnings is used as a proxy to measure improvements in the quality of employment following participation in workforce development activities. It will provide, along with other assessments, a general sense of the scale and reach of programs aimed at generating new or better employment.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	<p>This indicator will be used to monitor the results of USAID workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.</p> <p>This indicator will also be used to report on the <a href="#">Women's Global Development and Prosperity (W-GDP) Initiative</a>. The W-GDP is a White-House led, inter-agency Initiative which is prioritized by USAID.</p>
Reporting Frequency	Annual
Data Source	<p>USAID WORQ*</p> <p>*Please refer to the USAID E3/ED Guidance Note, "<a href="#">Measuring Workforce Development Indicators: Employment and Earnings</a>". The WORQ tools for collecting the necessary data for the indicator are provided in the toolkit. The tools should be adapted to the local and cultural context and translated, as necessary. Note that the WORQ is not appropriate for measurement of on-farm earnings. When measuring on-farm earnings, activities may use a different tool.</p>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a></p> <p><b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p> <p><b>Bureau/Office:</b> Office of the Administrator</p>

	<p><b>POC:</b> Niloufer De Silva, Office of Gender Equality and Women’s Empowerment (GenDev), 1-202-712-0870, <a href="mailto:ndesilva@usaid.gov">ndesilva@usaid.gov</a></p>
Disaggregate(s)	<p>Sum of individual percent changes in earnings (numerator)  Number of individuals reporting earnings at baseline and endline (denominator)</p> <p>Sum of percent changes for males<sup>1</sup> (numerator)  Number of males<sup>1</sup> reporting earnings at baseline and endline (denominator)  Sum of percent changes for females<sup>1</sup> (numerator)  Number of females<sup>1</sup> reporting earnings at baseline and endline (denominator)  Number of males with increased earnings<sup>1</sup>  Number of females with increased earnings<sup>1</sup>  Average percent change for males ages 15-19<sup>2</sup>  Average percent change for females ages 15-19<sup>2</sup>  Average percent change for males ages 20-24<sup>2</sup>  Average percent change for females ages 20-24<sup>2</sup>  Average percent change for males ages 25-29<sup>2</sup>  Average percent change for females ages 25-29<sup>2</sup>  Number of males with a disability with increased earnings<sup>3</sup>  Number of females with a disability with increased earnings<sup>3</sup></p> <p>Number of crisis or conflict-affected individuals with increased earnings<sup>4</sup></p> <p><sup>1</sup><b>All activities reporting on this indicator MUST report on sex disaggregates.</b> To report "number of females with increased earnings," all females whose earnings increase after inflation adjustment should be counted, regardless of the size of the increase. Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup>All activities should report on age disaggregates, though activities need not sample to ensure representation by age band. Report 0 if not statistically significant.</p> <p><sup>3</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>All activities should report on this disaggregate, though only activities that are focused on improving the outcomes of individuals with disabilities must sample to ensure representation by disability status.</b> This includes activities that identify</p>

individuals with disabilities as a target beneficiary or sub-beneficiary group. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not sample specifically for disability status. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data.

Refer to USAID [Guidance on How to Collect Data on Disability](#) for more information.

<sup>4</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”. Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.

Indicator	<b>EG. 6-12 Percent of individuals with new employment following participation in USG-assisted workforce development programs</b>
Definition	<p>'Employment' refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise.</p> <p>'New Employment' is measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population using a contextualized adaptation of USAID's Workforce Outcomes Reporting Questionnaire (WORQ) (see the USAID E3/ED Toolkit, "<a href="#">Measuring Workforce Development Indicators: Employment and Earnings</a>"). Individuals can be counted as having 'new employment' if they either did not have employment or were not in the labor force before participation in USG-assisted programs and do have employment at endline.</p> <p>'Individuals' are those individuals of a working age (15 and older, or as appropriate per the country context).</p> <p>'Percent of Individuals' is the number of individuals who are newly employed divided by the total number of individuals who participated in workforce development programming multiplied by 100. Individuals who are newly employed after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p><b>Calculation:</b>  numerator*=number of individuals newly employed  denominator*=number of individuals who participate in workforce development programming  *Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc). Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual's results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development</p>

	<p>program, endline assessments should occur within six months of the end of the final component and the overall program in which the individual participated.</p> <p>'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market, affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g. TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs, (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any Program Area.</p> <p>'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p> <p>'Following participation' means that the individuals surveyed participated in a workforce development program that ended no more than six months prior. Endline data should be collected within six months of the end of an individual's programming.</p>
	EG.6 Workforce Development
Linkage to Long-Term Outcome or Impact	This indicator uses the International Labor Organization's international accepted <a href="#">definition on employment</a> . This indicator will be used to monitor the number of unemployed individuals who gain employment following participation in workforce development activities. It will provide, along with other assessments, a general sense of the scale and reach of programs aimed at generating new or better employment.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	This indicator will be used to monitor the results of USAID workforce development activities. It will be used, along with other indicators, to describe progress toward the

	youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source	<p>USAID WORQ*</p> <p>*Please refer to the USAID E3/ED Toolkit, "<a href="#">Measuring Workforce Development Indicators: Employment and Earnings</a>". The WORQ tools for collecting the necessary data for the indicator are provided in the Toolkit. The survey should be adapted to the local and cultural context and translated, as necessary. Note that the WORQ is not appropriate for measurement of on-farm employment. When measuring on-farm employment, activities may use a different tool.</p>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov</p> <p><b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   rpagel@usaid.gov</p>
Disaggregate(s)	<p>Number of individuals newly employed (numerator)  Number of individuals who participate (denominator)  Number of males<sup>1</sup> newly employed (numerator)  Number of males<sup>1</sup> who participate (denominator)  Number of females<sup>1</sup> newly employed (numerator)  Number of females<sup>1</sup> who participate (denominator)  Percent of males ages 15-19<sup>2</sup> newly employed  Percent of females ages 15-19<sup>2</sup> newly employed  Percent of males ages 20-24<sup>2</sup> newly employed  Percent of females ages 20-24<sup>2</sup> newly employed  Percent of males ages 25-29<sup>2</sup> newly employed  Percent of females ages 25-29<sup>2</sup> newly employed</p> <p>Number of females with a disability<sup>3</sup> who are newly employed (numerator)  Number of females with a disability<sup>3</sup> who participate in the activity (denominator)  Number of males with a disability<sup>3</sup> who are newly employed (numerator)  Number of males with a disability<sup>3</sup> who participate in the activity (denominator)  Number of individuals affected by conflict or crisis<sup>4</sup> who are newly employed (numerator)</p>

Number of individuals affected by conflict or crisis<sup>4</sup> who participate in the activity (denominator)

<sup>1</sup>**All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.

<sup>2</sup>All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.

<sup>3</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

**All activities should report on this disaggregate, though only activities that are focused on improving the outcomes of individuals with disabilities must sample to ensure representation by disability status.** This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not sample specifically for disability status. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data.

Refer to USAID [Guidance on How to Collect Data on Disability](#) for more information.

<sup>4</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”. Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.

Indicator	<b>EG.6-13: Percent of individuals with improved soft skills following participation in USG-assisted programs</b>
Definition	<p>Activities that report against EG.6-13 should also report against the related output indicator, YOUTH-1.</p> <p>'Soft skills' are defined as “a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals” (<a href="#">Lippman et al. 2015</a>). Activities may measure the soft skills themselves or the behaviors that result from skill development. The soft skills or behaviors measured should have some evidence of influencing the activity’s targeted outcome(s). USAID’s “<a href="#">Key ‘Soft Skills’ that Foster Youth Workforce Success</a>” presents soft skills with evidence of influencing workforce outcomes, and USAID’s “<a href="#">Key Soft Skills for Cross-Sectoral Youth Outcomes</a>” presents soft skills with evidence of influencing workforce, sexual and reproductive health, and violence prevention outcomes. However, soft skills measurement can include other skills that are relevant for programming or are specifically in demand for a targeted sector.</p> <p>Soft skills are measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population. Soft skills may be measured by psychometric assessments of latent soft skills or through observation, game-based, or other measures of behavior change that results from skill development.</p> <p>Assessments should have satisfactory psychometric validity, reliability (e.g., internal reliability of 0.70 or above), and fairness (e.g., no adverse differential item functioning; see Breslau et al., 2008), and not be subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments may rely on self-reporting, though activities are encouraged to explore more reliable, less fakeable measurement options. Activities may also include retrospective items in their post-test assessments to begin generating evidence on whether this method yields more informative analyses of change; however, retrospective data will not be counted towards this indicator as currently defined.</p> <p>'Improved' is defined as a meaningfully higher composite score or better results (as defined by the program offered) post-test in a longitudinal assessment. The amount of increase between baseline and endline that is “meaningful” will be determined and justified by the program.</p> <p>'Percent of individuals' is the number of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in soft skills programming multiplied by 100. Individuals with improved soft skills after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p>

	<p><b>Calculation:</b>  numerator*=number of individuals with improved skills at post-test  denominator*=number of individuals participating in soft skills programming  *Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc). Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple soft skills programs, endline assessments should occur at the end of the soft skills programming in which the individual participated.</p> <p>'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p>
Primary SPS Linkage	EG.6, YOUTH
Linkage to Long-Term Outcome or Impact	A key domain in the positive youth development framework, improved soft skills and the behavior change they produce is an intermediate outcome linked to longer-term workforce outcomes like incidence of new employment and increased earnings. Evidence suggests that improved soft skills also support firm productivity and competitiveness. Further, improved soft skills and the behavior change they produce are also linked to longer-term, positive outcomes in violence prevention and sexual and reproductive health.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in USG-assisted activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development. The indicator has been broadened to cover all relevant USG-supported programming starting in FY2020.
Reporting Frequency	Annual

<p>Data Source</p>	<p>A range of soft skill assessments and measurement approaches exist. Please see the USAID E3/ED Guidance Note, "<a href="#">Measuring Skills for Youth Workforce Development</a>." Activities may also use assessments developed specifically for the activity.</p> <p>While triangulation of different data sources is not a requirement, it is encouraged. When triangulation is used, only individuals for whom different data sources agree may be counted.</p>
<p>Bureau Owner(s)</p>	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cying@usaid.gov">cying@usaid.gov</a></p> <p><b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor , Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
<p>Disaggregate(s)</p>	<p>Number of males<sup>1</sup> with improved soft skills (numerator)  Number of males<sup>1</sup> who participate in the activity (denominator)  Number of females<sup>1</sup> with improved soft skills (numerator)  Number of females<sup>1</sup> who participate in the activity (denominator)  Number of males ages 10-14<sup>2</sup> with improved soft skills  Number of females ages 10-14<sup>2</sup> with improved soft skills  Number of males ages 15-19<sup>2</sup> with improved soft skills  Number of females ages 15-19<sup>2</sup> with improved soft skills  Number of males ages 20-24<sup>2</sup> with improved soft skills  Number of females ages 20-24<sup>2</sup> with improved soft skills  Number of males ages 25-29<sup>2</sup> with improved soft skills  Number of females ages 25-29<sup>2</sup> with improved soft skills</p> <p>Number of females with a disability<sup>3</sup> with improved soft skills (numerator)  Number of females with a disability<sup>3</sup> who participate in the activity (denominator)  Number of males with a disability<sup>3</sup> with improved soft skills (numerator)  Number of males with a disability<sup>3</sup> who participate in the activity (denominator)  Number of individuals affected by crisis or conflict<sup>4</sup> with improved soft skills (numerator)  Number of individuals affected by crisis or conflict<sup>4</sup> who participate in the activity</p>

(denominator)

<sup>1</sup>**All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.

<sup>2</sup>All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.

<sup>3</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

**All activities should report on this disaggregate, though only activities that are focused on improving the outcomes of individuals with disabilities must sample to ensure representation by disability status.** This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not sample specifically for disability status. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data.

Refer to USAID [Guidance on How to Collect Data on Disability](#) for more information.

<sup>4</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”. Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict.

Indicator	<b>EG.6-14 Percent of individuals who complete USG-assisted workforce development programs</b>
Definition	<p>'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g. TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any Program Area.</p> <p>'Completion' of a USG-funded program means that an individual has met the completion requirements of a workforce development program. The specific definition of 'completion' is defined by the program offered.</p> <p>'Individuals' include those who have participated in workforce development programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery strategy (e.g. cascade training).</p> <p>'Percent of Individuals' is the number of individuals who complete workforce development programming divided by the total number of individuals who participated in workforce development programming multiplied by 100. When calculating the percent of individuals, each individual should be counted only once, regardless of the number of program components in which the individual participated. If a workforce development program contains multiple components, then this calculation should be done after completion of the final component and the overall program in which the individual participated.</p> <p><b>Calculation:</b>  <math display="block">\text{numerator} \div \text{total number of individuals completing workforce development programming}</math></p>

	<p>denominator*=total number of individuals who participated in workforce development programming</p> <p>*Numerators and denominators should be calculated from the entire population of participants and not from a sample.</p> <p>'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p>
Primary SPS Linkage	ES2, EG3, EG6, HL1, HL6, HL7
Linkage to Long-Term Outcome or Impact	Workforce development activities are important to improving the quality and strength of the network of labor markets and institutions. Completion of workforce development programs is linked to the employment and livelihoods of the individuals who participate in and complete them.
Indicator Type	Output
Reporting Type	Percent
Use of Indicator	<p>This indicator will be used to monitor the scale and reach of USAID workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.</p> <p>This indicator will also be used to report on the <a href="#">Women's Global Development and Prosperity (W-GDP) Initiative</a>. The W-GDP is a White-House led, inter-agency Initiative which is prioritized by USAID.</p>
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID</p> <p><b>Bureau and Office:</b> E3/ED</p> <p><b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   cying@usaid.gov</p>

	<p><b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-7444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p> <p><b>Bureau/Office:</b> Office of the Administrator</p> <p><b>POC:</b> Niloufer De Silva, Office of Gender Equality and Women’s Empowerment (GenDev), 1-202-712-0870, <a href="mailto:ndesilva@usaid.gov">ndesilva@usaid.gov</a></p>
Disaggregate(s)	<p>Total number of individuals who complete (numerator)  Total number of individuals who participate (denominator)  Number of males<sup>1</sup> who complete (numerator)  Number of males<sup>1</sup> who participate (denominator)  Number of females<sup>1</sup> who complete (numerator)  Number of females<sup>1</sup> who participate (denominator)  Number of males ages 10-14 who complete  Number of females ages 10-14 who complete  Number of males ages 15-19 who complete  Number of females ages 15-19 who complete  Number of males ages 20-24 who complete  Number of females ages 20-24 who complete  Number of males ages 25-29 who complete  Number of females ages 25-29 who complete  Number of females with a disability<sup>2</sup> who complete (numerator)  Number of females with a disability<sup>2</sup> who participate (denominator)  Number of males with a disability<sup>2</sup> who complete (numerator)  Number of males with a disability<sup>2</sup> who participate (denominator)  Number of individuals who complete who are crisis- or conflict-affected<sup>3</sup> (numerator)  Number of individuals who participate who are crisis- or conflict-affected<sup>3</sup> (denominator)</p> <p><sup>1</sup><b>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p><sup>2</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data. Refer to USAID’s <a href="#">Guidance on How to Collect Data on Disability</a> for more information.</p> <p><sup>3</sup>Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”</p>

Indicator	CBLD-9 Percent of USG-assisted organizations with improved performance [IM-level]
<b>Definition</b>	<p>This indicator measures whether USG-funded capacity development efforts have led to improved organizational performance in organizations receiving organizational capacity development support.</p> <p><b>Key concepts:</b> Capacity is the ability of people, organizations and society as a whole to manage their affairs successfully. Capacity development is the process of unleashing, strengthening and maintaining such capacity. Capacity is a form of potential; it is not visible until it is used. Therefore, performance is the key consideration in determining whether capacity has changed. Organizations with improved performance will have undergone a deliberate process undertaken to improve execution of organizational mandates to deliver results for the stakeholders it seeks to serve.</p> <p><b>Indicator Formula:</b> This indicator should only be used when conditions (a) and (b), as described below, are met. Targets should be set and results should be reported using this formula for the overall indicator and each of the disaggregates :</p> <ul style="list-style-type: none"> <li>● Numerator = number of organizations with improved performance</li> <li>● Denominator = number of USG-assisted organizations receiving organizational capacity development support</li> </ul> <p>Targets for both the numerator and denominator should be set for the aggregate; they do not need to be set for the disaggregates. Results should be reported for both numerator and denominator for the aggregate and disaggregate types.</p> <p><b>Denominator calculations for the process of organizational capacity development:</b> Organizations should only be counted in the denominator if they have undergone an intentional and demand-driven performance improvement process detailed in points (a) and (b) below.</p> <p>(a) The activity theory of change, award documents, work plan, or other relevant documentation reflects that resources (human, financial, and/or other) were allocated for organizational capacity development.</p> <p>(b) An organization demonstrates that it has undergone and documented a process of performance improvement, including the following four steps:</p> <ul style="list-style-type: none"> <li>(i.) Obtaining input from the supported organization and/or any other relevant stakeholders to define desired performance improvement priorities,</li> <li>(ii.) Analyzing and assessing performance gaps (the difference between desired performance and actual performance),</li> <li>(iii.) Selecting and implementing performance improvement solutions (or the development interventions), and</li> <li>(iv.) Using a performance improvement metric for which the organization will monitor and measure changes in performance.</li> </ul> <p><b>Numerator calculations for organizational performance improvement:</b> Organizations should only be counted in the numerator if they are eligible to be counted in the</p>

	<p>denominator and have additionally demonstrated measurable improved performance. In addition to meeting conditions (a) and (b) above, organizations must meet the following condition:</p> <p>(c) An organization demonstrates that its performance on a key performance metric has improved.</p> <p><b>Use of Approaches and/or Tools and Performance Metrics:</b> USAID Operating Units (OUs) and/or implementing partners should work with organizations being supported to select their preferred approach and tools for facilitating the process of organizational performance improvement (e.g., university accreditation process, ISO professional farmer organization guidelines, OCA tool, etc.) and for monitoring and measuring changes on a key performance metric (e.g., increased sales, reduced staff turnover, increased efficiency of service delivery, etc.). Some tools, such as the OPI tool, are helpful for both facilitating the process of identifying performance improvement priorities and for measuring changes in performance. Regardless, OUs should ensure that any monitoring/measurement is conducted in a way that ensures data validity and reliability for a key metric of performance, rather than capacity.</p> <p><b>Disaggregates:</b> Only one organization type should be selected for each organization receiving USG-funded capacity development assistance. Organization type should reflect the primary type of organization with which an organization identifies. Additional description of the mission and function of each assisted organization (such as type of services provided, role of organization in a relevant sector, etc.) should be included in the narrative.</p>
<b>Primary SPS Linkage</b>	CBLD
<b>Linkage to Long Term Outcome or Impact</b>	<p>USAID is reorienting its strategies, partnership models, and program practices to achieve greater development outcomes and strive toward a future where foreign assistance is no longer necessary. The approach, outlined in the Agency’s Policy Framework, emphasizes the concept of “self-reliance”—defined as the capacity and commitment of a country to plan, finance, and implement solutions to solve its own development challenges in an effective, inclusive, and accountable way. The Policy Framework states that “self-reliance of communities and organizations within a country underpin countrywide self-reliance.”</p> <p>Capacity development also is a key component of USAID’s Acquisition and Assistance (A&amp;A) Strategy and Effective Partnering and Procurement Reform (EPPR) recommendations. The A&amp;A Strategy states that “USAID will shift from viewing successful local capacity building as an organization’s ability to receive and manage federal funding directly to measuring success by the strengthened performance of local actors and local systems in achieving and sustaining demonstrable results.”</p>
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percent
<b>Use of Indicator</b>	This is an Agency-wide cross-cutting indicator that applies to all sectors and standardized program areas including: peace and security; democracy and governance; health; education and social services; economic growth; and humanitarian assistance.
<b>Reporting</b>	Annual

<b>Frequency</b>	
<b>Data Source</b>	Implementing partners that have been allocated USG funding to work with local organizations to strengthen their organizational capacity for increased performance.
<b>Bureau Owner(s)</b>	<p>Agency: USAID Support: CBLDSupport@usaid.gov</p> <p>Bureau and Office: RFS/ALD POC: Chris Hillbruner, 202-712-0053, rfs.ald@usaid.gov</p> <p>Bureau and Office: DCHA/DRG POC: David Jacobstein, 202-712-1469, djacobstein@usaid.gov</p> <p>Bureau and Office: E3/ED POC: Chris Ying, 202-793-2012, cying@usaid.gov</p> <p>Bureau and Office: DDI/LFT Hub POC: Amanda Satterwhite, amsatterwhite@usaid.gov</p> <p>Bureau and Office: GH/PPP POC: Anne Palaia, GH_CBLD9@usaid.gov</p>
<b>Disaggregate(s)</b>	<p><b>Overall:</b></p> <p><i>Numerator:</i> Total number of organizations with improved performance <i>Denominator:</i> Total number of organizations receiving organizational capacity development support</p> <p><b>Type of Organization:</b></p> <p><b><i>Educational Institutions (higher education, secondary, primary)</i></b> <i>Numerator:</i> Number of educational institutions (higher education, secondary, primary) with improved performance <i>Denominator:</i> Number of educational institutions (higher education, secondary, primary) receiving organizational capacity development support</p> <p><b><i>Research institutions (non-degree granting)</i></b> <i>Numerator:</i> Number of research institutions (non-degree granting) with improved performance <i>Denominator:</i> Number of Research institutions (non-degree granting) receiving organizational capacity development support</p> <p><b><i>Cooperative (formal and registered private sector firm)</i></b> <i>Numerator:</i> Number of cooperatives (formal and registered private sector firm) with improved performance <i>Denominator:</i> Number of cooperatives (formal and registered private sector firm) receiving organizational capacity development support</p> <p><b><i>Producer group (informal, unregistered)</i></b> <i>Numerator:</i> Number of producer groups (informal, unregistered) with improved performance</p>

*Denominator:* Number of producer groups (informal, unregistered) receiving organizational capacity development support

***Faith based organizations***

*Numerator:* Number of faith based organizations with improved performance

*Denominator:* Number of faith based organizations receiving organizational capacity development support

***Governmental agencies (national or sub-national levels)***

*Numerator:* Number of governmental agencies (national or sub-national levels) with improved performance

*Denominator:* Number of governmental agencies (national or sub-national levels) receiving organizational capacity development support

***Health service delivery sites (hospital, clinic, community, pharmacies)***

*Numerator:* Number of health service delivery sites (hospital, clinic, community, pharmacies) with improved performance

*Denominator:* Number of health service delivery sites (hospital, clinic, community, pharmacies) receiving organizational capacity development support

***Private sector firms (excluding cooperatives)***

*Numerator:* Number of private sector firms (excluding cooperatives) with improved performance

*Denominator:* Number of private sector firms (excluding cooperatives) receiving organizational capacity development support

***Non-governmental and not-for profit organizations***

*Numerator:* Number of non-governmental and not-for profit organizations with improved performance

*Denominator:* Number non-governmental and not-for profit organizations receiving organizational capacity development support

***Other***

*Numerator:* Number of other organizations with improved performance

*Denominator:* Number of other organizations receiving organizational capacity development support

Data Source	Implementing partners that have been allocated USG funding to work with local organizations to strengthen their organizational capacity for increased performance.
Bureau Owner(s)	<p><b>Agency:</b> USAID</p> <p><b>Bureau and Office:</b> RFS/ALD</p> <p><b>POC:</b> Chris Hillbruner, 202-712-0053, <a href="mailto:rfs.ald@usaid.gov">rfs.ald@usaid.gov</a></p> <p><b>Bureau and Office:</b> DCHA/DRG</p> <p><b>POC:</b> David Jacobstein, 202-712-1469, <a href="mailto:djacobstein@usaid.gov">djacobstein@usaid.gov</a></p> <p><b>Bureau and Office:</b> E3/ED</p> <p><b>POC:</b> Steve Kowal, 202-712-4001, <a href="mailto:skowal@usaid.gov">skowal@usaid.gov</a></p> <p><b>Bureau and Office:</b> M/OAA</p> <p><b>POC:</b> <a href="mailto:npi@usaid.gov">npi@usaid.gov</a></p>
Disaggregate(s)	<p>Type of organization:</p> <ul style="list-style-type: none"> <li>● Numerator</li> <li>● Denominator</li> <li>● Education (higher education, secondary, primary)</li> <li>● Research institutions (non-degree granting)</li> <li>● Cooperative (formal and registered private sector firm that serves members voluntarily united to meet common needs and aspirations through joint ownership and democratically controlled business)</li> <li>● Producer group (informal, unregistered group of producers who aggregate product to access markets)</li> <li>● Faith based organizations</li> <li>● Governmental agencies (at the national or sub-national levels)</li> <li>● Health service delivery sites (hospital, clinic, community, pharmacies)</li> <li>● Private sector firms</li> <li>● Non-governmental and not-for profit organizations</li> <li>● Other</li> </ul>

Indicator	<b>YOUTH-1: Number of youth trained in soft skills/life skills through USG-assisted programs</b>
Definition	<p>‘Soft skills/life skills’ are defined as “a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals” (<a href="#">Lippman et al. 2015</a>). This includes a range of skills that are relevant to a variety of sectors, including but not limited to skills such as management, leadership, social, and/or civic engagement skills.</p> <p>‘Trained’ means that an individual has met the completion requirements of a skills training program. The specific definition of ‘completion’ is defined by the program offered. For the purpose of this indicator, skills training is defined as an intervention/session (virtual and/or in person) that has learning objectives and focuses on enhancing a certain skill. A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if it targets soft skill development..</p> <p>‘Youth’ is defined as individuals aged 10-29 years.</p> <p>‘Number of Youth’ includes those who have completed skills training programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery strategy (e.g. cascade training). Each youth should be counted only once, regardless of the number of program components in which the youth participated.</p>
Primary SPS Linkage	Cross-cutting Youth Indicator, EG.6, ES.2, DR.4
Linkage to Long-Term Outcome or Impact	<p>This indicator is linked to two USAID 2012 Youth in Development Policy outcomes: 1) that youth fully participate in democratic and development processes, play active roles in peacebuilding and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations, and 2) youth are better able to access economic and social opportunities, share in economic growth, live healthy lives, and contribute to household, community, and national wellbeing.</p> <p>A key linkage in the youth workforce development theory of change, improved soft skills is an intermediate outcome linked to longer-term workforce outcomes like incidence of new employment and increased earnings. Evidence suggests that improved soft skills also support firm productivity and competitiveness.</p>
Indicator Type	Output

Reporting Type	Number (integer)
Use of Indicator	<p>This indicator will be used to monitor the number of individuals who receive soft skill training to strengthen the labor force. It will be used to monitor progress under the USAID Global LEAD Initiative as well as progress toward the goals outlined in the 2012 Youth in Development Policy.</p> <p>It will be used, along with other indicators, to describe progress toward the youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.</p>
Reporting Frequency	Annual
Data Source	Official Reports from Implementing Partners
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> Agency Youth Coordinator’s Office  <b>POC:</b> Michael McCabe, Agency Youth Coordinator, DCHA   1-202-712-1723   <a href="mailto:mimccabe@usaid.gov">mimccabe@usaid.gov</a></p> <p><b>Agency:</b> USAID  <b>Bureau and Office:</b> E3/ED  <b>POC:</b> Christopher Ying, Senior Education Data Specialist, Office of Education, 1-202-793-2012   <a href="mailto:cyingl@usaid.gov">cyingl@usaid.gov</a></p> <p><b>Technical POC:</b> Rebecca Pagel, Senior Monitoring and Evaluation Advisor, Office of Education   1-202-625-9444   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
Disaggregate(s)	<p>Number of males age 10-14</p> <p>Number of females age 10-14</p> <p>Number of males age 15-19</p> <p>Number of females age 15-19</p> <p>Number of males age 20-24</p> <p>Number of females age 20-24</p> <p>Number of males age 25-29</p> <p>Number of females age 25-29</p> <p>Number of youth from urban locations</p> <p>Number of youth from rural locations</p> <p>Number of youth trained through health programming<sup>1</sup></p> <p>Number of youth trained through education programming<sup>1</sup></p> <p>Number of youth trained through democracy and governance programming<sup>1</sup></p> <p>Number of youth trained through agriculture programming<sup>1</sup></p> <p>Number of male youth with a disability trained<sup>2</sup></p>

Number of female youth with a disability trained<sup>2</sup>

<sup>1</sup> Programming may cut across more than one sector. If an activity cuts across more than one sector, all individuals trained in soft/life skills in that activity should be reported to all relevant sector disaggregates. Note, therefore, that sector disaggregates may add up to a multiple of the total number of youth reported under this indicator.

<sup>2</sup>The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data. Refer to USAID's [Guidance on How to Collect Data on Disability](#) for more information.