



MEASURING AND REPORTING ON PROGRESS OF DISABILITY-INCLUSIVE PROGRAMMING IN EDUCATION

USAID’s Center for Education is committed to collecting, analyzing, and using disability data in USAID Education Programming. Collecting disability data helps to ensure efforts are inclusive of children and youth with disabilities and that the Agency’s Education Policy priority of “expanding access to quality education for all, particularly marginalized and vulnerable groups” is being met.

USAID’s education standard foreign assistance indicators and Center for Education supplemental indicators should be used whenever possible to track education investments that serve people with disabilities. The indicators provide an opportunity to measure disability-inclusive programming in education through disability-targeted indicators, disability disaggregates, and other measures for tracking disability inclusion.

The table below is a snapshot of education-relevant standard and supplemental indicators that explicitly address disability inclusion. As of February 2022, indicators not listed in this table may still be relevant to capture the progress or achievements of a Mission’s disability-inclusive programming. For example, Supplemental Indicator 15 on education system strengthening and policy reform may be useful for programming that supports the formulation, adoption, and implementation of inclusive education policies, strategies, or plans though it does not specify application to inclusive education in its performance indicator reference sheet.

Missions and implementing partners are encouraged to review all Standard and Supplemental Indicators for potential relevance. For more information see the [Education Reporting Toolkit](#).

Education Standard and Supplemental Indicators	Application to Disability-Inclusive Programming in Education	Pre-Primary Education or equivalent	Primary Education or equivalent	Secondary Education or equivalent	Youth Workforce Development	Higher Education
Early Learning Skills						
Supp-1. Percent of pre-primary learners targeted for USG assistance who are developmentally on track	Includes disability disaggregates for male/female learners	✓				
Supp-18. Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills	Includes disability disaggregates for male/female learners	✓				
Reading Skills						
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	Includes disability disaggregates for male/female learners		✓			
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	Specifically collects learning outcome data on learners with disabilities		✓			
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	Includes disability disaggregates for male/female learners		✓			

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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	Includes disability disaggregates for male/female learners		✓			
Supp-2. Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school	Includes disability disaggregates for male/female learners		✓			
ES.1-54 - Percent of individuals with improved reading skills following participation in USG-assisted programs	Includes disability disaggregates for male/female learners			✓	✓	✓
Numeracy Skills						
Supp-3. Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in math at the end of grade 2	Includes disability disaggregates for learners		✓			
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	Includes disability disaggregates for learners		✓			

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Supp-5. Percent of learners targeted for USG assistance attaining minimum grade-level proficiency in math at the end of primary school with USG assistance	Includes disability disaggregates for learners		✓			
Supp-6. Percent of learners targeted for USG with an increase of at least one proficiency level in math at the end of primary school	Includes disability disaggregates for learners		✓			
Supp-13. Percent of individuals with improved math skills following participation in USG-assisted programs	Includes disability disaggregates for male/female learners			✓	✓	✓
Accelerated Learning and Workforce Readiness						
ES.1-46 - Percent of individuals who transition to further education or training following participation in USG-assisted programs	Includes disability disaggregates for males/females		✓	✓	✓	✓
Workforce Readiness Skills and Outcomes						
EG.6-11 - Average percent change in earnings following participation in USG-assisted workforce development programs	Includes disability disaggregates for males/females				✓	✓

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EG.6-12 - Percent of individuals with new employment following participation in USG-assisted workforce development programs	Includes disability disaggregates for males/females				✓	✓
EG.6-13 - Percent of individuals with improved soft skills following participation in USG-assisted programs	Includes disability disaggregates for males/females			✓	✓	✓
EG.6-16 - Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs	Includes disability disaggregates for males/females				✓	✓
YOUTH-1 - Number of youth trained in soft skills/life skills through USG-assisted programs	Includes disability disaggregates for males/females			✓	✓	✓
YOUTH-6 - Number of youth who complete USG-assisted leadership programs	Includes disability disaggregates for males/females			✓	✓	✓

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Supp-12. Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs	Includes disability disaggregates for males/females				✓	✓
Supp-14. Percent of individuals with improved digital literacy skills following participation in USG-assisted programs	Includes disability disaggregates for males/females			✓	✓	✓
Learners and Individuals Reached						
ES.1-56 - Number of learners with improved access to education through USG-assisted programs	Includes disability disaggregates for male/female learners	✓	✓	✓	✓	✓
ES.1-53 - Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance	Includes disability disaggregates for male/female learners	✓				
ES.1-3 - Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	Includes disability disaggregates for male/female learners		✓			

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ES.1-55 - Percent of learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations	To be counted under this indicator characters with diverse disabilities should be reflected in reading materials in positive and inclusive ways and disability-related language should be rights-based and positive		✓			
ES.1-4 - Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance	Includes disability disaggregates for male/female learners			✓		
ES.6-14 - Percent of individuals who complete USG-assisted workforce development programs	Includes disability disaggregates for male/female learners				✓	
ES.2-2 - Number of individuals attending higher education institutions with USG scholarship or financial assistance	Includes disability disaggregates for males/females					✓

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ES.2-55 - Number of learners reached by USG-assisted higher education interventions	Includes disability disaggregates for males/females				✓	✓
ES.1-58 - Percent of learners regularly participating in distance learning programming funded with USG education assistance	To be counted under this indicator, distance learning modalities should incorporate principles of universal design for learning. The indicator also includes disability disaggregates for male/female learners.	✓	✓	✓	✓	✓
Educators, Management and Administration						
ES.1-6 - Number of educators who complete professional development activities with USG assistance	Includes disaggregate for number of educators trained in disability inclusive education content	✓	✓	✓	✓	✓

Education Standard and Supplemental Indicators	Application to Disability-Inclusive Programming in Education	Pre-Primary Education or equivalent	Primary Education or equivalent	Secondary Education or equivalent	Youth Workforce Development	Higher Education
ES. 2-52 - Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance	Includes disability disaggregates for males/females					✓
Infrastructure						
Supp-8. Number of schools built or upgraded with USG assistance in compliance with accessibility standards	To be counted under this indicator schools must be both built to local code AND be compliant with accessibility standards	✓	✓	✓		
ES.2-53 - Number of physical spaces built, repaired, or refurbished for higher education with USG assistance	To be counted under this indicator physical spaces must comply with USAID accessibility standards					✓
ES.1-51 - Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria	Safety includes environments that are free of disability-based discrimination and inaccessible infrastructure	✓	✓	✓	✓	✓