

Education-Related Standard Foreign Assistance Indicators - Summary Table September 2016

These indicators and their disaggregates are available in the ES.1 Basic Education, ES.2 Higher Education, and EG.6 Workforce Development program areas in the “Standard Foreign Assistance Master Indicator List (MIL)” at <http://www.state.gov/f/indicators/index.htm>. USAID staff can access the full Indicator References Sheets with complete definitions, disaggregates, etc. at <https://pages.usaid.gov/F/ppr> (most relevant are the [Education](#) and [Economic Growth](#) sheets).¹

Basic Education	
Learning Outcomes	<ul style="list-style-type: none"> ● ES.1-1 - Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance ● ES.1-2 - Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of primary school (or grade 6, whichever comes sooner) with USG assistance
Learners and Students Reached	<ul style="list-style-type: none"> ● ES.1-3 - Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance ● ES.1-4 - Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance ● ES.1-5 - Number of learners reached in reading programs/interventions at the primary level
Teachers	<ul style="list-style-type: none"> ● ES.1-6 - Number of primary or secondary educators who complete professional development activities with USG support ● ES.1-7 - Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance ● ES.1-8 - Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance ● ES.1-9 - Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance
Teaching and Learning Materials	<ul style="list-style-type: none"> ● ES.1-10 - Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance ● ES.1-11 - Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance
Management and Administration	<ul style="list-style-type: none"> ● ES.1-12 - Number of education administrators/officials who complete professional development activities with USG support
Parent and Community Engagement	<ul style="list-style-type: none"> ● ES.1-13 - Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance
Infrastructure	<ul style="list-style-type: none"> ● ES.1-14 - Number of primary or secondary classrooms built or repaired with USG assistance
Higher Education	
Capacity Development	<ul style="list-style-type: none"> ● ES.2-1 - Number of host country tertiary education institutions receiving capacity development support with USG assistance
Access to Higher Education	<ul style="list-style-type: none"> ● ES.2-2 - Number of individuals attending tertiary education institutions with USG scholarship/financial assistance
Workforce Development	
Employment	<ul style="list-style-type: none"> ● EG.6-1 - Number of individuals with new or better employment following completion of USG-assisted workforce development programs
Skills Development	<ul style="list-style-type: none"> ● EG.6-2 - Number of individuals with improved skills following completion of USG-assisted workforce development programs
Individuals Reached	<ul style="list-style-type: none"> ● EG.6-3 - Number of individuals who complete USG-assisted workforce development programs

All Standard PPR Indicators and Disaggregates are Required-as-Applicable. To facilitate complete datasets for the revised list of standard indicators, all Performance Plan and Report (PPR) standard indicators are required-as-applicable; an operating unit (OU) should collect and report on standard indicators and their disaggregates if the OU’s programming produces data that contributes to the measurement of a standard indicator.

¹ See the [Mapping of Active and Archived Education-Related Standard Indicators](#) for how these indicators match previous and archived standard indicators.