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# EDUCATION REPORTING GUIDANCE

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# ACRONYMS AND ABBREVIATIONS

|       |   |
|-------|---|
| ADS   | Automated Directives System   |
| AOR   | Agreement Officer's Representative  |
| COR   | Contracting Officer's Representative  |
| E3/ED | Bureau for Economic Growth, Education, and Environment, Office of Education |
| EHEI  | Engagement of Higher Education Institutions                                 |
| EG    | Economic Growth-Related Standard Indicator                                  |
| ES    | Education-Related Standard Indicator  |
| HEI   | Higher Education Institution  |
| IP    | Implementing Partner  |
| OU    | Operating Unit  |
| PIRS  | Performance Indicator Reference Sheet(s)                                    |
| PMEP  | Performance monitoring and evaluation plan                                  |
| PPR   | Performance Plan and Report   |
| SPSD  | Standardized Program Structure and Definitions                              |
| Supp  | Supplemental Indicator  |
| USAID | United States Agency for International Development                          |
| USG   | U.S. Government   |

# INTRODUCTION

This guidance addresses changes to education reporting that took effect in 2019. **Revisions to this guidance for the 2020 fiscal year are highlighted in yellow throughout this document.** These changes are a direct response to two key documents published in 2018: the United States Agency for International Development (USAID) [Education Policy](#) and the [U.S. Government Strategy on International Basic Education](#) (USG Education Strategy). Both documents place renewed emphasis on measuring learning outcomes for a broad set of skills and increasing access to high-quality education, particularly for marginalized and vulnerable populations.<sup>1</sup> These are not new areas for USAID, but expectations have changed about the levels of detail and rigor required. 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.

## PURPOSE AND AUDIENCE

The primary audience for this guidance is technical and program staff from Operating Units (OUs) who manage education-related programming, regardless of funding source. This guidance may also be of interest to those in fields such as child protection, youth empowerment, or higher education engagement among others. Portions will be of interest to implementing partners (IPs), particularly the new and revised indicators.

Although this guidance discusses topics associated with the Performance Plan and Report (PPR), this document does not replace existing [PPR guidance](#) or USAID monitoring policy in [Automated Directives System \(ADS\) 201](#). It highlights and adds context to existing guidance to facilitate strong reporting on education sector content.

Since the Education Policy is, and will continue to be, central to USAID's education programming, it is essential that OUs, and to an extent IPs, understand what is changing and why. Full and proper uptake of new and revised indicators and Key Issue Narratives is necessary to reflect current and future programming and to encourage internal learning.

## ADDITIONAL RESOURCES

 In addition to this guidance, readers are strongly encouraged to consult the [Education Reporting Toolkit](#), hosted online on [EducationLinks](#). It contains a complete listing of all new and revised indicators and Key Issue Narratives, as well as Performance Indicator Reference Sheets (PIRS).

 The [Helpdesk](#) is a direct line of communication to monitoring and evaluation professionals at the Office of Education. Readers are encouraged to reach out with any questions or concerns they have about education reporting requirements. They are also encouraged to document challenges and best practices they uncover while working with the new reporting materials—

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<sup>1</sup> According to the USG Strategy, the term, "marginalized children and vulnerable groups," includes girls, children affected by or emerging from armed conflict or humanitarian crises, children with disabilities, children in remote or rural areas (including those who lack access to safe water and sanitation), religious or ethnic minorities, indigenous peoples, orphans and children affected by HIV/AIDS, child laborers, married adolescents, and victims of trafficking.

indicators, Key Issue Narratives, and PIRS—and to share feedback with the Office of Education through the [Helpdesk](#).

## INTRODUCTION TO THE EDUCATION POLICY

The USAID Education Policy provides an Agency-wide vision and direction for supporting partner countries to strengthen their capacity to deliver high-quality learning opportunities for children and youth.<sup>2</sup> The primary purpose of USAID programming in education is to achieve sustained, measurable improvements in learning outcomes and skills development. The Education Policy applies to education programming across all levels (from pre-primary through higher education), contexts (stable contexts to crisis and conflict-affected environments), settings (formal and non-formal), and providers (state and non-state).

### VISION

*Our vision is a world where partner country education systems enable all children and youth to acquire the education and skills needed to be productive members of society. Education is the great equalizer and the great enabler. When children and youth are prepared to go to school, learn, and gain the skills they need for life and work, they are able to build more hopeful and prosperous futures for themselves, their families, communities, and countries.*

### FOUR PRIORITIES

The priorities laid out in the Education Policy provide a general framing and orientation for USAID’s work in education. These priorities illustrate key areas that are crucial for supporting countries on their journeys to self-reliance.



Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe and, relevant, and promotes social well-being.



Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success.



Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society.



Higher education institutions (HEIs)<sup>3</sup> have the capacity to be central actors in development by conducting and applying research, delivering high-quality education, and engaging with communities.

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<sup>2</sup> According to the [USAID Youth in Development Policy](#), USAID uses the term youth and young people interchangeably. Although youth development programs focus on youth in the 15- to 24-year age range, USAID programs also are likely to engage individuals aged 10–29 as a broader youth cohort.

<sup>3</sup> The USAID Education Policy defines a higher education institution as 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, or tertiary, education includes what is commonly understood as academic education, but also includes advanced vocational or professional education. This could include public or private universities, colleges, community colleges, academically affiliated research institutes, and training institutes, including teacher training institutes.

# KEY CHANGES

The Education Policy necessitates key changes in how the Office of Education and OUs approach reporting and indicator use.

## NEW APPROACH TO TARGET SETTING

Under the Education Policy, target setting shifts from a top-down to a bottom-up approach. This means Missions and Education Offices are responsible for establishing and monitoring progress toward targets associated with education programming. Funding directives for basic and higher education also require programming associated with these funds to have the objective of measurably improving learning outcomes.

Target setting is shifting from a USAID/Washington-led approach to a Mission-led approach.



The new and revised indicators are designed to help with the target-setting process. Education-specific guidance on target setting is forthcoming from the Office of Education in 2020 and will be posted in the [Education Reporting Toolkit](#). In the meantime, ADS 201 provides general guidance.

## INTERNATIONALLY LINKED BENCHMARKING

Benchmarking takes place before target setting and is a process by which a country decides what assessment score aligns with a definition of minimum proficiency. The Office of Education recommends that benchmarks be tailored to the language, context, and assessment utilized and, to the extent possible, align with international benchmarks. USAID has developed global standards for proficiency in reading and math in correlation with UNESCO Institute of Statistics along with a corresponding [Toolkit for Setting Internationally-linked Benchmarks in Early Grade Reading and Math](#). 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.

Information about indicator-specific benchmarking and different methods for benchmarking is available in the PIRS. **Additional guidance will be available from the Office of Education in early 2021.** Contact the [Helpdesk](#) for assistance and advice before then.

## REVISED AND EXPANDED INDICATORS

This guidance discusses four types of indicators—three familiar and one new. Understanding these terms is essential for understanding this guidance and navigating reporting for education activities.

- **Standard Foreign Assistance Indicators** (Standard Indicators)  
These indicators are assigned, as applicable, to OUs. **For 2020, there are 26 Standard Indicators.** Many of these indicators will be familiar, even if the definitions and methodologies have been updated.
- **Supplemental Indicators**  
**Seventeen Supplemental Indicators are available for 2020.** They complete the picture of USAID education sector reporting by

Transitioning to new indicators will help the Office of Education report accurate and complete results to Congress.

adding new areas of measurement, such as numeracy, teacher quality, social emotional skills, and an expanded set of youth skills. Unlike Standard Indicators, uptake of Supplemental indicators is voluntary, but strongly encouraged.

- **Custom Indicators**

These indicators are specific to OUs and were likely created to satisfy individual reporting or measurement needs. These indicators remain unchanged unless an OU decides it is appropriate to transition an existing Custom Indicator into a Standard or Supplemental Indicator.

- **Archived Indicators**

OUs can continue reporting on an Archived Indicator if they are unable to transition to a new indicator. However, the Office of Education strongly encourages OUs to transition to the new indicators because using them makes it easier for the Office of Education to report accurate results to Congress.

## REVISED AND EXPANDED DISAGGREGATES

The disaggregates for many indicators have changed to enable the Office of Education to better monitor progress toward improving equity and inclusion, particularly for individuals with disabilities and those affected by crisis and conflict. Everyone is strongly encouraged to read the subsection on disaggregates in [Reporting Requirements and Considerations for New and Revised Indicators](#) to understand when and how to report on specific disaggregates.

Disaggregates are essential to monitor progress related to equity and inclusion.

## SPSD PERFORMANCE AND KEY ISSUE NARRATIVES

The Standardized Program Structure and Definitions (SPSD) Performance Narratives for Education-Related activities, ES.1 Basic Education and ES.2 Higher Education, have both been revised and will request new information and details about education-related work. There is also a new Key Issue Narrative on Engagement of Higher Education Institutions (EHEI). This Key Issue Narrative could apply broadly across sectors and activities, many that may not consider themselves in the category of higher education. There are important differences between this Key Issue Narrative and the ES.2 Higher Education Performance Narrative. The [Reporting Requirements and Considerations for SPSP and Key Issue Narratives](#) section explains the distinct requirements of each narrative.

## STREAMLINED REPORTING

Starting in 2019, the Office of Education will rely on the PPR for all its reporting needs, including measuring progress toward aggregate targets. This means there will be no separate data call to collect beneficiary numbers to aggregate under the 2011–2015 Education Strategy Goal counts (“the count”). However, Missions and IPs are still required to submit learning assessments and datasets to the [Development Data Library](#), as discussed under the ADS, and OUs will still be asked to help the Office of Education maintain an activity roster to inform backstopping support, facilitate key partnerships with other donors, and support reporting to Congress.

Starting in 2019, the Office of Education will rely on the PPR for all its reporting needs.

## TIMELINE

The Office of Education recognizes that it will take time to fully transition to the new reporting requirements, particularly the new indicators. Although the new and revised indicators will be assigned for the first time during the fiscal year 2019 PPR, the timeline for individual Missions to transition to new indicators will depend on current and upcoming activities and what data are already being collected. Implementation is expected to be an ongoing process, rather than one that requires OUs to stop and make a hard pivot.



The [Helpdesk](#) is available to help during the transition process.

## EXISTING ACTIVITIES

There are many possibilities for when it is appropriate to transition new activities to the new indicators. If adding a new indicator does not require new or additional data collection activities or modifications to a contract or agreement, an activity should add the relevant new or revised indicators.

If new or additional data collection activities or changes to a contract or agreement are required to report on a new or revised indicator, the Contracting/Agreement Officer's Representative (COR/AOR) and the IP should work together and consult existing guidance to determine the best course of action. If a contract or agreement mandates the use of an Archived Indicator, the activity can continue to report on that indicator, despite its archived status, in the absence of a modification.



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*If new or additional data collection activities or changes to a contract or agreement are required, the COR/AOR and IP should work together to determine the best course of action.*

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## NEW ACTIVITIES

A newly awarded activity's Performance Monitoring and Evaluation Plan (PMEP) should reflect the new/revised indicators.



Still not sure what to do? Contact the [Helpdesk](#).

# NEW, REVISED AND ARCHIVED INDICATORS

## NEW AND REVISED STANDARD INDICATORS

The Office of Education has added two new Standard Indicators and revised 16 in 2020. Some of these revisions are small, such as the addition of disaggregates, while others are more substantial and require the use of new tools or definitions. Exhibit 1 outlines the revisions to each Indicator. A [Compendium of Supplemental Indicators for 2020](#) is available on [EducationLinks](#).



The [Helpdesk](#) is available to help during the transition process.

In addition to reviewing Exhibit 1, OUs should review the revised PIRS to determine whether existing data can be reported for a revised Indicator. If the data *cannot* be reported for the revised Standard Indicator, they can still be reported against the Archived Indicator, but the data will not be included in aggregate reporting. Refer to the [Timeline](#) section or contact the [Helpdesk](#) to determine an appropriate action.

 Additional resources on measuring outcomes are forthcoming and will be available on [EducationLinks](#) and in the [Education Reporting Toolkit](#).

 **OUTCOME** A higher-level or end result at the Assistance Objective level. An outcome is expected to have a positive impact on and lead to change in the development situation of the host country.

 **OUTPUT** A tangible, immediate, and intended product or consequence of an activity within USAID’s control.

Exhibit 1: Indicator Revisions and their Justifications

| INDICATOR<br> Outcome Indicator  Output Indicator | REVISION  |
|---|---|
| <b>All reading proficiency indicators (ES.1-1, ES.1-2, ES.1-47, ES.1-48)</b>  | In the definitions for all reading proficiency indicators, E3/ED has removed the 80% comprehension benchmark as an approved method for measuring reading proficiency. It has been replaced by locally developed reading fluency benchmarks as a third option after internationally-linked and nationally-set benchmarks. The PIRS also note that the best option for these indicators is internationally linked benchmarks developed through the Global Proficiency Framework and policy linking methodology. |

| <b>INDICATOR</b><br> Outcome Indicator  Output Indicator         | <b>REVISION</b>  |
|--|--|
|  <b>ES.1-1</b> Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2      | Revised to accommodate new knowledge on best practices with benchmarking and to ensure alignment with the methodology promoted to measure the Sustainable Development Goals. This new methodology will enable easier comparisons between countries and languages.  |
|  <b>ES.1-2</b> Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school | Revised to accommodate new knowledge on best practices with benchmarking and to ensure alignment with the methodology promoted to measure the Sustainable Development Goals. This new methodology will enable easier comparisons between countries and languages.  |
|  <b>ES.1-3</b> Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance                | Revised to clarify definitions and address double-counting issues with new indicator ES.1-53 Pre-Primary Learners Reached.<br><br>Kindergarteners are no longer reported under this indicator.   |
|  <b>ES.1-4</b> Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance            | Revised to clarify definitions and clear up past points of confusion in reporting.   |
|  <b>ES.1-6</b> Number of educators who complete professional development activities with USG assistance   | Addition of more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion. For the disaggregate, “Number of educators trained in special education content,” special education has been defined as 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. |
|  <b>ES.1-12</b> Number of education administrators and officials who complete professional development activities with USG assistance           | Addition of more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion.   |

| <b>INDICATOR</b><br> Outcome Indicator  Output Indicator   | <b>REVISION</b>  |
|--|--|
|  <b>ES.1-13</b> Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance                                    | Addition of more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion.   |
|  <b>ES.1-14</b> Number of classrooms built or repaired with USG assistance  | Addition of more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion.   |
|  <b>ES.1-45</b> 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 | The number changed to ES.1-55. See below for changes to indicator.   |
|  <b>ES.1-46</b> Percent of individuals who transition to further education or training following participation in USG-assisted programs   | This was a new standard indicator for FY 2019.   |
|  <b>ES.1-47</b> 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   | Reporting for this indicator is no longer linked to the disability disaggregate of 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”. For activities that specifically target learners with disability, ES.1-47 should be used to measure minimum grade-level proficiency in reading at the end of grade 2. For learners with disabilities who are participating in a general USAID reading program, ES.1-1’s disability disaggregate should count those learners. |
|  <b>ES.1-48</b> Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2   | This was a new standard indicator for FY 2019.   |

| <b>INDICATOR</b><br> Outcome Indicator  Output Indicator   | <b>REVISION</b>   |
|--|---|
|  <b>ES.1-49</b> Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance  | This indicator will be archived starting in FY 2020.  |
|  <b>ES.1-50</b> Number of public and private schools receiving USG assistance   | This was a new standard indicator for FY 2019.  |
|  <b>ES.1-51</b> Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria  | This was a new standard indicator for FY 2019.  |
|  <b>ES.1-53</b> Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance   | The definition now instructs users to count kindergarten learners under this indicator regardless of kindergarten’s status within the formal education system of the country where the indicator is being used.   |
|  <b>ES.1-54</b> Percent of individuals with improved reading skills following participation in USG-assisted programs  | The disaggregates for the number of females and males age 30+ have been removed.  |
|  <b>ES.1-55</b> 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 | The indicator definition for ES.1-55 (formerly ES.1-45) now has new materials standards for pre-primary and grades 1-6. With the addition of the pre-primary standard, a pre-primary disaggregate has been added. The measurement approach for this indicator has also changed from an evaluation approach (measuring learners with books as part of a reading proficiency assessment) to a monitoring approach (regular site visits). With the change in approach, the indicator has changed from an outcome to an output indicator. |

| <b>INDICATOR</b><br> Outcome Indicator  Output Indicator        | <b>REVISION</b>   |
|---|---|
|  <b>ES.2-1</b> Number of host country higher education institutions receiving capacity development support with USG assistance                   | <p>Language has been added to the definition to clarify that this indicator is applicable to all higher education institution capacity development support regardless of program area or funding stream.</p> <p>2019 revision: New definition of <i>capacity building</i> aligns with CBLD-9, which is a new cross-cutting outcome indicator related to this output.</p>  |
|  <b>ES.2-2</b> Number of individuals attending higher education institutions with USG scholarship or financial assistance                        | <p>Language has been added to the definition to clarify that this indicator is applicable to scholarship and financial assistance support regardless of program area or funding stream. Language was also added to the definition to clarify that scholarship or financial assistance recipients attending a variety of programs in a variety of locations can be counted under this indicator. These types were added as disaggregates. Age disaggregates were also revised to only counting those males and females under 30 toward this indicator.</p> |
|  <b>ES.2-52</b> Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance | <p>Language has been added to the definition to clarify that this indicator is applicable in capacity development support regardless of program area or funding stream. Disaggregates have also been revised to include participant role disaggregates and to reduce the age disaggregates to just counting the number of males and females under 30 toward this indicator.</p>   |
|  <b>ES.2-53</b> Number of physical spaces built, repaired, or refurbished for higher education with USG assistance                             | <p>This is a new standard indicator starting in FY 2020.</p>  |

| <b>INDICATOR</b><br> Outcome Indicator  Output Indicator                               | <b>REVISION</b>   |
|--|---|
|  <b>ES.2-54</b> Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions | This is a new standard indicator starting in FY 2020.   |
|  <b>EG.6-11</b> Average percent change in earnings following participation in USG-assisted workforce development programs   | Changes in the definition specify that individuals measured under this indicator must have been previously employed and making an income in order to be included in the indicator calculation. The disaggregates for the number of females and males ages 30+ have also been removed. |
|  <b>EG.6-12</b> Percent of individuals with new employment following participation in USG-assisted workforce development programs                                       | The disaggregates for the number of females and males ages 30+ have been removed.   |
|  <b>EG.6-13</b> Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs                               | Changes in the definition provide additional clarity on the types of measurement that can be used to measure this indicator and establish standards for those measurements. The disaggregates for the number of females and males ages 30+ have also been removed.                    |
|  <b>EG.6-14</b> Percent of individuals who complete USG-assisted workforce development programs   | The disaggregates for the number of females and males ages 30+ have been removed.   |
|  <b>CBLD-9</b> Percent of USG-assisted organizations with improved performance  | This was a new standard indicator for FY 2019.  |
|  <b>Youth-1</b> Number of youth trained in soft skills/life skills through USG-assisted programs  | This is a new standard indicator for 2020.  |

# ARCHIVED STANDARD INDICATORS

In response to the Education Policy and changes in reporting requirements 12 Standard Indicators have been archived. Refer to the [Timeline](#) section for more information on reporting considerations for Archived Indicators.

Exhibit 2: Archived Standard Indicators

| INDICATOR   |  Outcome Indicator |  Output Indicator |
|---|---|--|
|  <b>ES.1-5</b> Number of learners reached in reading programs at the primary and secondary level with USG assistance   |   |  |
|  <b>ES.1-7</b> Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance                            |   |  |
|  <b>ES.1-8</b> Number of pre-primary, primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance |   |  |
|  <b>ES.1-9</b> Number of primary or secondary school educators who complete professional development activities and teach in conflict or crisis settings with USG assistance                         |   |  |
|  <b>ES.1-10</b> Number of primary or secondary textbooks and other teaching and learning materials (TLMs) provided with USG assistance   |   |  |
|  <b>ES.1-11</b> Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance   |   |  |
|  <b>ES.1-49</b> Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance                         |   |  |
|  <b>EG.6-2</b> Percent of individuals with improved skills following participation in USG-assisted programs  |   |  |
|  <b>EG.6-3</b> Percent of individuals who complete USG-assisted workforce development programs   |   |  |
|  <b>EG.6-4</b> Percent of individuals with new employment following participation in USG-assisted workforce development programs   |   |  |
|  <b>EG.6-5</b> Number of individuals with increased earnings following completion of USG-assisted workforce development programs   |   |  |
|  <b>CBLD-8</b> Number of USG-assisted organizations with increased performance improvement   |   |  |

# DISAGGREGATES

## THE IMPORTANCE OF DISAGGREGATES

Disaggregates are a way of breaking out data by key categories of interest, such as demographic characteristics. Under the new education reporting requirements, disaggregates have been updated across indicators to facilitate reporting on marginalized or vulnerable populations and to meet requirements of the Education Policy and the USG Education Strategy. Complete reporting of disaggregates is essential for accurate reporting and for tracking USAID’s achievements in equity and inclusion.

Disaggregates also help ensure programs reach intended beneficiaries, many of whom may be marginalized or vulnerable. Although not all disaggregates are mandated, the Office of Education includes them in reporting requirements because the information they provide is central to the Education Policy and USAID’s education work.<sup>4</sup>

Disaggregates are essential to monitor USAID’s engagement with children and youth who are marginalized or vulnerable and to ensure programs reach their intended beneficiaries.

Missions should report on disaggregates as applicable to their programming.

## COMMON DISAGGREGATES

Disaggregates vary from indicator to indicator, but seven common disaggregates are associated with many indicators: sex, age, persons with disabilities, crisis- and conflict-affected individuals, locality, numerator, and denominator. Disaggregation by sex is required for all individual-level data. Disaggregation by age is required for all youth workforce development indicators, and for some basic education and higher education indicators.

Numerators and denominators are essential for outcome indicators that use percentages. They enable USAID to report aggregate outcomes across countries for these indicators.

Per ADS 201, it is recommended that indicator data be disaggregated by a geographical level that is feasible and useful for management purposes.

Exhibit 3: Common Types of Disaggregates

|   |             |
|---|-------------|
| Sex                                       | Locality    |
| Age                                       | Numerator   |
| Persons with disabilities                 | Denominator |
| Crisis- and conflict-affected individuals |             |

<sup>4</sup> The Office of Education realizes that adding disaggregates often requires increasing sample sizes, which requires increasing budgets. It is not always possible to increase budgets, but there are ways to mitigate this, such as disaggregating only the sample without making references to the broader population. Consult the PIRS for more detailed guidance, and reach out to monitoring and evaluation points of contact, including the [Helpdesk](#), to discuss individual challenges.

The rest of this section focuses on disaggregation by persons with disabilities and individuals affected by crisis and conflict, because those disaggregates, although not new, are now found on additional indicators.

## CRISIS AND CONFLICT-AFFECTED INDIVIDUALS

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✓ *OUs should report on these disaggregates if they work in crisis- and conflict-affected countries or areas, or with crisis- and conflict-affected populations in any context. If the total sum of an indicator is composed of crisis and conflict-affected individuals, the aggregate value of the indicator should match the crisis and conflict disaggregate figure.*

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*The Education Policy provides the following definitions:*

- **Crisis-Affected** Describes a country, region, or community that is experiencing or has recently experienced a crisis. This also includes countries, regions, or communities indirectly affected by a crisis due to population displacement, reallocation of government resources, or diminished capacity. Crises include natural hazards, health epidemics, lawlessness, endemic crime and violence, and climate vulnerabilities.
- **Conflict-Affected** Describes a country, region, or community that has experienced armed conflict and/or has recently terminated armed conflict, which is in contention over the control of government and/or territory that results in armed force between two parties, at least one being a government of a state. Conflict-affected also includes countries, regions, or communities indirectly affected by conflict due to population displacement, reallocation of government resources, or diminished capacity.

Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of individuals for data collection should sample to ensure representation of individuals affected by crisis and conflict.

We encourage Missions to not sure this disaggregate for beneficiaries affected **solely** by the COVID response. We would instead encourage the flagging of that data through the Current/Future Year Indicator Narrative for the specific relevant indicator.

## PERSONS WITH DISABILITIES

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✓ *OUs should report on these disaggregates for the ES.1 Standard Indicators if they have activities that focus specifically on children with disabilities as target beneficiaries or sub-beneficiaries. For EG.6 indicators, report these disaggregates for all participants age 15 years or older, regardless of the activity's focus or target group.*

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*The Education Policy provides the following definition:*

- **Children and Youth with Disabilities** Those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, could hinder their full and effective participation in society on an equal basis with others.

Activities targeting individuals age 15 and older should use the [Washington Group Short Set](#) to collect these data. Although the domains covered by the Washington Group Short Set are suitable for and will identify many children with disabilities age 5 and above, the questions often

underestimate the number of children with developmental or psychosocial disabilities. When feasible, use the Washington Group Child Functioning Module to provide a more precise measure of disability among children younger than 15 years. Other existing or customized age-appropriate tools may also be used. USAID’s Office of Education recognizes the limitations of existing tools to collect disability-disaggregated data among children and youth in its programming context and is working with partners to identify and validate a useful tool. Guidance is expected to be available in 2020.

Activities that benefit children younger than 15 but do not include an explicit focus on children with disabilities do not need to report these disaggregates.

Activities in which only some participants are persons with disabilities, or which rely on a sample of individuals rather than a census to report on results, should sample to ensure representation of persons with disabilities.

*Resources for reporting on persons with disabilities:*

- [How-To Note: Collecting Data on Disability in Education Programming](#)
- [How-To Note: Disability Inclusive Education](#)

Missions should note that revised guidance on measuring disability will be released by E3/ED in early FY2021.

## AGGREGATING DISAGGREGATES

Sometimes, disaggregates need to be aggregated to create totals. Be mindful of the overlapping layers disaggregates create and the fact that a single individual may be counted in multiple disaggregate categories. For example, an individual could be female, crisis- and conflict-affected, and live in a rural area. When aggregating, the key is to ensure that even though this individual is counted toward three different disaggregates, she is only counted once in an aggregate number.

## DISAGGREGATES WITH MISSING OR PARTIAL DATA

The Office of Education understands that during the transition to new reporting requirements, OUs could be completely or partially missing the requested disaggregate data. OUs that are fortunate to have data, either complete or partial, or that are able to simply collect additional demographic data on the population without increasing sample size or budget, should report as much as possible. If no information is available, OUs should report zero and create a plan for getting the information next year.

For any indicator for which disaggregate data is completely or partially unavailable, OUs should add a note in the indicator narrative field, explaining the situation.



The [Helpdesk](#) is available to answer questions during the transition process.

# SUPPLEMENTAL INDICATORS

## INTRODUCING SUPPLEMENTAL INDICATORS

Standard and Supplemental Indicators are both important for telling the story of USAID’s education work. Although many of the Standard Indicators remain familiar, even if revised, the Supplemental Indicators represent important intermediate outcomes that help USAID tell its story and learn about contributors to learning outcomes. Such intermediate outcomes enable Missions to show progress as they work toward strengthening systems, which also contribute to learning outcomes.

Responding to the priorities of the Education Policy, Supplemental Indicators focus on topics such as numeracy skills, teacher quality, social emotional skills, and an expanded range of youth workforce readiness skills. Standard and Supplemental Indicators are equally important to the Office of Education, so even though uptake of Supplemental Indicators is voluntary, their use is strongly encouraged.

Supplemental Indicators have the added value of being aggregable or comparable both across a portfolio and globally, so it is important that OUs use them, when possible, rather than Custom Indicators. Additionally, the Office of Education may transition some Supplemental Indicators to Standard Indicators in the future. By engaging with Supplemental Indicators from this early stage, OUs and IPs can contribute to the refinement of PIRS, measurement tools, and methodologies.

Supplemental and Standard Indicators are equally important to the Office of Education.

## USING SUPPLEMENTAL INDICATORS

Operating Units and IPs are encouraged to start working with all Supplemental Indicators, including those do not have finalized PIRS, and to provide feedback on their lessons, challenges, and successes through the [Helpdesk](#).

 Feedback on the Supplemental Indicators and their PIRS is encouraged. Submit feedback through the [Helpdesk](#).

When reporting on a Supplemental Indicator during the PPR process, OUs should ensure the title they enter *exactly* matches the title given by the Office of Education. This will aid in aggregation of data.

Sixteen new Supplemental Indicators were added in 2019 and three more were added in 2020. [A Compendium of Supplemental Indicators for 2020](#) is available on EducationLinks.

Exhibit 4: Supplemental Indicators for Education Reporting

| INDICATOR   | ■ Outcome Indicator | ● Output Indicator |
|---|---------------------|--------------------|
| ■ <b>Supp-1</b> Percent of pre-primary learners achieving school readiness  |                     |                    |
| ■ <b>Supp-2</b> Percent of learners with an increase of at least one proficiency level in reading at the end of primary school with USG assistance  |                     |                    |
| ■ <b>Supp-3</b> Percent of learners who attain minimum grade-level proficiency in math at the end of grade 2 with USG assistance  |                     |                    |
| ■ <b>Supp-4</b> Percent of learners with an increase in proficiency in math of at least one level at the end of grade 2 with USG assistance   |                     |                    |
| ■ <b>Supp-5</b> Percent of learners attaining minimum grade-level proficiency in math at the end of primary school with USG assistance  |                     |                    |
| ■ <b>Supp-6</b> Percent of learners with an increase in proficiency in math of at least one level at the end of primary school with USG assistance  |                     |                    |
| ● <b>Supp-7</b> Number of parents or community members trained to support children’s education with USG assistance  |                     |                    |
| ● <b>Supp-8</b> Number of school learning environments built or upgraded with USG assistance in compliance with accessibility standards   |                     |                    |
| ■ <b>Supp-9</b> Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs. (Revised in 2020, PIRS in development) |                     |                    |
| ■ <b>Supp-10</b> Percent of teachers providing quality classroom instruction with USG support   |                     |                    |
| ■ <b>Supp-11</b> Percent of instructional time lost to teacher absenteeism  |                     |                    |
| ■ <b>Supp-12</b> Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skillset following participation in USG-assisted programs        |                     |                    |
| ■ <b>Supp-13</b> Percent of individuals with improved math skills following participation in USG-assisted programs  |                     |                    |
| ■ <b>Supp-14</b> Percent of individuals with improved digital literacy skills following participation in USG-assisted programs  |                     |                    |
| ■ <b>Supp-15</b> Education System Strengthened: Policy Reform   |                     |                    |

 **Supp-16** Education System Strengthened: Data Systems

 **Supp-17** Percent of learners regularly participating in distance learning programming funded with USG education assistance

## SPSD PERFORMANCE NARRATIVES AND KEY ISSUE NARRATIVES

In addition to indicator data, SPSP Performance Narratives and Key Issue Narratives provide important information needed for USAID/Washington’s reporting. The two main education-focused SPSP Performance Narratives for ES.1 Basic Education and ES.2 Higher Education have been revised to better support the Education Policy. A new Key Issue Narrative targeting EHEI has been added. OUs should plan to report on these as applicable.

### SPSD PERFORMANCE NARRATIVES

USAID uses information collected from SPSP Performance Narratives in the following ways:

- as part of reviews and assessments of Agency-level progress;
- to respond to numerous inquiries (internal, interagency, Congress, and public) throughout the year regarding the results of the Agency’s investments and programs in education;
- to regularly communicate results to Congress and other stakeholders; and
- to inform and support budget formulation and justification processes.

Depending on the scope of the portfolio, OUs may be required to report on one or both of the education-related SPSP Performance Narratives.

### ES.1 BASIC EDUCATION

The Basic Education performance narrative has been revised and expanded in response to the Policy. Starting in 2019 it should include the following elements:

1. Names of activities and brief descriptions of their interventions over the past fiscal year;
2. For each activity, a description of results (e.g., achievements, challenges) in programming over the past fiscal year;
3. A description of USAID systems strengthening efforts to build capacity, improve performance, and advance the partner country’s ability to sustainably finance and equitably deliver services that measurably improve learning outcomes and skills acquisition for all children and youth, from pre-primary and primary education through secondary education;
4. A description of USAID innovative financing efforts that seek to increase the amount of resources for education and improve the effectiveness of these resources. This could

include support for non-state schools, mechanisms that catalyze additional funds, mechanisms that blend public and private funds, cross-sectoral programming, and/or results-based financing activities; and

5. A description of outcomes related to the most significant changes in the partner country's education systems and/or as they relate to the USAID Education Policy priorities most directly linked to basic education:
  - a. Children and youth, particularly the most marginalized and vulnerable, have increased access to high-quality education that is safe, relevant, and promotes social well-being;
  - b. Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success; and
  - c. Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society.

## ES.2 HIGHER EDUCATION

The Higher Education Performance Narrative has been revised and expanded in response to the Education Policy.

As of 2020, the Higher Education performance narrative should include three main sections:

1) Activity Descriptions and Results; 2) Contributions to the Journey to Self-Reliance and 3) Descriptions of Innovative Financing. See detail below:

1. **Activity Descriptions and Results** of their interventions over the past fiscal year. This should include results of the activities and names of the HEIs reached.
2. **Contributions to the Journey to Self-Reliance** with description of USAID efforts to improve the performance of HEIs to support the country's path to self-reliance.
3. **Description of USAID innovative financing** efforts that seek to increase the amount of resources for education and improve the effectiveness of these resources. This may include support for non-state schools, mechanisms that catalyze additional funds, mechanisms that blend public and private funds, cross-sectoral programming, and/or results-based financing activities.

Include activities in which HEIs are engaged as IPs, sub-award partners, or technical resources in the new EHEI Key Issue Narrative.

Programming with HEIs that is not specifically included in the list above may also be included in this Performance Narrative. The new EHEI Key Issue Narrative should include activities in which HEIs are engaged as IPs, sub-award partners, or technical resources.



*Use the ES.2 Higher Education Narrative to describe activities that include HEIs as beneficiaries.*

## KEY ISSUE NARRATIVES

In addition to the education-focused SPSD Performance Narratives, starting in 2019, OUs should report on the EHEI Key Issue Narrative, as applicable.

## ENGAGEMENT OF HIGHER EDUCATION INSTITUTIONS

The EHEI Key Issue Narrative is a tool for gathering information necessary for a variety of reporting on the Agency's engagement of HEIs in the United States and in host countries. USAID uses the information to prepare the annual Title XII Report to Congress and the annual Minority Serving Institutions report, and to report on Congressional directives on higher education partnerships.

The Key Issue Narrative information is used as follows:

- as part of reviews and assessments of Agency-level progress;
- to regularly communicate results to Congress and other stakeholders;
- to respond to numerous inquiries (internal, interagency, Congress, and public) throughout the year regarding the results of the Agency's investments and programs in higher education; and
- to inform and support budget formulation and justification processes.

The EHEI Key Issue Narrative focuses on monitoring results against the Education Policy and reporting results from OUs that are engaging with HEIs as central actors in development in their programming regardless of sector or funding stream.

The EHEI Key Issue Narrative may apply to a wide range of activities that may or may not consider themselves higher education programming.

### REPORTING CONSIDERATIONS

USAID engagement with HEIs in host countries crosses all program areas and technical sectors and includes a range of activities, such as scholarship programs, engaging host-country universities in activity implementation or research, and institutional strengthening of individual HEIs and of higher education systems. For this reason, this Key Issue Narrative may apply to a wide range of activities that may or may not consider themselves higher education programming. Activities described in this Key Issue Narrative must include a U.S., third-country, and/or host-country HEI engaged in one or more of the following ways:

- as an IP, either as a prime or sub-awardee;
- as members of a partnership or consortium of HEIs; and/or
- as a technical resource, conducting training or education at a U.S. HEI (or HEIs) in support of host-country development objectives.

The instructions for this narrative have been changed to clarify which activities should be included.

The EHEI Key Issue Narrative must include the following information:

1. Names of activities and brief descriptions of their interventions over the past fiscal year. The names of the engaged HEIs must be mentioned;
2. For each activity, a description of results (e.g., achievements, challenges) of engagement activities over the past fiscal year; and
3. Descriptions of the most significant changes in the education system in the country that is the focus of HEI engagement, the changes in institutional capacity/performance of HEIs that are engaged, and/or most significant outcomes as they relate to the USAID Education Policy priority most directly linked to EHEI:

- a. Higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering high-quality education, and engaging with communities.

Descriptions of programming with HEIs that is not specifically included in the list above may also be included in the EHEI Key Issue Narrative.

In activities in which some HEIs are engaged and others are beneficiaries, the narration should include only the activities, results, and outcomes of engagement. Activities in which HEIs are beneficiaries should be reported under the ES.2 Higher Education SPSD Performance Narrative.



*Use the EHEI Key Issue Narrative when HEIs are engaged as partners, members of consortiums, or technical resources. These HEIs can be based in the United States, a third country, or the host country.*

## OTHER CROSS-CUTTING KEY ISSUES

A number of other Key Issue Narratives could be applicable to programming in the education sector:

- Gender Equality/Women’s Empowerment-Primary (GE/WE-Primary);
- Gender Equality/Women’s Empowerment-Secondary (GE/WE-Secondary);
- Inclusive Development: Participation of People with Disabilities (IDD);
- Public-Private Partnerships;
- Science, Technology and Innovation (STI); and/or
- Youth Development (YDV)

For these Key Issues, education programs and results should feed into the broader narrative, highlighting the education sector results related to the Key Issue topic. With limited character counts for narratives, this allows more information to be conveyed on education programs through these Key Issue lenses than through the SPSD Narratives and Mission Objectives Narratives alone. However, information reported against these cross-cutting Key Issue Narratives should be in addition to, and not in lieu of, reporting on Education Policy priority outcomes, such as access for marginalized or vulnerable populations and youth skills, in the SPSD Performance Narratives.

## NEXT STEPS

 Readers are encouraged to supplement this Education Reporting Guidance with the [Education Reporting Toolkit](#) and additional guidance, as relevant to individual activities and portfolios. It will take time to transition to the new reporting requirements and the Office of Education understands OUs and IPs will have many questions. When that happens, reach out.

 The [Helpdesk](#) is a direct line of communication to monitoring and evaluation professionals who are eager to help navigate this process. Do not hesitate to send them any questions, concerns, or feedback about education reporting requirements.



The [Helpdesk](#) is available to answer questions about education reporting requirements.

# ANNEXES

## ANNEX 1: RESOURCES FOR EDUCATION REPORTING

### EDUCATION REPORTING INFORMATION AND ASSISTANCE



[Education Reporting Toolkit](#)



[Helpdesk](#)

### POLICY LINKING METHOD

Toolkit coming in early FY2021.

### BENCHMARKING

[Toolkit for Setting Internationally linked Benchmarks in Early Grade Reading and Math](#)

### CRISIS AND CONFLICT

[Analysis of Indicators used in USAID Education Projects in Crisis and Conflict Environments](#)

[Data Collection and Evidence Building to Support Education in Emergencies](#)

[SLE Toolkit: Safer Learning Environments Qualitative Assessment Toolkit](#)

### INCLUSIVE LEARNING MATERIALS

[Gender Equality and Inclusiveness in Learning Materials](#)

### PERSONS WITH DISABILITIES

[Disability Communication Tips](#)

[How-To Note: Collecting Data on Disability in Education Programming](#)

[How-To Note: Disability Inclusive Education](#)

[USAID Standards for Accessibility](#)

### YOUTH

[Measuring Workforce Development Indicators: Employment and Earnings](#)

[Measuring Youth Employment Outcomes](#)

[Key Soft Skills that Foster Youth Workforce Success](#)