



USAID
FROM THE AMERICAN PEOPLE

EDUCATION REPORTING GUIDANCE

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ACRONYMS AND ABBREVIATIONS

ADS	Automated Directives System
AOR	Agreement Officer's Representative
COR	Contracting Officer's Representative
DDI/EDU	Bureau for Development, Democracy, and Innovation, Center for Education
EHEI	Engagement of Higher Education Institutions
EG	Economic Growth-Related Standard Indicator
ES	Education-Related Standard Indicator
FY	Fiscal Year
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
WORQ	Workforce Outcomes Reporting Questionnaire

INTRODUCTION

This document synthesizes USAID education reporting guidance that addresses the United States Agency for International Development (USAID) [Education Policy](#), the [U.S. Government Strategy on International Basic Education](#) (USG Education Strategy), and other reporting needs that apply to USAID education programming.

The guidance reflected here first took effect in 2019 and has since been updated on an annual basis. **New revisions to the guidance that apply to reporting on the 2022 fiscal year (FY) are highlighted in yellow throughout this document.**

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 standard and supplemental 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 Center for 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—indicators, Key Issue Narratives, and PIRS—and to share feedback with the Center 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.¹ 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' self-reliance.



Children and youth, particularly the most marginalized and vulnerable², have increased access to quality education that is safe, 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)³ have the capacity to be central actors in development by conducting and applying research, delivering high-quality education, and engaging with communities.

¹ 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.

² According to the USG Education Strategy, marginalized children and vulnerable groups include 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.

³ 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

KEY CHANGES

The Education Policy necessitates key changes in how the Center for 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 can be found in the [Target Setting Guide for USAID Mission Education Offices](#), which builds on general guidance available through ADS 201.

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 Center for Education recommends that benchmarks be tailored to the language, context, and assessment utilized, and, to the extent possible, align with international benchmarks. USAID, in conjunction with UNESCO Institute of Statistics and other key partners, has developed a [Global Proficiency Framework](#) that outlines globally agreed upon minimum standards for proficiency in reading and math, along with guidance for a relatively low-cost approach to set internationally linked benchmarks in early grade reading and math called [Policy Linking](#). This approach allows countries to continue using their current assessment systems and 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. Contact the [Helpdesk](#) for assistance and advice before then.

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.

REVISED AND EXPANDED INDICATORS

This guidance discusses four types of indicators. Understanding these terms is essential for understanding the guidance and navigating reporting for education activities.

- **Standard Foreign Assistance Indicators (Standard Indicators)**

These indicators are assigned, as applicable, to OUs. For FY 2022, there are 33 Standard Indicators. Many of these indicators will be familiar, even if the definitions and methodologies have been updated.

- **Supplemental Indicators**

Sixteen Supplemental Indicators are available for FY 2022. They complete the picture of USAID education sector reporting by 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 Center for Education strongly encourages OUs to transition to the new indicators because using them makes it easier for the Center to report accurate results to Congress.

Reporting on standard indicators will help the Center for Education report accurate and complete results to Congress.

REVISED AND EXPANDED DISAGGREGATES

The disaggregates for many indicators have changed to enable the Center for 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 section on [Disaggregates](#) 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 applies broadly across sectors and activities, many that may not have previously considered 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 [SPSD Performance Narratives and Key Issue Narratives](#) section explains the distinct requirements of each narrative.


STREAMLINED REPORTING

The Center for Education relies on the PPR for all its reporting needs, including measuring progress toward aggregate targets. Fulsome PPR reporting by OUs positions us to fully and accurately report OU achievements to Congress and the American people. 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 Center maintain an activity roster to inform backstopping support, facilitate key partnerships with other donors, and support reporting to Congress.

Since 2019, the Center for Education has relied on the PPR for all its reporting needs.

TIMELINE

The Center for Education recognizes that it takes time to fully transition to new reporting requirements, particularly new indicators. Many new and revised indicators were assigned for the first time in 2019. The timeline for individual Missions to transition to new indicators will depend on current and upcoming activities and what data were already being collected. Transition is recognized 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.



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.

NEW ACTIVITIES

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




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

NEW, REVISED, AND ARCHIVED INDICATORS

NEW AND REVISED STANDARD INDICATORS

For FY 2022 the Center for Education has made minor revisions to existing Standard Indicators and added six new Standard Indicators. While many of these revisions are small, such as the addition of disaggregates, some are more substantial and require the use of new tools or definitions. Exhibit I outlines the revisions to each indicator. A [Compendium of Standard Indicators](#) for FY 2022 is available on EducationLinks.

In addition to reviewing Exhibit I, OUs should review the revised PIRS to determine whether existing data can be reported for a revised Standard Indicator. If the data cannot be reported for the revised 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.

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

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

<p>■ 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.</p>	<p>● OUTPUT A tangible, immediate, and intended product or consequence of an activity within USAID's control.</p>
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Exhibit I: Indicator Revisions and their Justifications

INDICATOR	REVISION AND JUSTIFICATION
<p>All indicators that report disability disaggregate data for children and youth (ES.1-1, ES.1-2, ES.1-3, ES.1-4, ES.1-46, ES.1-48, ES.1-53, ES.1-54, ES.2-2, ES.2-52, EG.6-11, EG.6-12, EG.6-13, EG.6-14, YOUTH-1)</p>	<p>FY 2022 revision: Clarified guidance on reporting disability disaggregates. For activities targeting individuals under the age of 18, only activities focusing on individuals with disabilities need to report on disability disaggregates. All activities targeting individuals ages 18 and older should report on disability disaggregates.</p>

INDICATOR	REVISION AND JUSTIFICATION
<p>All reading proficiency indicators (ES.1-1, ES.1-2, ES.1-47, ES.1-48)</p>	<p>FY 2022 revision: Revised guidance on using a control group with panel sampling from “a must” to “strongly recommended.”</p> <p>2020 revision: In the definitions for all reading proficiency indicators, DDI/EDU 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.</p>
<p>All indicators that report youth age disaggregates (except cross-cutting YOUTH indicators) (ES.1-46, ES.1-54, EG.6-11, EG.6-12, EG.6-13, EG.6-14)</p>	<p>FY 2022 revision: Reduced number of youth age disaggregates to streamline reporting.</p>
<p>All indicators that use the USAID Workforce Outcomes Reporting Questionnaire (WORQ) as a data source (ES.1-46, EG.6-11, EG.6-12)</p>	<p>FY 2022 revision: Clarified the resources that are available to support activities using WORQ tools.</p>
<p>■ 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</p>	<p>FY 2022 revision: Added numerator and denominator disaggregates to enable better reporting.</p> <p>2019 revision: 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.</p>
<p>■ ES.1-2 Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school</p>	<p>FY 2022 revision: Added numerator and denominator disaggregates to enable better reporting.</p> <p>2019 revision: 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.</p>
<p>● ES.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance</p>	<p>2019 revision: Revised to clarify definitions and address double-counting issues with new indicator ES.1-53 (pre-primary learners reached).</p> <p>Kindergarteners are no longer reported under this indicator.</p>
<p>● ES.1-4 Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance</p>	<p>2019 revision: Revised to clarify definitions and clear up past points of confusion in reporting.</p>

INDICATOR	REVISION AND JUSTIFICATION
<ul style="list-style-type: none"> ● ES.1-6 Number of educators who complete professional development activities with USG assistance 	<p>FY 2022 revision: Replaced “special education” with “disability inclusive education” in the disaggregate, “Number of educators trained in disability inclusive education content.” Disability inclusive education is defined as one system of education for all learners, at all levels (early childhood, primary, secondary, and post-secondary), with the provision of supports to meet the individual needs of learners with disabilities.</p> <p>2020 revision: 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.</p>
<ul style="list-style-type: none"> ● ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance 	<p>2019 revision: Addition of more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion.</p>
<ul style="list-style-type: none"> ● 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 	<p>2019 revision: Addition of more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion.</p>
<ul style="list-style-type: none"> ● ES.1-14 Number of classrooms built or repaired with USG assistance 	<p>2019 revision: Addition of more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion.</p>
<ul style="list-style-type: none"> ■ ES.1-45 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 	<p>2020 revision: The number changed to ES.1-55. See below for changes to indicator.</p>
<ul style="list-style-type: none"> ■ ES.1-46 Percent of individuals who transition to further education or training following participation in USG-assisted programs 	<p>FY 2022 revision: Added numerator and denominator disaggregates to enable better reporting.</p> <p>2019 revision: This was a new standard indicator for 2019.</p>

INDICATOR	REVISION AND JUSTIFICATION
<p>■ ES. I-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</p>	<p>FY 2022 revision: Added resources to the definition for collecting data on learners with disabilities. Added numerator and denominator disaggregates to enable better reporting.</p> <p>2020 revision: Reporting for this indicator is no longer linked to the disability disaggregate of ES. I-1: <i>Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2.</i> For activities that specifically target learners with disability, ES. I-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. I-1’s disability disaggregate should count those learners.</p>
<p>■ ES. I-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</p>	<p>FY 2022 revision: Added numerator and denominator disaggregates to enable better reporting.</p> <p>2019 revision: This was a new standard indicator for 2019.</p>
<p>● ES. I-49 Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance</p>	<p>2020 revision: This indicator was archived in 2020.</p>
<p>● ES. I-50 Number of public and private schools receiving USG assistance</p>	<p>2019 revision: This was a new standard indicator for 2019.</p>
<p>● ES. I-51 Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria</p>	<p>FY 2022 revision: Revised the definition of a “safe learning environment.”</p> <p>2019 revision: This was a new standard indicator for 2019.</p>
<p>● ES. I-53 Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance</p>	<p>2020 revision: 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.</p>
<p>■ ES. I-54 Percent of individuals with improved reading skills following participation in USG-assisted programs</p>	<p>FY 2022 revision: Added numerator and denominator disaggregates to enable better reporting.</p> <p>2020 revision: The disaggregates for the number of females and males age 30+ have been removed.</p>
<p>● ES. I-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</p>	<p>FY 2022 revision: Revised the title and definition to make it clear the indicator includes pre-primary and primary grades.</p> <p>2019 revision: The indicator definition for ES. I-55 (formerly ES. I-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.</p>

INDICATOR	REVISION AND JUSTIFICATION
<ul style="list-style-type: none"> ● ES.1-56 Number of learners with improved access to education through USG-assisted programs 	<p>FY 2022 revision: This is a new standard indicator for FY 2022.</p>
<ul style="list-style-type: none"> ■ ES.1-58 Percent of learners regularly participating in distance learning programming funded with USG education assistance 	<p>FY 2022 revision: This is a new standard indicator for FY 2022. It was previously the supplemental indicator Supp-17.</p>
<ul style="list-style-type: none"> ■ ES.1-59 Education system strengthened through USG-assisted policy reform 	<p>FY 2022 revision: This is a new standard indicator for FY 2022. It was previously the supplemental indicator Supp-15.</p>
<ul style="list-style-type: none"> ● ES.2-1 Number of host country higher education institutions receiving capacity development support with USG assistance 	<p>2020 revision: 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 “capacity building” aligns with CBLD-9, which is a new cross-cutting outcome indicator related to this output.</p>
<ul style="list-style-type: none"> ● ES.2-2 Number of individuals attending higher education institutions with USG scholarship or financial assistance 	<p>FY 2022 revision: Added Official Higher Education Institution Records as a data source.</p> <p>2020 revision: 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>
<ul style="list-style-type: none"> ● ES.2-52 Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance 	<p>FY 2022 revision: Added Official Higher Education Institution Records as a data source. Added more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion.</p> <p>2020 revision: 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>
<ul style="list-style-type: none"> ● ES.2-53 Number of physical spaces built, repaired, or refurbished for higher education with USG assistance 	<p>FY 2022 revision: Added Official Higher Education Institution Records as a data source.</p> <p>2020 revision: This was a new standard indicator for 2020.</p>
<ul style="list-style-type: none"> ● ES.2-54 Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions 	<p>2020 revision: This was a new standard indicator for 2020.</p>

INDICATOR	REVISION AND JUSTIFICATION
● ES.2-55 Number of learners reached by USG-assisted higher education interventions	FY 2022 revision: This is a new standard indicator for FY 2022.
■ EG.6-11 Average percent change in earnings following participation in USG-assisted workforce development programs	2020 revision: 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.
■ EG.6-12 Percent of individuals with new employment following participation in USG-assisted workforce development programs	FY 2022 revision: Provided additional guidance on using panel or cohort sampling methods. 2020 revision: The disaggregates for the number of females and males ages 30+ have been removed.
■ EG.6-13 Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs	FY 2022 revision: Clarified the definition of “individuals” as those who are aged 10-29 years, or as appropriate per the country context. Clarified the use of retrospective pre-tests to generate evidence. 2020 revision: 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.
● EG.6-14 Percent of individuals who complete USG-assisted workforce development programs	2020 revision: The disaggregates for the number of females and males ages 30+ have been removed.
■ EG.6-16 Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs	FY 2022 revision: This is a new standard indicator for FY 2022.
■ CBLD-9 Percent of USG-assisted organizations with improved performance	FY 2022 revision: Added a request to describe in the indicator narrative the type of organization when reporting on the “Other” disaggregate. 2019 revision: This was a new standard indicator for 2019.
● Youth-1 Number of youth trained in soft skills/life skills through USG-assisted programs	FY 2022 revision: Clarified the definition of “youth” as individuals aged 10-29 years, or as appropriate per the country context. Added more disaggregates to enable better measurement and reporting against the Education Policy’s commitment to equity and inclusion. 2020 revision: This was a new standard indicator for 2020.
● Youth-6 Number of youth who complete USG-assisted leadership programs	FY 2022 revision: This is a new standard indicator for FY 2022.

ARCHIVED STANDARD INDICATORS

Twelve recent Standard Indicators have been archived. Refer to the [Timeline](#) section for more information on reporting considerations for Archived Indicators.

Exhibit 2: Archived Standard Indicators

■ OUTCOME	● OUTPUT
INDICATOR	
●	ES.I-5 Number of learners reached in reading programs at the primary and secondary level with USG assistance (Archived in 2019)
●	ES.I-7 Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (Archived in 2019)
●	ES.I-8 Number of pre-primary, primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance (Archived in 2019)
●	ES.I-9 Number of primary or secondary school educators who complete professional development activities and teach in conflict or crisis settings with USG assistance (Archived in 2019)
●	ES.I-10 Number of primary or secondary textbooks and other teaching and learning materials (TLMs) provided with USG assistance (Archived in 2019)
●	ES.I-11 Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (Archived in 2019)
●	ES.I-49 Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance (Archived in 2020)
■	EG.6-2 Percent of individuals with improved skills following participation in USG-assisted programs (Archived in 2019)
●	EG.6-3 Percent of individuals who complete USG-assisted workforce development programs (Archived in 2019)
■	EG.6-4 Percent of individuals with new employment following participation in USG-assisted workforce development programs (Archived in 2019)
■	EG.6-5 Number of individuals with increased earnings following completion of USG-assisted workforce development programs (Archived in 2019)
■	CBLD-8 Number of USG-assisted organizations with increased performance improvement (Archived in 2019)

DISAGGREGATES

THE IMPORTANCE OF DISAGGREGATES

Disaggregates are a way of breaking out data by categories of strategic priority, such as learners with disabilities or learners affected by crisis or conflict. Although reporting of disaggregates may seem tedious, complete OU reporting on disaggregates facilitates 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 are essential to monitor USAID’s engagement with children and youth who are marginalized or vulnerable and to ensure programs reach their intended beneficiaries.

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

OUs 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	

⁴ The Center for 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 in additional indicators.

CRISIS AND CONFLICT-AFFECTED INDIVIDUALS



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.

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 or conflict.

We encourage Missions to not share the crisis- and conflict-affected 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




For activities targeting individuals under the age of 18, OUs need to report on these disaggregates only if they have activities that focus specifically on children with disabilities as target beneficiaries or sub-beneficiaries. All activities targeting individuals ages 18 and older need to report these disaggregates, regardless of the activity's focus or target group.

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 18 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 18 years.

Other existing or customized age-appropriate tools may also be used. The Center for 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. [USAID's Disability Identification Tool Selection Guide and How-To Note: Collecting Data on Disability Prevalence in Education Programs](#) may be helpful resources.

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

Activities that benefit children younger than 18 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](#)
- [Disability Identification Tool Selection Guide](#)

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 Center for 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.

SUPPLEMENTAL INDICATORS

Standard and Supplemental Indicators are both important for telling the story of USAID's education work. 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.


Supplemental and Standard Indicators are equally important to the Center for Education.

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 Center for 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 that are idiosyncratic to a single OU. Additionally, the Center for Education may transition some Supplemental Indicators to Standard Indicators in the future. For FY 2022, for example, the Center transitioned Supp-15 and Supp-17 to Standard Indicators ES.I-59 and ES.I-58, respectively. By engaging with Supplemental Indicators from this early stage, OUs and IPs can contribute to the refinement of PIRS, measurement tools, and methodologies.

USING SUPPLEMENTAL INDICATORS

OUs and IPs are encouraged to start working with all Supplemental Indicators, including those that 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 Center for Education. This will aid in aggregation of data.

There are sixteen Supplemental Indicators for FY 2022, including new indicators Supp-18 and Supp-19 and a revised indicator Supp-1. The PIRS for Supp-10 is also now available. A [Compendium of Supplemental Indicators](#) is available on EducationLinks.

Exhibit 4: Supplemental Indicators for Education Reporting

■ OUTCOME	● OUTPUT
INDICATOR	
■	Supp-1 Percent of pre-primary learners targeted for USG assistance who are developmentally on track (Revised for FY 2022)
■	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
■	Supp-3 Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2
■	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
■	Supp-5 Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school
■	Supp-6 Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school
●	Supp-7 Number of parents or community members trained to support children’s education with USG assistance
●	Supp-8 Number of schools built or upgraded with USG assistance in compliance with accessibility standards
■	Supp-10 Percent of educators providing quality classroom instruction with USG support (PIRS now available)
■	Supp-11 Percent of instructional time lost to teacher absenteeism
■	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
■	Supp-13 Percent of individuals with improved math skills following participation in USG-assisted programs
■	Supp-14 Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
■	Supp-16 Education data systems strengthened through USG assistance
■	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
■	Supp-19 Value of private capital mobilized with USG assistance to support education

SPSD PERFORMANCE NARRATIVES & 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 was revised and expanded in 2019 in response to the Education Policy. 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 in both formal and non-formal settings, including out of school youth;
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 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 was revised and expanded in 2019 in response to the Education Policy.

The Higher Education performance narrative should include three main sections: 1) Activity Descriptions and Results, 2) Contributions to Self-Reliance, and 3) Descriptions of Innovative Financing. See details below:

1. **Activity Descriptions and Results:** Names of activities and brief descriptions of their interventions and results over the past fiscal year, including names of the HEIs reached.
2. **Contributions to Self-Reliance:** A description of efforts and outcomes related to USAID individual, organizational, and systems strengthening to build capacity, improve performance, and advance partner country ability to sustainably finance and equitably deliver services that support the country's self-reliance. Such outcomes may be linked to the USAID Education Policy priorities most directly related to higher education:
 - a. Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.
 - b. Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society.
 - c. HEIs have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities.
3. **Descriptions of Innovative Financing:** 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 may include support for non-state schools, mechanisms that catalyze additional funds, and/or mechanisms that blend public and private funds, cross-sectoral programming, and/or results-based financing activities.

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, OUs should report on the Engagement of Higher Education Institutions (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 needs for the Agency’s engagement with post-secondary education institutions, including those in the United States and in host countries. Information is used to prepare the annual Title XII Report to Congress, the annual Minority Serving Institution (MSI) report, and to report on Congressional directives on higher education partnerships.

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

Engagement of HEIs is a cross-cutting key issue and is applicable regardless of technical sector or funding stream. It focuses on monitoring results against the USAID Education Policy and reporting results from Operating Units that are engaging with HEIs as central actors in development in their programming. An 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/tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. This may include public or private universities, colleges, community colleges, academically affiliated research institutes, and training institutes, including teacher training institutes.

REPORTING CONSIDERATIONS. USAID engagement with HEIs crosses all program areas and includes a range of activities such as scholarship programs, engaging HEIs in activity implementation or research, and institutional strengthening of individual HEIs and of higher education systems.

This Key Issue must include activities where either a U.S., third-country, and/or host-country HEI is engaged in one or more of the following ways:

- As an implementing partner, either as a prime or sub awardee.
- As a member of a partnership or consortium.
- As a technical resource, conducting training or education at HEI(s) in support of host-country development objectives.

In activities where some HEIs are engaged in interventions and others are beneficiaries of interventions, only the activities, results, and outcomes of engagement should be described in this narrative. Activities where HEIs are beneficiaries should be reported under the ES.2 Higher Education Program Area Narrative.

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 included;
2. For each activity, a description of results and outcomes (e.g., achievements, challenges) of engagement activities over the past fiscal year; and

3. Descriptions of the most significant results and/or changes in the education system in the country that is the focus of HEI engagement, as they pertain to the USAID Education Policy priority linked to engagement of higher education institutions:
 - 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.



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 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 Center for 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 able to answer questions about education reporting requirements.

ANNEX I: RESOURCES FOR EDUCATION REPORTING

EDUCATION REPORTING INFORMATION AND ASSISTANCE



[Education Reporting Toolkit](#)



[Helpdesk](#)

INTERNATIONALLY LINKED BENCHMARKING

[Global Proficiency Framework \(GPF\)](#)

[Policy Linking for Measuring Global Learning Outcomes](#)

DISTANCE LEARNING

[Toolkit for Designing a Comprehensive Distance Learning Strategy](#)

[Delivering Distance Learning in Emergencies: An Overview](#)

CRISIS AND CONFLICT

[Returning to Learning during Crises: Decision-making and Planning Tools for Education Leaders](#)

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

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

[Safer Learning Environments \(SLE\) Assessment Toolkit](#)

EQUITY AND INCLUSION

[Advancing Gender Equality in and through Education Data Brief](#)

[Integrating LGBTQI+ Considerations into Programming](#)

[School-Related Gender-Based Violence Measurement Toolkit](#)

[Youth and Gender Analysis Toolkit](#)

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

PERSONS WITH DISABILITIES

[Advancing Disability Inclusive Education Data Brief](#)

[Disability Communication Tips](#)

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

[Disability Identification Tool Selection Guide](#)

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

[USAID Standards for Accessibility](#)

PRE-PRIMARY

[Developing High-Quality Pre-Primary Programs: USAID Education How-to-Note](#)

YOUTH

[Standard Indicator Resources: Measuring Quality of Employment](#)

[Global Impact Investing Network \(GIIN\) Quality Jobs Framework](#)

[How to Measure Skills for Youth Workforce Development](#)

[Integrating Mental Health and Psychosocial Support into Youth Programming: A Toolkit](#)

[Toolkit for Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire \(WORQ\)](#)

[YouthPower WORQ Discussion Group](#)

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

[Key Soft Skills for Cross-sectoral Youth Outcomes](#)

[Getting Employment to Work for Self-Reliance: A USAID Framework for Programming](#)

HIGHER EDUCATION

[Higher Education Program Framework](#)

PRIVATE SECTOR ENGAGEMENT (PSE)

[PSE MEL: Standard Agency PSE Indicators and Harmonizing Indicator Tool](#)

[EducationLinks PSE Main Page](#)