



# EDUCATION REPORTING GUIDANCE

The primary purpose of USAID's programming in education is to achieve sustained, measurable improvements in learning outcomes and skills development.

## U.S. GOVERNMENT EDUCATION POLICY

The [USAID Education Policy](#) and [U.S. Government Strategy on International Basic Education](#) (USG Education Strategy) emphasize measuring learning outcomes and increased access to high-quality education, especially for marginalized and vulnerable populations. This has shaped education reporting within the Agency.

## FOUR ELEMENTS OF EDUCATION REPORTING

Four elements are intended to support reporting on the Performance Plan and Report (PPR) and respond to the monitoring policy in the [Automated Directive System \(ADS\) 201](#).

### I. PERFORMANCE INDICATORS

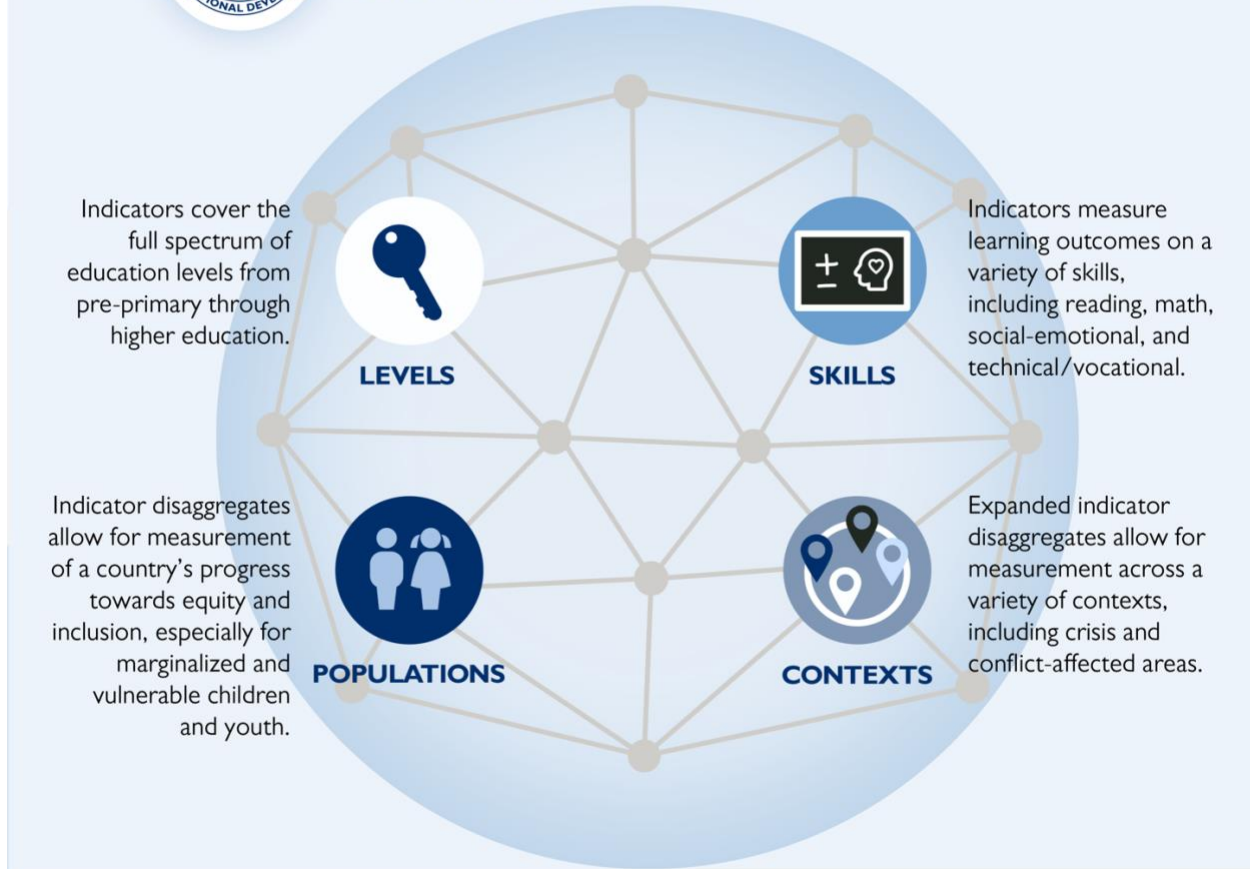
Performance indicators are designed for performance management and reporting to Congress. Use of these indicators will enable Missions to better:

- Manage activities for optimal performance and achieving results
- Align activity-level measurement with the Education Policy for learning and accountability
- Respond to congressional mandates and comply with operational policy (ADS)



## VISION

PARTNER COUNTRY EDUCATION SYSTEMS ENABLE ALL CHILDREN AND YOUTH TO ACQUIRE THE EDUCATION AND SKILLS NEEDED TO BE PRODUCTIVE MEMBERS OF SOCIETY.



### **STANDARD INDICATORS**

Standard Foreign Assistance Indicators (Standard Indicators) are assigned, as applicable, by USAID's Bureau for Development, Democracy, and Innovation/Center for Education (DDI/EDU) to Operating Units (OUs). Standard Indicators measure outputs and outcomes that reflect the priorities of the Education Policy.

### **SUPPLEMENTAL INDICATORS**

Supplemental Indicators respond to the priorities of the Education Policy that are newer areas of measurement for USAID, such as numeracy, teacher quality, pre-primary skills, and an expanded set of youth skills. Unlike Standard Indicators, uptake of Supplemental Indicators by OUs is voluntary, but strongly encouraged as these indicators help USAID tell a more complete story of education programming worldwide.

## CUSTOM INDICATORS

These indicators are specific to OUs and are typically 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. When methodologically feasible, DDI/EDU encourages OUs to transition to the new indicators because using them makes it easier for the Center to report accurate results to Congress.

## 2. DATA DISAGGREGATION TO ENSURE EQUITY AND INCLUSION

Disaggregates are essential to ensure programs reach their intended beneficiaries and to monitor USAID's engagement with children and youth who are marginalized and vulnerable. All disaggregates must be reported for each Standard Indicator on which an OU reports.

The disaggregates under many indicators facilitate reporting and better monitoring of the progress toward improving equity and inclusion. Two key disaggregates now included in all person-level indicators are persons with disabilities and individuals affected by crisis and conflict. Please see the [Performance Indicator Reference Sheets \(PIRS\)](#) for more information on the disaggregates for particular indicators.

## 3. STANDARDIZED PROGRAM STRUCTURE AND DEFINITIONS (SPSD) PROGRAM AREA AND KEY ISSUE NARRATIVES

There are three Program Area or Key Issue Narratives managed by DDI/EDU: Basic Education, Higher Education, and Engagement of Higher Education Institutions. All Missions that implement basic or higher education activities should contribute to the respective Basic or Higher Education Program Area Narratives. All Missions that engage higher education institutions, regardless of funding stream or sector, should contribute to the Engagement of Higher Education Institutions Key Issue Narrative. OUs are encouraged to contribute to other relevant narratives managed outside of the Center as well. Detailed information is available in the [Education Reporting Toolkit](#).

## 4. TARGET SETTING

Under the Education Policy, target setting shifts from a top-down, USAID/Washington-led exercise to a bottom-up, Mission-led approach. 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.

## ADDITIONAL RESOURCES



The [Education Reporting Toolkit](#) is intended to serve as a companion to the guidance document and is hosted online at EducationLinks. The toolkit contains a listing of all new and revised indicators, PIRS, and Key Issue Narratives. You can also find a complete list of USAID resources to support education programming



The [Helpdesk](#) is a direct line of communication to monitoring and evaluation professionals who can answer questions about the reporting requirements.