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# FISCAL YEAR 2023 COMPENDIUM OF STANDARD PERFORMANCE INDICATOR REFERENCE SHEETS FOR EDUCATION PROGRAMMING

August 2023

## INTRODUCTION

The Performance Plan and Report (PPR) is an annual data call for performance information from all Operating Units (OUs) in the U.S. Agency for International Development (USAID) and the Department of State that implement foreign assistance programs. The purpose of the PPR is: (1) for all OUs to convey progress against strategic objectives using foreign assistance, and (2) for Washington Bureaus to collect necessary data to conduct their internal learning and external reporting.

The USAID Center for Education maintains this compendium as a resource for field Missions and other OUs who seek a single list of standard foreign assistance indicators that are applicable to monitoring and reporting progress towards international education foreign assistance objectives, including the [U.S. Government \(USG\) Strategy on International Basic Education](#) and the [USAID Education Policy](#). The compendium provides an index to the standard indicators with links to the full text of each Performance Indicator Reference Sheet (PIRS). PIRS contain detailed information about how to measure each indicator and should be reviewed comprehensively before reporting against an indicator. Information about indicator changes and revisions can be found in the [Education Reporting Guidance](#) document.

## WHERE CAN I GET MORE HELP?



The [Education Reporting Toolkit](#) is a companion to the guidance document and is hosted online at EducationLinks. The toolkit contains a listing of all indicators, PIRS, and qualitative narratives.



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

# COMPENDIUM OF STANDARD PIRS FOR EDUCATION REPORTING

**ES.1-1** Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading skills

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**ES.1-3** Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance

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**ES.1-4** Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance

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**ES.1-6** Number of educators who complete professional development activities with USG assistance

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**ES.1-10** Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance

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**ES.1-12** Number of education administrators and officials who complete professional development activities with USG assistance

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**ES.1-14** Number of classrooms built or repaired with USG assistance

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**ES.1-46** Percentage of individuals who transition to further education or training following participation in USG-assisted programs

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**ES.1-47** Percentage of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading

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**ES.1-50** Number of public and private schools receiving USG assistance

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**ES.1-51** Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria

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**ES.1-53** Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance

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**ES.1-56** Number of learners with improved access to education through USG-assisted programs

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**ES.1-59** Education system strengthened through USG-assisted policy reform

**ES.1-60** Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in math skills

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**ES.2-1** Number of host country higher education institutions receiving capacity development support with USG assistance

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**ES.2-2** Number of individuals attending higher education institutions with USG scholarship or financial assistance

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**ES.2-52** Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance

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**ES.2-53** Number of physical spaces built, repaired, or refurbished for higher education with USG assistance

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**ES.2-54** Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions

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**ES.2-55** Number of learners reached by USG-assisted higher education interventions

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**EG.6-3** Number of individuals who complete USG-assisted workforce development programs

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**EG.6-12** Percentage of individuals with new employment following participation in USG-assisted workforce development programs

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**EG.6-13** Percentage of individuals with improved soft skills following participation in USG-assisted workforce development programs

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**EG.6-16** Percentage of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs

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**CBLD-9** Percent of USG-assisted organizations with improved performance

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**PSE-4** Value of private sector resources leveraged by the USG to support U.S. Foreign Assistance Objectives

## ES.1-1

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading skills
<b>Indicator Number</b>	ES.1-1
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p><b>ESSENTIAL FOR THIS INDICATOR: BASELINE DATA</b> Reporting for this indicator is not complete without an appropriate applicable “baseline result value” and “baseline date” for the indicator. The Center for Education calculates and reports to Congress (in aggregate) the amount of change between “baseline result value” and “current year result value” for this indicator. Without baseline data, reporting cannot take place.</p> <p><b>Defining Learners</b> - A “learner” is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal education or its non-formal equivalent can be included. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted formal schools curriculum.</p> <p><b>Measuring Reading Ability</b> - Reading ability must be measured to report on the percent of learners who have attained a minimum grade-level proficiency in reading. Reading ability should be measured through a grade-level-appropriate assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments.</p> <p><b>Language of Assessment</b> - The language(s) of assessment can be flexible to country policies, curricular expectations for the grade level, and USAID programmatic objectives.</p> <p><b>Defining Grade Level</b> - This indicator can be applied to learners who are working to obtain reading skills at any single grade between grades 1 and 9, or who are working to achieve grade-level equivalent reading skills equivalent to any single grade between grades 1 and 9. Individual Missions have the flexibility to determine which grade level is</p>

appropriate for reporting based on considerations such as program objectives. Missions MUST use disaggregate “w” to communicate the grade level at which they are reporting.

**Defining Proficiency Levels** - Proficiency levels are defined according to reading proficiency standards set by host-country governments, preferably aligned with international standards as defined in the [Global Proficiency Framework](#) (GPF). The toolkit to set internationally-linked benchmarks is available [here](#). Note that 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. Activities are strongly encouraged to work with host-country governments to set internationally-linked benchmarks using the toolkit above. If countries have not yet set internationally-linked benchmarks, country-level benchmarks for reading proficiency can be used as a second-best option to report against this indicator. In the absence of a country-specific benchmark, a final alternative is to count the increased percentage point of learners in the intervention areas achieving a set benchmark on reading fluency score. The approach used for benchmarking (internationally-linked benchmarks, country-level benchmarks, or the reading fluency benchmark) must be reported in the narrative for this indicator.

Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally-linked benchmarks, country-level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option.

**Assessment Methodology** - Activities can use a cohort sampling method (e.g., sampling grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of grade 2 in the control and in the intervention group and tracking those same learners to the end of grade 2). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the beginning and end of the school year. However, note that if a panel approach is used, activities must test learners from a comparable sample from control schools, to separate the effects of the intervention from the effects of a typical year of schooling.

**Defining “Targeted for USG Assistance”** - USG assistance is defined as financial or technical assistance from the USG designed to improve reading outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the learner level; etc.

A learner “targeted for USG assistance” is one who is in a grade-level classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future

	<p>(at baseline) or has already occurred (later years - e.g., midline and endline, of the same intervention).</p> <p><b>Defining the Baseline</b> - A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator.</p> <p><b>Multiple Interventions, Populations, or Grade Levels</b> - If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, or if an intervention reaches multiple grades, DO NOT attempt to average multiple results into a single figure. Instead of averaging or combining disparate results, please select a single indicative intervention/population/grade level to focus on for comparable baseline/target/result reporting.</p>
<b>Long Term Linkages</b>	Individuals with minimum proficiency in foundational skills are positioned to succeed in further education, which in turn supports greater ability to have a positive impact on society, economy, and future generations.
<b>Use Of Indicator</b>	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the U.S. Government Strategy on International Basic Education and the USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGRAs, ASER, or other leveled reading assessments in USG activity areas</li> <li>• Analysis of secondary data on reading outcomes (e.g., ASER, EGRA), so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>

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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.1-1a - Male	Percent Other
ES.1-1b - Female	Percent Other

<b>Disaggregate</b>	<b>Reporting Type</b>
ES.1-1bc - Neither	Percent Other
ES.1-1bd - Disaggregates not available	Percent Other
ES.1-1s - Percentage of learners in the performance grouping 'Below Partially Meets Minimum Proficiency'	Percent Other
ES.1-1t - Percentage of learners in the performance grouping 'Partially Meets Minimum Proficiency'	Percent Other
ES.1-1u - Percentage of learners in the performance grouping 'Meets Minimum Proficiency'	Percent Other
ES.1-1v - Percentage of learners in the performance grouping 'Exceeds Minimum Proficiency'	Percent Other
ES.1-1w - Grade level represented	Integer/Number

## ES.1-3

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
<b>Indicator Number</b>	ES.1-3
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge.</p> <p>Schools and equivalent non-school based settings can include public, private, religious, accelerated, and other programs that are designed to provide an education equivalent to an accepted primary-school curriculum.</p> <p>Primary education is typically designed to provide students with fundamental skills in reading, writing, and mathematics and establish a solid foundation for learning and understanding core areas of knowledge and personal and social development, in preparation for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialization.</p> <p>The specific grades, years, or benchmarks associated with primary school will vary by context, and can be adapted to fit local or programmatic priorities.</p> <p>Kindergarten should be reported under ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance.</p> <p>Only report learners who directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. Examples may include learners who directly benefit from: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p>



<b>Long Term Linkages</b>	This indicator provides a sense of the overall scale of students benefiting from USG education assistance. It also acts as a critical output in the theory of change toward improved learning outcomes.
<b>Use Of Indicator</b>	This indicator provides a sense of the overall scale of students benefiting from USG education assistance. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the U.S. Government Strategy on International Basic Education and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul>

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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.1-3a - Male	Integer/Number
ES.1-3b - Female	Integer/Number
ES.1-3bc - Neither	Integer/Number
ES.1-3bd - Disaggregates not available	Integer/Number
ES.1-3g - With a disability	Integer/Number
ES.1-3h - Affected by crisis or conflict	Integer/Number
ES.1-3k - Female and affected by crisis or conflict	Integer/Number
ES.1-3l - Experiencing marginalization	Integer/Number

## ES.1-4

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance
<b>Indicator Number</b>	ES.1-4
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge.</p> <p>Schools and equivalent non-school based settings can include public, private, religious, accelerated, and other programs that are designed to provide an education equivalent to an accepted secondary-school curriculum.</p> <p>Secondary education is typically designed to build on primary school, to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Programs may be specialized and may prepare learners for tertiary education or provide skills relevant to employment.</p> <p>The specific grades, years, or benchmarks associated with secondary school will vary by context, and can be adapted to fit local or programmatic priorities.</p> <p>Only report learners who directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. Examples may include learners who directly benefit from: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p>
<b>Long Term Linkages</b>	This indicator, taken with ES.1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance, ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance, and ES.2-55: Number of learners reached by USG-assisted higher education interventions, provides a sense of the overall scale of students benefiting

	from USG education assistance. It also acts as a critical output in the theory of change toward improved learning outcomes.
<b>Use Of Indicator</b>	This indicator provides a sense of the overall scale of students benefiting from USG education assistance. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the U.S. Government Strategy on International Basic Education and the USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul>

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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.I-4a - Male	Integer/Number
ES.I-4b - Female	Integer/Number
ES.I-4bc - Neither	Integer/Number
ES.I-4bd - Disaggregate not available	Integer/Number
ES.I-4h - Affected by crisis or conflict	Integer/Number
ES.I-4k - Female and affected by crisis or conflict	Integer/Number
ES.I-4l - With a disability	Integer/Number
ES.I-4m - Experiencing marginalization	Integer/Number

## ES.1-6

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of educators who complete professional development activities with USG assistance
<b>Indicator Number</b>	ES.1-6
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to learners participating in a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g., schools) or private organizations (e.g., schools, NGOs, for-profit organizations). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc. “Educators” can include librarians who are involved in transmitting knowledge, attitudes, and skills that are stipulated in the curriculum directly to students.</p> <p>Professionals who work in the education sector but whose primary function is not to transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include, but are not limited to: school administrators such as principals (unless principals also teach), ministry officials, supervisors, and teacher trainers (if these teacher trainers are not also teachers). Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.</p> <p>When calculating the total numbers of educators, each educator should be counted only once per year (regardless of how many professional development activities they successfully completed).</p> <p>Disability Inclusive Education is 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. Disability inclusive education content equips educators with knowledge, skills, and resources to effectively teach learners with disabilities in inclusive learning environments at all levels of education. Examples of content may include: developing individualized learning plans, assessing strengths and learning opportunities of children and youth with disabilities, adapting teaching and learning materials and pedagogy to be inclusive, working with</p>

	paraprofessionals and job coaches, braille competency, sign language fluency, and aspects of universal design for learning focused on learners with disabilities.
<b>Long Term Linkages</b>	Training and professional development for teachers and educators helps to improve the quality of education and instruction – which is directly connected to improving learning outcomes for learners and strengthening of the education system as a whole.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall reach of education programs and the extent to which they are supporting capacity development of teachers and instructors working at the classroom level. It shows the scope and reach of teacher professional development interventions. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>Official reports from Implementing Partner(s)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.1-6a - Male	Integer/Number
ES.1-6b - Female	Integer/Number
ES.1-6bc - Neither	Integer/Number
ES.1-6bd - Disaggregates not available	Integer/Number
ES.1-6g - Trained in disability inclusive education content	Integer/Number

## ES.I-10

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance
<b>Indicator Number</b>	ES.I-10
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>Textbooks and other teaching and learning materials (TLM) are the aids used by the educator to help in teaching/instructing effectively and the aids used by the learner/student to help in learning more effectively.</p> <p>Some materials are designed, printed, and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USG support. In the totals, materials should be counted only once. For example:</p> <ul style="list-style-type: none"> <li>• One (1) teacher manual and one (1) student textbook are designed and developed with USG assistance.</li> <li>• 2,000 copies of the teacher manual and 100,000 copies of the student textbook are printed and distributed with USG assistance.</li> <li>• The total count would be 102,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance. (2,000 teacher manuals + 100,000 student textbooks = 102,000 TLM).</li> </ul> <p>Examples of TLM include, but are not limited to, the following: textbooks, student workbooks, supplementary reading books, educational tapes and CDs, library books, reference material in paper or electronic formats, support material for educational radio and TV broadcasts, teacher manuals and guides; etc.</p> <p>“Sets” of small materials (e.g., flash cards, alphabet cards) should be counted as a single TLM rather than individual TLMs. For example:</p> <ul style="list-style-type: none"> <li>• One (1) complete set of alphabet flash cards contains 26 cards.</li> <li>• 5,000 sets of alphabet flash cards (130,000 individual cards) are purchased and distributed with USG assistance.</li> <li>• The total count would be 5,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance.</li> </ul> <p>Essentially, TLMs are associated with content embedded in the material itself. Materials and means of conveying content that have no content themselves are not included. For</p>

	<p>example, pencils, pens, and other writing utensils; chalk; chalkboards; slates; whiteboards; etc. These materials are not counted as TLM because they do not convey content in and of themselves.</p> <p>Examples of materials that are NOT counted include, but are not limited to, the following: pencils, pens, and other writing utensils; handouts used in training and professional development; chalk; chalkboards; slates; whiteboards; etc. These materials are not counted as TLM because they do not convey content in and of themselves.</p> <p>Disability Inclusive Education is 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. Disability inclusive education materials are resources that effectively support learners with disabilities in inclusive learning environments at all levels of education. Examples may include: learning materials and pedagogy to be inclusive, braille materials, and aspects of universal design for learning focused on learners with disabilities.</p>
<b>Long Term Linkages</b>	Teaching and learning materials, including an adequate amount of materials per student, are critical to supporting educational quality.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall scope of materials and products resulting from education investments. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.I-10a - Materials that are disability inclusive	Integer/Number

## ES.1-12

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of education administrators and officials who complete professional development activities with USG assistance
<b>Indicator Number</b>	ES.1-12
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g., school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g., school, NGO). Their roles do not involve teaching or direct instruction of learners. Examples include, but are not limited to, the following: principals, superintendents, coaches, trainers, inspectors, technical specialists, managers, etc.</p> <p>Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.</p> <p>Education administrators and officials who benefit from services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>When calculating the total numbers of education administrators and officials, activities should count each administrator and official only once (regardless of how many professional development activities they successfully completed).</p>
<b>Long Term Linkages</b>	Professional development and training for education administrators and officials supports institutional capacity development and is important in sustaining a functioning and productive education system.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall reach of education programs and the extent to which they are supporting capacity development of individuals throughout education systems. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul>



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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.1-12a - Male	Integer/Number
ES.1-12b - Female	Integer/Number
ES.1-12bc - Neither	Integer/Number
ES.1-12bd - Disaggregates not available	Integer/Number
ES.1-12d - Trained in disability inclusive education content	Integer/Number

## ES.1-14

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of classrooms built or repaired with USG assistance
<b>Indicator Number</b>	ES.1-14
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>“Classrooms” can be defined as safe and secure physical spaces in which organized group learning takes place. Classrooms range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows.</p> <p>This indicator includes temporary classrooms (such as tents set aside for instruction and temporary learning centers) frequently found in settings serving refugees and/or internally displaced people.</p> <p>To build, or construct, a classroom means to complete all required design, assembly, finishing, and inspection stages required to create a classroom that did not previously exist. The standards for a ‘complete’ classroom should comply with local standards, but should include all furnishings (such as classroom furniture and blackboards, if locally appropriate) needed for educational activity.</p> <p>To repair a classroom means to complete all required design, assembly, finishing, and inspection stages required to bring an existing classroom into compliance with expectations for a “complete” classroom (as discussed above). “Repair” should include substantial physical and structural improvements to the classroom. Repair can include “finishing work” such as plaster, paint, and furniture repair. “Finishing work” on its own (without substantial physical and structural improvements) should not be counted as classroom repair.</p> <p>Individual classrooms should be counted if a whole classroom block is built or repaired. Spaces that are not used for learning and instruction, such as administrative offices or eating spaces, should not be counted as classrooms.</p> <p>Because the definition of a classroom refers to a physical space, a classroom should be counted only one time even if it is used by multiple classes or shifts.</p>
<b>Long Term Linkages</b>	Classrooms of acceptable quality are an essential component of education, making instruction possible and encouraging parents to send their children to school. Adequate school buildings positively affect access to education.

<b>Use Of Indicator</b>	This indicator will be used to monitor the overall scope of construction and infrastructure improvements in the education sector. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul>

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<b>Disaggregate</b>	<b>Reporting Type</b>
<i>There are no disaggregates for this indicator.</i>	

## ES.I-46

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percentage of individuals who transition to further education or training following participation in USG-assisted programs
<b>Indicator Number</b>	ES.I-46
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator intends to capture transitions that meaningfully advance the education or career goals of individuals.</p> <p>“Further education or training” refers to education in which the eventual earning of a degree or diploma - such as primary, secondary, or post-secondary education or equivalent - is possible; and to certification-granting technical/vocational education or training. Individuals can be counted as “transitioning” to further education or training if they enroll in education or training programs within six months of the end of the USG-assisted programming in which they participated. Individuals who are already enrolled in the formal education system would not count towards this indicator, even if they are participating in a supplemental program.</p> <p>“Percent of individuals” is the number of individuals who have transitioned to further education or training divided by the total number of individuals who participate in programming. Individuals who are studying after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple components of a program, assessments that verify the transition to education or training should occur within six months of the end of the full cycle of programming. This indicator does not count individuals who transition to other planned phases of a single education or training program.</p> <p>“USG-assisted programs” refer to structured programs (e.g., accelerated education, complementary basic education, bridging programs, workforce development programs) in which individuals gain foundational skills in literacy, numeracy, soft or social and emotional skills, or technical skills that enable individuals to transition to further education or training. A certificate may or may not have been issued at the end of their participation of the USG-assisted program.</p>

	<p>“Participation” in a USG-funded program means that an individual has participated to any extent in a structured program. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, some but not all days of schooling, participated in some events, etc.</p> <p>“Following participation” means that the individuals participated in a program within the previous six months. Verification of transition data should be collected within six months of the end of programming.</p>
<b>Long Term Linkages</b>	<p>A transition to education or training is a positive outcome of several program types, including:</p> <ol style="list-style-type: none"> <li>1. Basic literacy/numeracy, accelerated education, or bridging programs, where it signifies that an individual has achieved the necessary proficiency to be (re-)integrated into the formal school system or to enroll in technical or vocational training.</li> <li>2. Youth workforce development, where it can indicate that an individual is advancing goals that will improve future economic opportunity.</li> </ol> <p>Such transition to education or training captures desired outcomes as outlined in the access to quality education, foundational skills, and youth skills priorities of the USAID Education Policy.</p>
<b>Use Of Indicator</b>	<p>It will be used, along with other indicators, to describe progress toward the USAID Education Policy priorities related to access to education, workforce development, foundational skills development, and Agency-level priorities in several areas of interest including economic and youth development.</p>
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Activity records or USAID Workforce Outcomes Reporting Questionnaire (WORQ)*</li> </ul> <p>*Please refer to the USAID Toolkit, <a href="#">Measuring Workforce Development Indicators: Employment and Earnings</a>. Several resources - including the WORQ tools, a Local Partner Adaptation Guide, a training, and a data reporting form - are available to support activities to adapt, implement, and analyze data from the WORQ tools. Missions and implementing partners may contribute to the further development of the WORQ through the <a href="#">YouthPower WORQ Discussion Group</a>.</p>

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Disaggregate	Reporting Type
ES.I-46a - Number of individuals who transition to further education or training	Integer/Number
ES.I-46u - Male	Percent Other
ES.I-46v - Female	Percent Other
ES.I-46va - Neither	Percent Other
ES.I-46vb - Disaggregates not available	Percent Other
ES.I-46w - With a disability	Percent Other
ES.I-46x - Affected by crisis or conflict	Percent Other
ES.I-46y - Experiencing marginalization	Percent Other

## ES.I-47

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percentage of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading
<b>Indicator Number</b>	ES.I-47
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p><b>ESSENTIAL FOR THIS INDICATOR: BASELINE DATA</b></p> <p>Reporting for this indicator is not complete without an appropriate applicable “baseline result value” and “baseline date” for the indicator. The Center for Education calculates and reports to Congress (in aggregate) the amount of change between “baseline result value” and “current year result value” for this indicator. Without baseline data, reporting cannot take place.</p> <p><b>Defining Learners with Disabilities</b> - A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal education or its non-formal equivalent can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted formal schools curriculum.</p> <p>The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.</p> <p>Only activities that are focused on improving literacy of learners with disabilities should report on this indicator. This includes literacy activities that identify learners with disabilities as a target beneficiary group. Activities that do not have an explicit focus on literacy improvements for learners with disabilities do not need to report on this indicator. For example, activities that broadly support differentiated and inclusive instruction but do not target specific literacy outcomes for learners with disabilities need not report against this indicator. Activities should use a validated tool to identify disability status; <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><b>Measuring Reading Ability</b> - Reading ability must be measured to report on the percent of learners who have attained a minimum grade-level proficiency in reading.</p>

Reading ability should be measured through grade-level assessments that are appropriately adapted, as needed, to be accessible for learners with disabilities; have satisfactory psychometric validity and reliability; and are not subject to corruption, cheating, or score inflation. Assessment adaptations must consider student-focused accessibility needs, on a case-by-case basis, such as: accessible format (i.e., braille, large-print, easy-to-read/plain language formats); language of use for comprehension and expression (i.e., local sign languages); extra time for completion; and provision of assistive technology (i.e., screen readers, slate and stylus, pencil grips and holders).

Examples of assessment systems that are acceptable can include, but are not limited to, appropriately adapted country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment, including the appropriate sign language, will be determined by country policies. In the absence of a nationally-recognized sign language, the local dialect of sign language as defined by the local Deaf Community should be used. For learners using sign language, Missions should use a bilingual assessment using both the local sign language, for communication, and the written language used in schools. For spoken languages, if a USAID-funded activity aims to improve teaching reading in five languages in five different areas of the country, report the aggregate of the results across all five languages. However, if the same learners are taught and assessed in more than one language, Missions should report scores from the language in which learners have studied reading the longest. For example, in Malawi, children are taught in both Chichewa (a local language) and English, but the majority of children will have learned in Chichewa longer than in English. Therefore, the activity would report scores from Chichewa, rather than English. However, if the activity was specifically tasked with improving reading skills in a particular language, then the activity should report on the results of assessing learning in that language.

**Defining Grade Level** - This indicator can be applied to learners who are working to obtain reading skills at any single grade between grades 1 and 9, or who are working to achieve grade-level equivalent reading skills equivalent to any single grade between grades 1 and 9. Individual Missions have the flexibility to determine which grade level is appropriate for reporting based on considerations such as program objectives. Missions MUST communicate the grade level at which they are reporting.

**Defining Proficiency Levels** - Proficiency levels are defined according to reading proficiency standards set by host country governments, preferably aligned with international standards as defined in the [Global Proficiency Framework](#) (GPF). The toolkit to set internationally-linked benchmarks is available [here](#). Note that 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. Activities are strongly encouraged to work with host-country governments to set internationally-linked benchmarks using the toolkit above. If countries have not yet set internationally-linked benchmarks, country-level benchmarks for reading proficiency can be used as a second-best option to report against this indicator. In the absence of a country-specific benchmark, a final alternative is to count the increased percentage point of learners in the intervention areas achieving a set benchmark on reading fluency score.

Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally-linked benchmarks, country-



level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option.

**Assessment Methodology** - Activities can use a cohort sampling method (e.g., sampling grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of grade 2 in the control and in the treatment group and tracking those same learners to the end of grade 2). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the beginning and end of the school year. However, note that if a panel approach is used, it is strongly recommended that activities test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.

**Defining “Targeted for USG Assistance”** - USG assistance is defined as financial or technical assistance from the USG designed to specifically improve reading outcomes for learners with disabilities or more generally improve learning outcomes for learners with disabilities. Examples of USG education assistance that fall into this category can include, but are not limited to: assistance with screening and identifying learners with disabilities to benefit from inclusive education interventions; training for teachers on developing individualized education plans; training for teachers on inclusive pedagogy, including learning braille and sign languages; administrator training; the provisions of adapted teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students based on individual learning needs; support for policies and procedures that increase time on task; training and support of teacher coaches and auxiliary/support staff; work to reduce class size; work to improve the safety and accessibility of learning environments; support for more inclusive learning environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the learner level; etc.

A learner with a disability targeted for USG assistance is one who is in a grade-level classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years - e.g., midline and endline, of the same intervention).

**Defining the Baseline** - A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator.

**Multiple Interventions, Populations, or Grade Levels** - If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, or if an intervention reaches multiple grades, DO NOT attempt to average multiple results into a single figure. Instead of averaging or combining disparate results, please select a single indicative intervention/population/grade level to focus on for comparable baseline/target/result reporting.

<b>Long Term Linkages</b>	This indicator is a long-term outcome in and of itself while also serving as a critical link to other intended long-term impacts. The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right, extended to all individuals including those with disabilities. Further, when a learner has the ability to read and access books or other reading materials, that learner is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to read. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn to read well in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children and their families as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.
<b>Use Of Indicator</b>	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically reading skills, for some of the most marginalized learners—learners with disabilities. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the U.S. Government Strategy on International Basic Education and the USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> <li>• Analysis of secondary data on reading outcomes (e.g., ASER, EGRA)</li> </ul>

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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.I-47a - Number of learners with a disability who attain minimum grade-level proficiency in reading	Integer/Number
ES.I-47c - Male	Percent Other
ES.I-47h - Female	Percent Other
ES.I-47hc - Neither	Percent Other
ES.I-47hd - Disaggregates not available	Percent Other

Disaggregate	Reporting Type
ES.I-47l - In the performance grouping 'Below Partially Meets Minimum Proficiency'	Percent Other
ES.I-47m - In the performance grouping 'Partially Meets Minimum Proficiency'	Percent Other
ES.I-47n - In the performance grouping 'Meets Minimum Proficiency'	Percent Other
ES.I-47o - In the performance grouping 'Exceeds Minimum Proficiency'	Percent Other
ES.I-47p - Grade level represented	Integer/Number

## ES.I-50

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of public and private schools receiving USG assistance
<b>Indicator Number</b>	ES.I-50
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>The purpose of this indicator is to facilitate reporting on the balance of public and private schools that receive USG assistance. When reporting on this indicator, it is essential that the public/private disaggregations are reported along with the overall value. If all assistance goes to one category or the other, then report the full number for one disaggregate and zero for the other.</p> <p>A “school” is a single location or setting where organized educational activities take place for the purpose of conveying academic basic education skills or knowledge to learners. In this document, the word “school” is used as a matter of convenience to include both traditional schools as well as non-traditional or non-school environments where organized learning takes place. Schools can be counted as contributing to this indicator if they are settings where one or more of the following organized educational activities take place: formal or non-formal equivalent of pre-primary, primary, or secondary school. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, for-profit schools, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to accepted objectives of formal learning at the pre-primary, primary, or secondary levels.</p> <p>If multiple school levels and/or formal/non-formal combinations are serviced at a single location and governed by a single entity, these combinations should be counted as a single school. For example, a school that provides both primary and secondary-level classes at a single location and is managed by a single governing body should be counted as one school. Likewise, if both formal and non-formal learning take place in a single location and the formal and non-formal components are both managed by a single governing body, the combination should be counted as a single school.</p> <p>If separate governing bodies manage distinct learning activities that take place at a single location, each should be counted as a distinct school. For example, if a building is used to offer formal education governed by a public board during the day, and is used to offer non-formal education governed by a private NGO in the evening, this should be considered two distinct schools operating at the same location. Depending on the nature of the programming, one or both locations may be receiving foreign assistance.</p>

	<p>If a single administrative unit or business unit operates multiple individual schools with distinct locations, each school should be counted separately. For example, if a private education provider runs three campuses, each campus should be counted separately. Likewise, if an elected school board manages several individual schools, each should be counted separately.</p> <p>For the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:</p> <ul style="list-style-type: none"> <li>• <b>Private:</b> Institution that is controlled and managed by a non-governmental organization (e.g., a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.</li> <li>• <b>Public:</b> Institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee, etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.</li> </ul> <p>The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.</p>
<b>Long Term Linkages</b>	A lack of financial resources can make it difficult for governments to deliver comprehensive, free public education. Simultaneously, enrollments are growing in the non-state school sector. In some contexts, non-state schools and non-formal education are filling gaps in public provision and have facilitated greater gender parity, as well as created pathways to secondary and higher education. Non-state actors can play a critical role in the education ecosystem and be effective partners in finding system-level reforms and solutions.
<b>Use Of Indicator</b>	This indicator will be used to monitor the scale and reach of USAID’s work with non-state schools and report on this work. It will be used, along with other indicators, to describe progress toward the focus area of “engaging with non-state actors” in the USAID Education Policy and toward Agency-level priorities in several areas of interest.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul>

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Disaggregate	Reporting Type
ES.I-50a - Number of public schools	Integer/Number
ES.I-50b - Number of private schools	Integer/Number

## ES.1-51

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria
<b>Indicator Number</b>	ES.1-51
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>A “learning environment” is a place where structured learning happens with an aim to improve learning outcomes as defined by the USAID Education Policy. A learning environment can be a formal school setting (pre-primary through higher education), training center, or a non-formal equivalent.</p> <p>A “safe learning environment” is a place free from environmental, internal and external threats to learners’ and education personnel’s safety and well-being. Environmental threats can include, but are not limited to, natural disasters, public health risks, and unsafe or inaccessible physical infrastructure. Internal threats can include, but are not limited to, school-related gender-based violence, bullying, disability-based stigma and discrimination, corporal punishment, and unsafe or inaccessible physical infrastructure. External threats can include, but are not limited to, attacks on the way to/from school, ideological attacks on education, armed/violent attacks on education, and occupation of education infrastructure by armed groups.</p> <p>The factors relevant to school safety vary from context to context. “Locally-defined criteria for safety” should be determined in consultation with local stakeholders before school improvements are made. The <a href="#">Safer Learning Environments (SLE) Assessment Toolkit</a> (qualitative and quantitative options) gives guidance on how to assess local threats to safety at the school level in a wide variety of contexts in a way that avoids doing harm, is conflict sensitive, and is locally-relevant.</p> <p>Learning environments can be counted as having “improved safety” if they have made progress against the locally-defined criteria since the last time they were measured (e.g., the previous school year or the beginning of the current school year). Learning environments that have made no measurable progress cannot be counted as improved for that period. The use of a census or representative sample will depend on whether the threat to safety is at the school level or individual learner level and do no harm considerations. Learning environments should be counted only once, even if the learning environment receives multiple types of interventions.</p>

	<p>“USG assistance” is defined as financial or technical assistance designed to improve school safety specifically. This can be provided at the national system-level, sub-national level or through direct interventions at the school-level, but all leading to changed outputs at the school-level. Examples of USG education assistance that fall into this category can include, but are not limited to: support to Parent Teacher Association-led school improvement plans; educator and school personnel codes of conduct; school safety response and referral mechanisms; school rehabilitation directly related to school improvement plans; national or sub-national policies on school safety or infrastructure minimum standards; training for school personnel, education officials or community members on school safety, including topics such as disability awareness; etc.</p>
<b>Long Term Linkages</b>	<p>Safe learning environments are fundamental to a do no harm approach in education programming. Education programs must not put learners at additional risk through services delivered.</p> <p>Safe learning environments contribute to the ultimate goal of the USAID Education Policy, which is that all children and youth have access to safe, quality, relevant education that helps them gain literacy, numeracy, and social emotional skills in the following ways:</p> <ol style="list-style-type: none"> <li>1. Safe learning environments support improved enrollment and retention of learners.</li> <li>2. Safe learning environments support equitable access to education for marginalized learners, particularly girls, learners affected by crisis or conflict, or learners with disabilities.</li> <li>3. Safe learning environments can mitigate the negative impacts of adversity on children and youth’s ability to learn.</li> <li>4. Safe learning environments are prerequisites for successfully building the social and emotional skills of learners.</li> </ol>
<b>Use Of Indicator</b>	<p>This indicator will allow the education sector to report progress and results on priority outcomes under both the U.S. Government Strategy on International Basic Education and USAID Education Policy, along with other education-related standard indicators. At the program or activity level, this indicator provides data that track progress against creating a safe learning environment for all learners.</p>
<b>Data Source</b>	<p>Data used to report against this indicator must be primary data, at the level of the learning environment or learner level, collected by the partner implementing the activity. Please see <a href="#">supplemental guidance</a> for more information on sampling, methods, and tools.</p>

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<b>Disaggregate</b>	<b>Reporting Type</b>
<i>This indicator has no disaggregates.</i>	



## ES.I-53

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance
<b>Indicator Number</b>	ES.I-53
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>A pre-primary learner is an individual of age four or over who is enrolled in an education program for the purpose of acquiring foundational skills (this includes key skills like pre-literacy and pre-numeracy as well as social and emotional skills) prior to entering the first grade of a primary school.</p> <p>Pre-primary schools include government schools, NGO-run schools, schools run by faith-based organizations, and accelerated or alternative learning programs, so long as the school or program is led by someone trained in pre-primary education and designed to provide instruction equivalent to the accepted pre-primary-school curriculum. Courses of study that offer developmentally appropriate instruction in an age-appropriate environment and that use research-based activities to foster skills foundational to school readiness are the only ones that can be counted towards this indicator.</p> <p>Learners enrolled in kindergarten should be included in this number regardless of whether the host-country government accepts kindergarten as an integrated component of primary education and/or the formal education system. Counting kindergarteners as pre-primary learners for the purposes of reporting on this indicator does not constitute technical guidance for interventions implemented in kindergarten.</p> <p>Only report learners who directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. Examples may include learners who directly benefit from: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p>

<b>Long Term Linkages</b>	This indicator, taken with ES.I-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance, ES.I-4: Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance, and ES.2-55: Number of learners reached by USG-assisted higher education interventions, provides a sense of the overall scale of learners benefiting from USG education assistance. It also acts as a critical output in the theory of change toward improved learning outcomes.
<b>Use Of Indicator</b>	This indicator provides a sense of the overall scale of learners benefitting from USG education assistance. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the U.S. Government Strategy on International Basic Education and the USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official reports from Implementing Partner(s)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.I-53a - Male	Integer/Number
ES.I-53b - Female	Integer/Number
ES.I-53bc - Neither	Integer/Number
ES.I-53bd - Disaggregates not available	Integer/Number
ES.I-53e - Affected by crisis or conflict	Integer/Number
ES.I-53f - With a disability	Integer/Number
ES.I-53g - Female and affected by crisis or conflict	Integer/Number
ES.I-53h - Experiencing marginalization	Integer/Number

## ES.I-56

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of learners with improved access to education through USG-assisted programs
<b>Indicator Number</b>	ES.I-56
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>“Learners” are individuals participating in a USG-assisted education program at any level across the education continuum, from pre-primary to higher education.</p> <p>For the purposes of this indicator, learners with improved access to education either: 1) have never attended an accredited formal or non-formal education program leading to certification (or transitioning into a certified program), or 2) are new enrollees of degree-granting higher education institutions from underserved/underprivileged populations specifically targeted by USAID programming, or 3) stopped attending an accredited formal or non-formal education program leading to certification (or transitioning into a certified program) or a degree at least a year before they started participating in USG-assisted programming, or 4) are a crisis-affected learner who no longer has access to their pre-crisis accredited formal or non-formal learning environment leading to certification (or transitioning into a certified program) or a degree; this may be due to displacement, destruction of the learning environment, or other crisis-related impact.</p> <p>Learners should be counted toward this indicator if they meet one of the criteria described above and they directly benefit from USG education assistance designed to support acquisition of foundational skills as defined in USAID’s education policy, technical or vocational skills, social and emotional or soft skills, academic skills, or other knowledge or skills.</p> <p>Learners who enroll in the first grade of a basic education program or those who are new enrollees of a higher education institution should only be counted toward this indicator if they would not have enrolled without USG assistance. As an example, if a program is designed to increase intake in a primary school where there have typically been 100 new entrants to grade one, and following the beginning of the program, intake increases to 120 per year, the annual increase in access associated with the program should be reported as 20 because this is the number of children/youth accessing the school in addition to what probably would have happened otherwise. It is important to include information on repetition as part of the data collection on this indicator; learners who are repeating the grade should not be counted toward this indicator.</p>

	The measurement for this indicator should be implemented cross-sectionally. For newly established education programs (with USG assistance), 100% of learners enrolled and attending can be counted toward this indicator if they satisfy the definition of the improved access specified above. However, for existing education programs, enrollment numbers for the baseline year/time period can be compared with enrollment for the subsequent activity years/time period to establish the number of learners with improved access to education, after adjusting for the number of grade repeaters in basic education programs. Activities are strongly encouraged to consider the average of enrollment data at the baseline year and at least two preceding years to establish the baseline enrollment.
<b>Long Term Linkages</b>	Improved access to quality education, particularly among marginalized and vulnerable populations, is a first step to improved individual learning outcomes.
<b>Use Of Indicator</b>	This indicator will be used to monitor the reach of basic and higher education programs. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>Official reports from Implementing Partner(s) or government EMIS</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.I-56a - Male	Integer/Number
ES.I-56b - Female	Integer/Number
ES.I-56bc - Neither	Integer/Number
ES.I-56bd - Disaggregates not available	Integer/Number
ES.I-56e - Affected by crisis or conflict	Integer/Number
ES.I-56j - With a disability	Integer/Number
ES.I-56k - Female and affected by crisis or conflict	Integer/Number
ES.I-56l - Experiencing marginalization	Integer/Number

## ES.I-59

<b>PPR Year</b>	FY 2023
<b>Title</b>	Education system strengthened through USG-assisted policy reform
<b>Indicator Number</b>	ES.I-59
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator requires a narrative description of the contributions of a USG-assisted activity toward strengthening the host country education system through a policy reform, relating to any level of the education system, from pre-primary education to vocational training and higher education. Policy reform may include the development or modification of laws, policies or regulations (hereafter referred to as “reform”) in areas such as standards, curriculum, instructional delivery, language of instruction, educational finance, assessments, educator training, educator assignment, or accessibility for learners with disabilities, among other areas. Policy reform can also include decentralization, planning, analyses, and other changes pertaining to the functioning of the education system. To be included in this indicator, policy reform must aim to improve one or more of the following: equitable and inclusive access to education opportunities, the quality of education/training services, or accountability systems.</p> <p>The objective of this indicator is to capture narrative information on policy-related education system strengthening actions at the national, sub-national, or regional levels. Activities should report “I” if they engage in policy-related education system strengthening actions, regardless of the number of actions taken, and include a narrative description of each policy action. Multiple policy actions may be included in the narrative description. Missions should report the sum of all activities that reported “I” for this indicator and provide each activity’s narrative description. Narrative descriptions should include the following:</p> <ol style="list-style-type: none"> <li>1. Type of reform (for example, standards, curriculum, instructional delivery, language of instruction, educational finance, assessments, educator-related policies, non-formal, non-state)</li> <li>2. The level of education to which the reform is applied <ol style="list-style-type: none"> <li>a. Pre-primary education</li> <li>b. Primary education (formal or non-formal)</li> <li>c. Secondary education (formal or non-formal)</li> <li>d. Post-secondary/non-higher education</li> <li>e. Higher education</li> </ol> </li> <li>3. Stage of the reform* and a description of actions taken:</li> </ol>

	<ol style="list-style-type: none"> <li>a. Problem exploration/agenda setting (initial stakeholder engagement, initial analyses, studies, etc.)</li> <li>b. Consideration of policy options (stakeholder engagement around options and planning, drafting the policy/regulation, etc.)</li> <li>c. Policy formulation (finalizing policy/regulation language by reaching agreements with key stakeholders; obtaining public input)</li> <li>d. Policy adoption (policy ratification by relevant governmental bodies)</li> <li>e. Implementation and monitoring (establishing regulatory, informational or physical infrastructure for carrying out the reform that was adopted; monitoring and enforcing the adoption)</li> <li>f. Evaluation (an assessment of how well the reform was implemented and/or how well it is working to achieve stated objectives; may include cost-benefit analysis)</li> </ol> <p>* These stages of the reform will apply to some reforms but not others; alternative, more context-appropriate stages may be used in lieu of these.</p>
<b>Long Term Linkages</b>	Policy reform in support of improvement in the equitable access to education and its quality is a strong predictor of sustainability of such improvements.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall achievements of USG-funded education activities in reforming education policies, recognizing that activities are constrained by existing political economies. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official reports from Implementing Partner(s)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
<i>This indicator has no disaggregates.</i>	

## ES.I-60

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in math skills
<b>Indicator Number</b>	ES.I-60
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p><b>ESSENTIAL FOR THIS INDICATOR: BASELINE DATA</b> Reporting for this indicator is not complete without an appropriate applicable “baseline result value” and “baseline date” for the indicator. The Center for Education calculates and reports to Congress (in aggregate) the amount of change between “baseline result value” and “current year result value” for this indicator. Without baseline data, reporting cannot take place.</p> <p><b>Defining Learners</b> - A “learner” is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal education or its non-formal equivalent of can be included. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted formal schools curriculum.</p> <p><b>Measuring Math Ability</b> - Math ability must be measured to report on the percent of learners who have attained a minimum grade-level proficiency in math. Math ability should be measured through a grade-level-appropriate assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Math Assessments (EGMA), and Annual Status of Education Report (ASER) assessments.</p> <p><b>Language of Assessment</b> - The language(s) of assessment can be flexible to country policies, curricular expectations for the grade level, and USAID programmatic objectives.</p> <p><b>Defining Grade Level</b> - This indicator can be applied to learners who are working to obtain math skills at any single grade between grades 1 and 9, or who are working to achieve grade-level equivalent math skills equivalent to any single grade between grades 1 and 9. Individual Missions have the flexibility to determine which grade level is appropriate for reporting based on considerations such as program objectives. Missions <b>MUST</b> communicate the grade level at which they are reporting.</p>

**Defining Proficiency Levels** - Proficiency levels defined according to math proficiency standards set by host country governments, preferably aligned with international standards as defined in the [Global Proficiency Framework](#) (GPF). The toolkit to set internationally-linked benchmarks is available [here](#). Note that 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. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above. If countries have not yet set internationally linked benchmarks, country-level benchmarks for math proficiency can be used as a second-best option to report against this indicator. In the absence of a country-specific benchmark, a final alternative is to set an activity-level benchmark. The approach used for benchmarking must be reported in the narrative for this indicator.

**Assessment Methodology** - Activities can use a cohort sampling method (e.g., sampling grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of grade 2 in the control and in the intervention group and tracking those same learners to the end of grade 2). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the beginning and end of the school year. However, note that if a panel approach is used, activities must test learners from a comparable sample from control schools, to separate the effects of the intervention from the effects of a typical year of schooling.

**Defining “Targeted for USG Assistance”** - USG assistance is defined as financial or technical assistance from the USG designed to improve reading outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the learner level; etc.

A learner “targeted for USG assistance” is one who is in a grade-level classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years - e.g., midline and endline, of the same intervention).

**Defining the Baseline** - A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator.

**Multiple Interventions, Populations, or Grade Levels** - If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, or if an intervention reaches multiple grades, DO NOT attempt to



	average multiple results into a single figure. Instead of averaging or combining disparate results, please select a single indicative intervention/population/grade level to focus on for comparable baseline/target/result reporting.
<b>Long Term Linkages</b>	Individuals with minimum proficiency in foundational skills are positioned to succeed in further education, which in turn supports greater ability to have a positive impact on society, economy, and future generations.
<b>Use Of Indicator</b>	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically math skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the U.S. Government Basic Education Strategy and USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> <li>• Analysis of secondary data on math outcomes (e.g., ASER, EGRA)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.I-60a - Male	Percent Other
ES.I-60b - Female	Percent Other
ES.I-60bc - Neither	Percent Other
ES.I-60bd - Disaggregates not available	Percent Other
ES.I-60s - Percentage of learners in the performance grouping 'Below Partially Meets Minimum Proficiency'	Percent Other
ES.I-60t - Percentage of learners in the performance grouping 'Partially Meets Minimum Proficiency'	Percent Other
ES.I-60u - Percentage of learners in the performance grouping 'Meets Minimum Proficiency'	Percent Other
ES.I-60v - Percentage of learners in the performance grouping 'Exceeds Minimum Proficiency'	Percent Other
ES.I-60w - Grade level represented	Integer/Number

## ES.2-1

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of host country higher education institutions receiving capacity development support with USG assistance
<b>Indicator Number</b>	ES.2-1
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator captures capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A “higher education institution” (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 education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>“Host country institution” refers to institutions receiving capacity development support. Institutions providing support should not be counted here. The institution should be counted (not individual components or departments). For example, if an activity is working with multiple departments within a single university, the university should be counted as a whole, not as individual departments.</p> <p>“Capacity” is the ability of people, organizations, and society as a whole to manage their affairs successfully.</p> <p>“Capacity development support” is comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: institutional partnerships, professional development, training, coaching, technical assistance, participatory assessments, process mapping and improvement, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc.</p> <p>A list of higher education institutions receiving support should be reported in the narrative associated with this indicator.</p>

<b>Long Term Linkages</b>	Supporting the capacity development of higher education institutions can have ripple effects throughout an education system, the economy, and more. As described in the USAID Education Policy, building the capacity of higher education institutions can contribute to the advancement of all four priorities of the Policy.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting institutional capacity development. It will be used, along with other education-related standard indicators, to report progress and results in education and related sectors and supplement other reporting against the priorities of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Government Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.2-1a - Number of public HEIs	Integer/Number
ES.2-1b - Number or private HEIs	Integer/Number

## ES.2-2

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of individuals attending higher education institutions with USG scholarship or financial assistance
<b>Indicator Number</b>	ES.2-2
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator captures scholarships for the purpose of attending higher education, regardless of program area or funding stream.</p> <p>A “higher education institution” 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 education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>An individual may attend a higher education institution with USG-support in the U.S., in the individual’s country of residence, or in a third country. A country of residence is where the individual resides, regardless of nationality or citizenship. A third country is a country that is neither the individual’s country of residence or the U.S. These designations help USAID Missions track investments within and outside the country in which they work.</p> <p>“Attending” a higher education institution can be for the purpose of long-term training or short-term training. Long-term training is defined as degree-earning coursework that requires six or more months of commitment. Short-term training is a training that is fewer than six months in duration, but typically a one-to-two week classroom-style course that is led by a professional instructor or technical expert with the goal of helping participants acquire new knowledge and skills in their area of employment.</p> <p>“USG scholarships and financial assistance” are defined as USG-funded, full or partial financial aid provided for a student to further his or her education. This includes financial assistance, waivers, or other support for experiential opportunities such as research assistantships, internships, apprenticeships, etc. This also includes assistance for expenses accrued while furthering one’s education such as housing, health insurance, materials, etc.</p>

	<p>Such financial aid may be awarded based on a range of criteria (e.g., merit-based, needs-based, career-specific).</p> <p>“Individuals” are those who have received a scholarship or other form of financial assistance to attend a higher education institution in their own country or another country. This includes financial assistance to U.S. citizens to study in another country and to citizens of other countries to study in the U.S., their own country, or a third country.</p> <p>This indicator should report all individuals who received scholarships and financial assistance and attended courses or participated in an academic or training program at a higher education institution during the year being reported, even if some of these individuals may also have been counted in previous years. In other words, if a student is attending a higher education institution with current funding and was counted towards this indicator in a previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.</p>
<b>Long Term Linkages</b>	There is global demand for high-level and technical skills within the labor force. The average returns to an individual for higher education are higher even than those for primary education, with returns higher for females than males. Providing financial/scholarship assistance based on merit and needs can significantly alter the potential lifetime earnings of individuals. It can also allow for students to study and participate in research in different countries, leading to potential innovations and new perspectives on development issues, regardless of sector.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting individual students and/or scholars. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>Official reports from Implementing Partner(s)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.2-2a - Male	Integer/Number
ES.2-2b - Female	Integer/Number
ES.2-2ba - Males under age 30	Integer/Number
ES.2-2bb - Females under age 30	Integer/Number

<b>Disaggregate</b>	<b>Reporting Type</b>
ES.2-2bc - Neither	Integer/Number
ES.2-2bd - Disaggregate not available	Integer/Number
ES.2-2xa - Attending long-term programs that yield a certification, diploma, or degree	Integer/Number
ES.2-2xx - Attending short-term programs	Integer/Number
ES.2-2zb - Attending resident-country HEIs or third country (non-US-based) HEIs	Integer/Number
ES.2-2zd - With a disability	Integer/Number
ES.2-2zz - Affected by crisis or conflict	Integer/Number

## ES.2-52

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance
<b>Indicator Number</b>	ES.2-52
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator captures individual capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A “higher education institution” 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 education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>“Individuals affiliated with” refers to administrators, faculty, staff, researchers, or postdoctoral scholars who have a formal connection with one or more higher education institutions. All individuals from a higher education institution receiving capacity development support, as defined below, should be counted. This does not include undergraduate or graduate students who receive this capacity development as a component of their academic training.</p> <p>“Capacity” is the ability of people, organizations, and society as a whole to manage their affairs successfully.</p> <p>“Capacity development support” for individuals in a higher education context is NOT a single event such as a training or a workshop. It is sustained and may comprise a range of activities, interventions, processes, and approaches that may include, but are not limited to: professional development, training, coaching, technical assistance, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc.</p> <p>The name of the primary higher education institution with which each individual is affiliated should be reported in the narrative associated with this indicator in order to</p>

	prevent double counting. If more than one individual is affiliated with the same institution, that institution only needs to be listed once.
<b>Long Term Linkages</b>	Improving the capacity of individuals affiliated with host country higher education institutions supports host country ability to improve learning and educational outcomes, train and educate a workforce, conduct and disseminate research findings, and develop innovative solutions to a range of development issues. These capacities can then lead to improved contributions of higher education to development outcomes, regardless of sector.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting individual capacity development. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official reports from Implementing Partner(s)</li> <li>• Official Higher Education Institution Records</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.2-52a - Male	Integer/Number
ES.2-52b - Female	Integer/Number
ES.2-52bc - Neither	Integer/Number
ES.2-52bd - Disaggregates not available	Integer/Number
ES.2-52i - Affected by crisis or conflict	Integer/Number
ES.2-52j - Males under age 30	Integer/Number
ES.2-52k - Females under age 30	Integer/Number
ES.2-52l - Administrators	Integer/Number
ES.2-52m - Faculty	Integer/Number
ES.2-52n - Staff	Integer/Number
ES.2-52o - Researchers	Integer/Number
ES.2-52p - Post-doctoral scholars	Integer/Number



Disaggregate	Reporting Type
ES.2-52s - With a disability	Integer/Number

## ES.2-53

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of physical spaces built, repaired, or refurbished for higher education with USG assistance
<b>Indicator Number</b>	ES.2-53
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator captures infrastructure development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>“Higher education” refers to “a range of both university and non-university institutions (teacher training colleges, community colleges, technical institutes, polytechnics, distance learning programs, and academically-linked research centers) within a diversified post-secondary education system. Higher education does not include youth workforce activities at the pre-tertiary level” (USAID Education Policy). Infrastructure development reported under this indicator must be for the purpose of strengthening higher education, but can take place within higher education institutions or at other locations that serve higher education students.</p> <p>“Physical spaces” refer to safe and secure physical spaces in which higher education students advance their learning or career preparation or in which faculty/staff improve instruction, curriculum, or pedagogy. Physical spaces could range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. They may also include temporary classrooms (such as tents set aside for instruction and temporary learning centers) frequently found in settings serving refugees and/or internally displaced people, etc. Physical spaces include, but are not limited to, libraries, laboratories and other research facilities, lecture halls, career centers, alumni centers, and maker spaces that serve higher education students.</p> <p>“Research facilities” are any physical spaces used for the purpose of research. This may include spaces used to conduct research, store property related to research, etc.</p> <p>To build, or construct, a physical space means to complete all required design, assembly, finishing, and inspection stages required to create a physical space that did not previously exist. The standards for a “complete” physical space should comply with local standards, but should include all furnishings (such as furniture, equipment, etc., if locally appropriate) needed for the activities that will take place in that physical space and comply with USAID’s accessibility standards.</p>

	<p>To repair a physical space means to complete all required design, assembly, finishing, and inspection stages required to bring an existing physical space into compliance with expectations for a “complete” physical space and with USAID’s accessibility standards. “Repair” should include substantial physical and structural improvements to the space. Repair can include “finishing work” such as plaster, paint, and furniture repair; however, “finishing work” on its own (without substantial physical and structural improvements) should not be counted as repair.</p> <p>To refurbish a physical space means to update it to better meet its intended purpose. “Refurbishing” should include substantial updates that provide students with access to current educational inputs, resources, supports, or technologies. Refurbish does not include “finishing work” on its own that does not include updates to educational inputs, resources, or technologies. “Refurbishing” includes improving accessibility to a physical space for individuals with disabilities.</p> <p>All physical spaces built, repaired, or refurbished must comply with USAID’s accessibility standards. USAID requires compliance with standards of accessibility for people with disabilities in all structures, buildings or facilities resulting from new or renovation construction or alterations of an existing structure. Compliance with the host country or regional standards for accessibility in construction is required when such standards result in at least substantially equivalent accessibility and usability as the standard provided in the Americans with Disabilities Act (ADA) of 1990 and the Architectural Barriers Act (ABA) Accessibility Guidelines of July 2004. Where there are no host country or regional standards for universal access or where the host country or regional standards do not meet the ADA/ABA threshold, the standard prescribed in the ADA and the ABA will be used.</p> <p>Individual physical spaces should be counted if they have a discrete purpose. For example, each classroom in a block of classrooms would be counted under this indicator (e.g., if a block contains three distinct rooms/physical spaces, all three should be counted), but a library with several rooms would be counted as one physical space.</p> <p>Each physical space should be counted only one time even if it is used by multiple classes or shifts or it has been first built and then subsequently “upgraded” within the same reporting year.</p>
<b>Long Term Linkages</b>	Physical spaces of acceptable quality and which provide students or faculty/staff with access to current resources, inputs, and technologies are an essential component of education, making instruction possible and strengthening both the higher education system and the workforce.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall scope of construction and infrastructure improvements for higher education, regardless of sector, across the USG. It will be used, along with other higher education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official reports from Implementing Partner(s)</li> <li>• Official Higher Education Institution Records</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.2-53a - Number of physical spaces built	Integer/Number
ES.2-53b - Number of physical spaces repaired	Integer/Number
ES.2-53c - Number of physical spaces refurbished	Integer/Number
ES.2-53d - Number of physical spaces built, repaired, or refurbished that are research facilities	Integer/Number
ES.2-53e - Number of physical spaces built, repaired, or refurbished in a crisis or conflict-affected setting	Integer/Number

## ES.2-54

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions
<b>Indicator Number</b>	ES.2-54
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator captures partnerships for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>“USG-supported partnerships” are formal, documented agreements between two or more organizations. They are characterized by:</p> <ul style="list-style-type: none"> <li>• A formal memorandum of understanding (MOU) or the like. These formal documents may follow the norms and requirements necessitated by the partnering organizations.</li> <li>• A set of documented, expected outcomes that will result from the partnership.</li> <li>• The explicit, stated purpose of addressing regional, national, and/or local development objectives.</li> <li>• Partnerships may or may not be financial in nature, though at least one of the partnering organizations must be receiving USG funding.</li> </ul> <p>A “higher education institution” (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 education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>To be counted toward this indicator, the partnership must include at least one higher education institution, regardless of the country in which it is based, as a partner. Other partners could include the private sector, NGOs, research institutions, governments, or a USAID Mission.</p> <p>“Number of partnerships” refers to the number of formal partnerships that meet the definition above, not the number of organizations involved in a partnership. For example, if a partnership with one documented agreement involves five organizations, three of</p>

	<p>which are higher education organizations, and two of which are receiving USG funding, that partnership should be counted as one partnership. All partnerships that are supported with USG-funding in a given reporting year should be reported, regardless of whether they are new or existing.</p> <p>An example of a partnership is an Economic Growth activity in the Latin American and Caribbean region that built four industry/higher education “clusters.” Each of these clusters developed formal alliances between the private sector and universities that spur collaboration. Each cluster is composed of an industry association, a group of universities, government representatives, and an advisory board of prominent business people, academics, and administrators. Under this indicator, these four clusters would be counted as four partnerships.</p>
<b>Long Term Linkages</b>	As described in the USAID Education policy, partnerships that involve HEIs are “critical to the U.S. economy and the quality of higher education programming, regardless of sector.” Such partnerships allow for mutual learning and can be the basis for sustained organizational performance improvement and systemic, locally-led development.
<b>Use Of Indicator</b>	This indicator will be used to monitor the overall scale and reach of higher education partnerships. It will be used, along with other education-related standard indicators, to report progress and results in education and related sectors and supplement other reporting against the priorities of the USAID Education Policy.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Documents from Partnerships</li> <li>• Official Reports from Implementing Partner(s)</li> </ul>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.2-54a - Number of partnerships that involve partner-country HEIs as a formal partner	Integer/Number
ES.2-54b - Number of partnerships that involve U.S.-based HEIs as a formal partner	Integer/Number
ES.2-54c - Number of partnerships that involve third-country HEIs as a formal partner	Integer/Number

## ES.2-55

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of learners reached by USG-assisted higher education interventions
<b>Indicator Number</b>	ES.2-55
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	ES Education and Social Services
<b>Definition</b>	<p>This indicator captures learners reached through higher education interventions, regardless of program area or funding stream.</p> <p>“Higher education,” as defined in the USAID Education Policy, includes “a range of both university and non-university institutions (teacher training colleges, community colleges, technical institutes, polytechnics, distance learning programs, and academically-linked research centers) within a diversified postsecondary education system. Higher education does not include youth workforce development activities at the pre-tertiary level.”</p> <p>USG-assisted higher education interventions are those that target any aspect of the higher education system as delineated in <a href="#">USAID’s Higher Education Program Framework</a>, regardless of sector or funding stream.</p> <p>A learner is an individual who has the opportunity to acquire or improve academic or practical knowledge or skills as a result of a higher education intervention. Educators (including administrators, faculty, staff, researchers, and postdoctoral scholars) affiliated with higher education institutions should not be reported under this indicator, but should be reported under ES 2-52: Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance.</p> <p>Learners can be considered “reached” when they access meaningful opportunities for improving knowledge and/or skills within the life of the reporting activity. The amount of access that is “meaningful” will be determined and justified by the program.</p> <p>“Learners reached” may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Students - enrolled in higher education - who take a course with an educator who received USG-supported pedagogical training through a higher education intervention</li> <li>• Students who work and learn in a laboratory refurbished with USG support at a higher education institution</li> <li>• Students or community members who receive academic support, career guidance, training, or other services from a USG-supported higher education student support,</li> </ul>

	<p>disability service, English-language, career, technology transfer, or other learning center</p> <ul style="list-style-type: none"> <li>• Students who can access higher education as a result of USG-supported improvements in administrative or financial practices of a higher education institution</li> <li>• Students who work on an innovation with an educator who is advancing the innovation through a USG-supported higher education partnership</li> <li>• Community members (such as lifelong learners, NGO workers, business executives, lawyers, etc.) who attend lectures, workshops, seminars, etc. hosted by a USG-supported higher education intervention</li> <li>• Agribusiness employees, extension agents, farmers, etc. who participate in a USG-supported agricultural extension program offered by a local higher education institution</li> <li>• An in-service teacher who is receiving continuing education through a higher education institution.</li> </ul> <p>Individuals who only indirectly benefit from USG-supported higher education intervention should NOT be counted here. For example, if an institution’s Mechanical Engineering instructors all receive pedagogical training, only Mechanical Engineering students should be counted as reached; students in other departments are not counted as reached. Or if an agribusiness employee participates in an extension program, only the employee, and not their family members or employees from the organization who did not attend the training, should be counted as reached.</p> <p>When calculating this indicator, each learner should be counted only once for the year being reported. In other words, if an individual benefits from two overlapping higher education interventions and each meets the criteria outlined here, the individual should be counted only once.</p> <p>This indicator should report all learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in the previous fiscal year, the student can be counted towards the indicator again in the current fiscal year if they are still reached by the higher education intervention. Learners may be counted through the end of the life of the reporting activity as long as they are still reached. For example, if an instructor is trained in year 2 only, their current students should be reported in year 2, and the students they are teaching the next year should be reported in year 3. As another example, if a career center is supported in year 2 only, beneficiaries of the applicable career center services may be reported under this indicator during year 2 and through the life of the activity as long as the applicable career center services continue to be offered.</p>
<b>Long Term Linkages</b>	<p>This indicator provides a sense of the overall scale of individuals benefiting from higher education interventions across the Agency. Taken with the other ES.2 indicators and CBLD-9: Percent of organizations with improved performance, it provides key information in the story of USAID’s investment in higher education.</p>
<b>Use Of Indicator</b>	<p>This indicator provides a sense of the overall scale of individuals benefiting from USG-supported higher education interventions. It will be used, along with other standard indicators, to report progress and results in higher education and supplement other reporting against the goals of the USAID Education Policy. This indicator’s data should</p>



	not be aggregated with other education reach indicators (ES.1-3, ES.1-4, and ES. 1-53) due to the possibility of double-counting.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Official Higher Education Institution/Program Records</li> <li>• Official reports from Implementing Partner(s)</li> </ul> <p>Data quality assurance processes should be implemented to ensure accurate counting of learners reached in a given reporting year</p>

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
ES.2-55a - Male	Integer/Number
ES.2-55b - Female	Integer/Number
ES.2-55bc - Neither	Integer/Number
ES.2-55bd - Disaggregates not available	Integer/Number
ES.2-55c - Under age 30	Integer/Number
ES.2-55g - Affected by crisis or conflict	Integer/Number
ES.2-55h - With a disability	Integer/Number

## EG.6-3

<b>PPR Year</b>	FY 2023
<b>Title</b>	Number of individuals who complete USG-assisted workforce development programs
<b>Indicator Number</b>	EG.6-3
<b>Indicator Type</b>	Output
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	EG Economic Growth
<b>Definition</b>	<p>“Workforce development programs” refer to programs intended to affect outcomes related to the workforce or labor market affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g., TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any Program Area.</p> <p>“Completion” of a USG-assisted program means that an individual has met the completion requirements of a workforce development program. The specific definition of “completion” is defined by the program offered.</p> <p>“Individuals” include those who have participated in workforce development programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery strategy (e.g., cascade training).</p>
<b>Long Term Linkages</b>	Workforce development activities are important to improving the quality and strength of the network of labor markets and institutions. Completion of workforce development programs is linked to the employment and livelihoods of the individual who participates in and completes them.
<b>Use Of Indicator</b>	This indicator will be used to monitor the scale and reach of USAID workforce development activities. It will be used, along with other indicators, to describe progress toward the USAID Education Policy goals related to workforce development and Agency-level priorities in several areas of interest including economic and youth development.

<b>Data Source</b>	Official reports from Implementing Partner(s)
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<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
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<b>Disaggregate</b>	<b>Reporting Type</b>
EG.6-3a - Male	Integer/Number
EG.6-3b - Female	Integer/Number
EG.6-3bc - Neither	Integer/Number
EG.6-3bd - Disaggregates not available	Integer/Number
EG.6-3i - With a disability	Integer/Number
EG.6-3j - Affected by crisis or conflict	Integer/Number
EG.6-3k - Female and affected by crisis or conflict	Integer/Number
EG.6-3l - Experiencing marginalization	Integer/Number

## EG.6-12

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percentage of individuals with new employment following participation in USG-assisted workforce development programs
<b>Indicator Number</b>	EG.6-12
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	EG Economic Growth
<b>Definition</b>	<p>“Employment” refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise. This indicator uses the International Labor Organization’s international accepted <a href="#">definition on employment</a>. For additional definitions related to employment, see <a href="#">Getting Employment to Work for Self-Reliance: A USAID Framework for Programming</a>.</p> <p>“Individuals” are persons of a working age (15 and older, or as appropriate per local labor laws/regulations). Individuals can be counted as having “new employment” if they either did not have employment or were not in the labor force at baseline and do have employment at endline. Individuals employed at baseline should not be counted by this indicator. Individuals employed at baseline who have changed employment or have improved working conditions in their existing job may instead be captured under EG.6-16: Percentage of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs.</p> <p>“New Employment” is measured by a longitudinal assessment of a representative sample of the participating population or of the entire participating population using a contextualized adaptation of USAID’s Workforce Outcomes Reporting Questionnaire (WORQ) (see the USAID Toolkit, <a href="#">Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire (WORQ)</a>). Note that the WORQ is not appropriate for measurement of on-farm employment. When measuring on-farm employment, activities may use a different tool.</p> <p>Depending on the needs of the activity, activities may use a longitudinal panel sampling method (taking a sample of youth for a baseline at the beginning of programming and tracking those same youth within six months after programming has ended) or a longitudinal cohort sampling method (sampling youth in an educational setting in the</p>

baseline year and in subsequent years). A cohort approach is most useful for programming, like much higher education programming, in which formal school years are followed. When a cohort approach is used, youth should be assessed after the same interval of time (within six months) after the end of programming or the school year. When a panel approach is used, learners should be assessed at the beginning and within six months of the end of programming. However, note that if a panel approach is used, it is strongly recommended that activities test learners from a comparable sample from comparison educational settings to separate the effects of the intervention from the effects of a typical year of education. The isolated effects of the intervention, when possible, should be reported to this indicator.

“Percent of Individuals” is the number of individuals who are newly employed divided by the total number of individuals who participated in workforce development programming multiplied by 100. Individuals who are newly employed after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

Calculation:

- Numerator\* = Number of individuals newly employed at endline
- Denominator\* = Number of individuals targeted to participate in workforce development programming

\*Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex). Numerators and denominators, extrapolated onto the activity population, must be reported.

For panel approaches, “targeted to participate” includes every individual who participated to any extent in the workforce programming, regardless of completion. For example, an individual who participated may have attended some training but not all, participated in some events, etc. For cohort approaches, “targeted to participate” includes every individual in the group targeted for participation. For example, if an activity targets all graduating engineering students in the final year of university, the denominator in the baseline and endline years would be comprised of all graduating engineering students in those respective years.

Endline data should be collected within six months of the end of an individual’s programming or the school year. In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development program, endline assessments should occur within six months of the end of the final component and the overall program in which the individual participated.

“Workforce development programs” refer to programs intended to affect outcomes related to the workforce or labor market, affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g., TVET or other formal education institution, NGO training providers, or

	employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs, (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any Program Area.
<b>Long Term Linkages</b>	Workforce development activities are important to improve the lives of male and female workers, as well as the quality and strength of the network of labor markets and institutions. Completion of workforce development programs is linked to the health, safety, wellbeing, and livelihoods of the individuals who participate in and complete them.
<b>Use Of Indicator</b>	This indicator will be used to monitor the results of USAID workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
<b>Data Source</b>	<p>USAID WORQ*</p> <p>*Please refer to the USAID Toolkit, <a href="#">Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire (WORQ)</a>. Several resources - including the WORQ tools, a Local Partner Adaptation Guide, a training, and a data reporting form - are available to support activities to adapt, implement, and analyze data from the WORQ tools. Missions and implementing partners may contribute to the further development of the WORQ through the <a href="#">YouthPower WORQ Discussion Group</a>.</p> <p>Note that the WORQ is not appropriate for measurement of on-farm employment. When measuring on-farm employment, activities may use a different tool.</p>

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<b>Disaggregate</b>	<b>Reporting Type</b>
EG.6-12a - Number of individuals with new employment	Integer/Number
EG.6-12u - Male	Percent Other
EG.6-12v - Female	Percent Other
EG.6-12vc - Neither	Percent Other

Disaggregate	Reporting Type
EG.6-12vd - Disaggregates not available	Percent Other
EG.6-12w - With a disability	Percent Other
EG.6-12x - Affected by crisis or conflict	Percent Other
EG.6-12y - Experiencing marginalization	Percent Other

## EG.6-13

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percentage of individuals with improved soft skills following participation in USG-assisted workforce development programs
<b>Indicator Number</b>	EG.6-13
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	EG Economic Growth
<b>Definition</b>	<p>Activities that report on this indicator should also report against the related output indicator, YOUTH-I: Number of youth trained in soft skills/life skills through USG-assisted programs.</p> <p>“Soft skills” are defined as “a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals” (Lippman et al. 2015). Activities may measure the soft skills themselves or the behaviors that result from skill development. The soft skills or behaviors measured should have some evidence of influencing the activity’s targeted outcome(s). USAID’s <a href="#">Key Soft Skills that Foster Youth Workforce Success</a> presents soft skills with evidence of influencing workforce outcomes, and USAID’s <a href="#">Key Soft Skills for Cross-Sectoral Youth Outcomes</a> presents soft skills with evidence of influencing workforce, sexual and reproductive health, and violence prevention outcomes. However, soft skills measurement can include other skills that are relevant for programming or are specifically in demand for a targeted sector.</p> <p>“Individuals” are aged 10-29 years, or as appropriate per the country context.</p> <p>Soft skills are measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population. Soft skills may be measured by psychometric assessments of latent soft skills or through observation, game-based, or other measures of behavior change that results from skill development.</p> <p>Assessments should have satisfactory psychometric validity, reliability (e.g., internal reliability of 0.70 or above), and fairness (e.g., no adverse differential item functioning; see Breslau et al., 2008), and not be subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments may rely on self-reporting, though activities are encouraged to explore more reliable, less fakeable measurement options. Activities may use retrospective pre-tests only if these have been tested against a true pre-test and proven to be the least biased, most reliable source of baseline data.</p>



	<p>“Improved” is defined as a meaningfully higher composite score or better results (as defined by the program offered) post-test in a longitudinal assessment. The amount of increase between baseline and endline that is “meaningful” will be determined and justified by the program.</p> <p>“Percent of individuals” is the number of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in soft skills programming multiplied by 100. Individuals with improved soft skills after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>Calculation:</p> <ul style="list-style-type: none"> <li>• Numerator* = Number of individuals with improved skills at post-test</li> <li>• Denominator* = Number of individuals participating in soft skills programming</li> </ul> <p>*Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex). Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple soft skills programs, endline assessments should occur at the end of the soft skills programming in which the individual participated.</p> <p>“Participation” in a USG-assisted program means that an individual has participated to any extent in a structured program. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p>
<p><b>Long Term Linkages</b></p>	<p>A key domain in the positive youth development framework, improved soft skills and the behavior change they produce is an intermediate outcome linked to longer-term workforce outcomes like incidence of new employment and increased earnings. Evidence suggests that improved soft skills also support firm productivity and competitiveness. Further, improved soft skills and the behavior change they produce are also linked to longer-term, positive outcomes in violence prevention and sexual and reproductive health.</p>
<p><b>Use Of Indicator</b></p>	<p>This indicator will be used to monitor the number of more highly skilled individuals after participation in USG-assisted activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.</p>
<p><b>Data Source</b></p>	<p>A range of soft skill assessments and measurement approaches exist. Please see the USAID DDI/EDU Guidance Note, <a href="#">Measuring Skills for Youth Workforce Development</a>, and “Curated Measurement Resources” on the <a href="#">Social and Emotional Learning and Soft Skills</a> EducationLinks page. Activities may also use assessments developed specifically for the activity.</p>

	While triangulation of different data sources is not a requirement, it is encouraged. When triangulation is used, only individuals for whom different data sources agree may be counted.
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Disaggregate	Reporting Type
EG.6-13a - Number of individuals with improved soft skills	Integer/Number
EG.6-13Aa - Experiencing marginalization	Percent Other
EG.6-13w - Male	Percent Other
EG.6-13x - Female	Percent Other
EG.6-13xc - Neither	Percent Other
EG.6-13xd - Disaggregates not available	Percent Other
EG.6-13y - With a disability	Percent Other
EG.6-13z - Affected by crisis or conflict	Percent Other

## EG.6-16

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percentage of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs
<b>Indicator Number</b>	EG.6-16
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	EG Economic Growth
<b>Definition</b>	<p>For more information on this indicator, please see <a href="#">Standard Indicator Resources: Measuring Quality of Employment</a>.</p> <p>“Employment” refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise. This indicator uses the International Labor Organization’s international accepted <a href="#">definition on employment</a>. For additional definitions related to employment, see <a href="#">Getting Employment to Work for Self-Reliance: A USAID Framework for Programming</a>.</p> <p>“Individuals” are persons of a working age (15 or older, or as appropriate per local labor laws/regulations) who are already employed (as defined above) ) at baseline and have employment at endline. Individuals who were unemployed or out of the labor market at baseline should not be counted by this indicator since their “new employment” is captured under EG.6-12: Percent of individuals with new employment following participation in USG-assisted workforce development programs.</p> <p>“Quality of employment” refers to a set of employment-related domains that may influence an individual’s perception of their employment. These employment domains, summarized below, are adapted from the <a href="#">Global Impact Investing Network (GIIN) Quality Jobs framework</a>. This <a href="#">Quality Employment Brief</a> provides more information on USAID’s use of the GIIN framework and recommendations for measurement. Activities do not need to measure change along all five domains, but should measure only domains relevant to the activity’s work. An individual with employment at baseline is considered to have “improved quality of employment” if they report that, of the GIIN domains measured by a particular activity, they perceive their employment has improved in any of the domains that they feel are important to them between baseline and endline, either because they have changed employment or because the conditions at their workplace have improved.</p>

If an individual perceives improvement in one domain but a decline in another (e.g., the individual reports that they feel more safe at work but are earning less), that individual is still counted as having improved quality of employment as long as the domain in which they improved is important to them. Activities are not required to validate if an individual's perception is accurate (e.g., activities do not need to determine whether the individual actually increased earnings or if their workplace instituted new workplace safety policies).

The GIIN domains are below:

1. "Earnings and wealth" refers to cash or in-kind remuneration paid to employees or income earned by the self-employed (earnings) as well as to savings and other assets owned by an individual (wealth). Activities may ask about sufficiency of earnings, wealth, ability to save, or other measures as appropriate. Activities do not need to quantify earnings and wealth to report on this domain.
2. "Health and well-being" refers to both occupational safety and health, as well as broader physical and mental well-being. Activities may ask about workplace stress, safety policies and procedures (which may or may not target risks faced by specific groups), violence - especially gender-based violence - at or on the way to work, workplace conditions, job fulfillment, well-being, healthy lifestyles, or other measures as appropriate.
3. "Job skills for the future" refers to the skills necessary to prepare the current and future workforce for rapid and evolving changes in work and workplaces. Activities should ask about specific skills (as opposed to relying on the respondent to identify job skills for the future), including skills in new technologies, soft skills, or technical skills, possible results of gaining those skills, such as promotions or career advancement, or other measures as appropriate.
4. "Job security and stability" refers to how certain or secure an individual perceives their work to be; it may be of particular concern for individuals facing additional disadvantages as a result of factors such as sex, race, ethnicity, gender identity, sexual orientation, disability, citizenship, or belief. Activities may ask about control over schedule, number of employers/clients, contractual work relationships, or other measures as appropriate.
5. "Rights, respect, and engagement in the workplace" refers to equity of opportunity and treatment in the workplace by ensuring that employment opportunities are not restricted on the basis of sex, race, ethnicity, gender identity, sexual orientation, disability, citizenship, or belief. Activities may ask about workplace policies, procedures, and practices related to promoting equity as well as mechanisms of engaging workers through unions, channels for communication with management, employee engagement, or other measures as appropriate.

Quality of employment is measured by a longitudinal pre/post (panel) assessment of a representative sample of the participating population or of the entire participating population. Baseline data should be collected before an individual begins programming. Specific measurement tools should include questions on employment quality improvement in the domains that align with the activity's theory of change and are

relevant for the local context or conditions. Domains should not be measured by a single question, but rather by a series of questions relevant to the domain, country context, and activity.

Calculation:

- Numerator\* = Number of individuals with employment at baseline who report improved quality of employment
- Denominator\* = The total number of individuals with employment at baseline who participated in USG-assisted workforce development programs

\*Activities that rely on a sample of individuals rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex). Numerators and denominators, extrapolated onto the activity population, must be reported.

“Workforce development programs” refer to programs intended to affect outcomes related to the workforce or labor market, affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g., TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, out-of-school youth, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any Program Area.

“Participation” in a USG-assisted program means that an individual has participated to any extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.

“Following participation” means that the individuals surveyed participated in a workforce development program that ended no more than six months prior. Endline data should be collected within six months of the end of an individual’s programming or the school year.

In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development program, endline assessments should occur within six months of the end of the final component and the overall program in which the individual participated.

Research suggests that it is important to measure “quality of employment” by education completion level as well. Therefore, activities may find it is useful to disaggregate by education completion level as well and sex simultaneously. While this disaggregate is not

	required for routine reporting and submission through PPR, activities may collect data and conduct this disaggregation at the activity level if it is useful to them.
<b>Long Term Linkages</b>	Workforce development activities are important to improve the lives of male and female workers, as well as the quality and strength of the network of labor markets and institutions. Completion of workforce development programs is linked to the health, safety, wellbeing, and livelihoods of the individuals who participate in and complete them.
<b>Use Of Indicator</b>	This indicator will be used to identify whether participants in USG programming perceive improvements in their employment, as defined by the participants themselves. This indicator will be used to monitor change in employment-related safety, health, wellbeing, and advancement of individuals following participation in workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
<b>Data Source</b>	<ul style="list-style-type: none"> <li>• Self-reported perceptions of quality of employment by participants measured within six months of participation in a workforce development program</li> <li>• Official reports from Implementing Partner(s)</li> </ul> <p>This <a href="#">Quality Employment Brief</a> provides more information on USAID’s use of the GIIN framework and recommendations for measurement.</p>

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<b>Disaggregate</b>	<b>Reporting Type</b>
EG.6-16a - Number of individuals with improved quality of employment	Integer/Number
EG.6-16q - Male	Percent Other
EG.6-16r - Female	Percent Other
EG.6-16rc - Neither	Percent Other
EG.6-16rd - Disaggregates not available	Percent Other
EG.6-16s - With a disability	Percent Other
EG.6-16t - Affected by crisis or conflict	Percent Other
EG.6-16u - Experiencing marginalization	Percent Other

## CBLD-9

<b>PPR Year</b>	FY 2023
<b>Title</b>	Percent of USG-assisted organizations with improved performance
<b>Indicator Number</b>	CBLD-9
<b>Indicator Type</b>	Outcome
<b>Reporting Type</b>	Percentage
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	Cross-Cutting
<b>Definition</b>	<p>This indicator measures whether USG-funded capacity strengthening efforts have led to improved organizational performance in organizations receiving organizational capacity strengthening support.</p> <p><b>Key Concepts:</b></p> <p>Capacity encompasses the knowledge, skills, and motivations, as well as the relationships that enable an organization to take action to design and implement solutions to local development challenges, to learn and adapt from that action, and to innovate and transform over time.</p> <p>Organizational capacity strengthening is a strategic and intentional investment in organizations to jointly improve their performance toward achieving locally valued and sustainable development outcomes.</p> <p>Capacity is a form of potential; it is not visible until it is used. Therefore, performance is the key consideration in determining whether capacity has changed.</p> <p>An organization is a group of people who work together in an organized way for a shared purpose. For additional information on what entities count as “organizations,” reference the <a href="#">CBLD-9 Frequently Asked Questions</a> (FAQs).</p> <p><b>Indicator Formula:</b></p> <p>This indicator is a percentage, defined as:</p> <ul style="list-style-type: none"> <li>• Numerator = Number of organizations with improved performance</li> <li>• Denominator = Number of USG-assisted organizations that have planned and pursued performance improvement with USAID support</li> </ul> <p>The unit of measure is an organization, and a single organization should only be counted once in a fiscal year. Organizations can be counted in subsequent years, as long as their performance improved relative to the previous year.</p>

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**Denominator Calculations:**

Organizations should only be counted in the denominator if they have fulfilled ALL conditions in points (a) and (b) below:

- a. The activity theory of change, award documents, work plan, or other relevant documentation reflects that resources (human, financial, and/or other) were intentionally allocated for organizational capacity strengthening.
- b. An organization demonstrates that it has undergone and documented a process of performance improvement, including the following four steps:
  - i. Collaborating with the supported organization and/or any other relevant stakeholders to jointly define desired performance improvement priorities,
  - ii. Identifying the difference between current and desired performance,
  - iii. Selecting and implementing performance improvement solutions (the capacity strengthening interventions), and
  - iv. Identifying and using a performance improvement metric (or metrics) by which the organization will monitor and measure changes in performance. Reference “Selecting Metrics and Measurement Approaches” below for additional guidance.

**Numerator Calculations for Organizational Performance Improvement:**

Organizations should only be counted in the numerator (Number of organizations with improved performance) if they are counted in the denominator (Number of organizations pursuing performance improvement with USAID support) and have additionally demonstrated measurable improved performance, as captured by one or more performance metrics. In other words, in addition to meeting conditions (a) and (b) above, organizations must also meet the following condition (c) to be counted in the numerator:

- c. An organization demonstrates that its performance on at least one key performance metric has improved.

The following are examples of organizations and programming that should NOT be counted under CBLD-9:

Organizations receiving support that is not specifically tailored to their priorities. For example, a training or workshop offered to any interested local organizations does not, by itself, meet the criteria for CBLD-9, as it is not intentionally offered in response to specific organizations’ performance improvement priorities.

Organizations that have received capacity strengthening support, but have not yet conducted measurement of performance change. Organizations should only be counted when CBLD-9 criterion (b.iv) above (measuring change in performance) has been met. An organization whose performance change has not yet been measured should not be counted under CBLD-9 for the given fiscal year.

Programming targeting individual professional development: Programming that primarily targets individual capacity strengthening (not explicitly tied to measured improvement in an organization’s performance) should not be counted.



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**Selecting Measurement Approaches:**

Supported organizations (in collaboration with OUs and capacity strengthening providers) have substantial flexibility in selecting a measurement approach to fulfill CBLD-9 criterion (b.iv). In doing so, OUs, providers, and supporting organizations should keep the following considerations in mind:

The measurement approach must capture measurable performance results, not latent capacity.

Performance improvement takes time, so simply implementing planned capacity strengthening support (interventions) does not imply improved performance.

It is not necessary to create or adopt a new tool or survey (such as the OCA or OPI) to measure performance. However, if using a tool, it is rarely appropriate to use the same tool to prioritize areas for capacity strengthening (criterion b.i) versus measuring improvement (criterion b.iv). Additional explanation of this point is included in the Guide to Distinguishing Tools Used for Local Capacity Strengthening, available on USAID's [Local Capacity Strengthening Policy](#) resource page.

Whenever possible, performance metrics and approaches already being used by the local organization should be used in place of those created for the sole purpose of reporting to USAID.

Metrics may be quantitative or qualitative.

Measurement may occur through a variety of methods, including (but not limited to) routine business data collection, observation, surveys, or interviews.

Reference the CBLD-9 Measurement Resource and CBLD-9 FAQs for additional measurement examples.

**Disaggregates:**

Only one organization type should be selected for each organization pursuing performance improvement with USAID support. When a supported organization fits within more than one disaggregate category, the Contracting Officer's Representative/Agreement Officer's Representative should be consulted to inform selection of the disaggregate that best represents the organization type. Selection of disaggregates is required.

Targets for both the numerator and denominator should be set for the overall indicator; they do not need to be set for the disaggregates. Results should be reported for both numerator and denominator for the overall indicator and disaggregate types.

**Indicator Narrative Instructions for USAID Operating Units:**

When reporting on this indicator in your PPR, in the narrative box for "Current and Future Indicator Performance Analysis" located on the FACTS Info indicator data entry screen, the OU should summarize key aspects of the organizational capacity

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	<p>strengthening work supported by their OU, including mention of select performance metrics that were used (condition (c) above) in the capacity strengthening approach, and/or highlighting the work of a primary Activity/IM working in this area. In addition, when selecting the “Other” disaggregate, please describe the type of organization in the indicator narrative.</p> <p><b>Indicator Instructions at the Activity/IM-level:</b></p> <p>Feed the Future implementing partners are required to use the CBLD-9 worksheet located on the Agency’s Local Capacity Strengthening Policy webpage and to upload their worksheet on the “Documents” tab of the CBLD-9 indicator data entry screen in Development Information Solution (DIS). Partners outside Feed the Future are strongly encouraged, but not required, to use the same CBLD-9 worksheet, and follow the same procedure to upload it in DIS with their annual data. This worksheet helps ensure CBLD-9 criteria are met for each organization counted and supports analysis for learning.</p>
<b>Long Term Linkages</b>	USAID’s Local Capacity Strengthening (LCS) policy establishes a vision for capacity strengthening work that starts with the local system, strengthens diverse capacities through diverse approaches, and measures performance improvement in collaboration with local actors. The CBLD-9 indicator reflects these principles at the organizational level.
<b>Use Of Indicator</b>	This is an Agency-wide cross-cutting indicator that applies to all sectors and standardized program areas including peace and security, democracy and governance, health, education and social services, economic growth, and humanitarian assistance.
<b>Data Source</b>	Implementing partners that have been allocated USG funding to work with local organizations to strengthen their organizational capacity for increased performance.

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<b>Disaggregate</b>	<b>Reporting Type</b>
CBLD-9a - Numerator: Total number of organizations with improved performance	Integer/Number
CBLD-9b - Denominator: Total number of organizations pursuing performance improvement with USAID support	Integer/Number
CBLD-9m - Number of educational institutions (higher education, secondary, primary, pre-primary) with improved performance: Numerator	Integer/Number
CBLD-9n - Number of educational institutions (higher education, secondary, primary, pre-primary) pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9o - Number of research institutions (non-degree granting) with improved performance: Numerator	Integer/Number
CBLD-9p - Number of research institutions (non-degree granting) pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9q - Number of cooperatives (formal and registered private sector firm) with improved performance: Numerator	Integer/Number
CBLD-9r - Number of cooperatives (formal and registered private sector firm) pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9s - Number of producer groups (informal, unregistered) with improved performance: Numerator	Integer/Number
CBLD-9t - Number of producer groups (informal, unregistered) pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9u - Number of faith-based organizations with improved performance: Numerator	Integer/Number
CBLD-9v - Number of faith-based organizations pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9w - Number of governmental agencies (national or sub-national levels) with improved performance: Numerator	Integer/Number
CBLD-9x - Number of governmental agencies (national or sub-national levels) pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9y - Number of health organizations (i.e., service delivery, advocacy, professional association) with improved performance: Numerator	Integer/Number
CBLD-9z - Number of health organizations (i.e., service delivery, advocacy, professional association) pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9za - Number of private sector firms (excluding cooperatives) with improved performance: Numerator	Integer/Number
CBLD-9zb - Number of private sector firms (excluding cooperatives) pursuing performance improvement with USAID support: Denominator	Integer/Number

Disaggregate	Reporting Type
CBLD-9zc - Number of non-governmental and not-for-profit organizations with improved performance: Numerator	Integer/Number
CBLD-9zd - Number non-governmental and not-for-profit organizations pursuing performance improvement with USAID support: Denominator	Integer/Number
CBLD-9ze - Number of other organizations with improved performance: Numerator	Integer/Number
CBLD-9zf - Number of other organizations pursuing performance improvement with USAID support: Denominator	Integer/Number

## PSE-4

<b>PPR Year</b>	FY 2023
<b>Title</b>	Value of private sector resources leveraged by the USG to support U.S. Foreign Assistance Objectives
<b>Indicator Number</b>	PSE-4
<b>Indicator Type</b>	Process
<b>Reporting Type</b>	Integer
<b>Reporting Frequency</b>	I
<b>SPS Category</b>	Cross-Cutting
<b>Definition</b>	<p>This indicator measures the quantity of private sector resources leveraged by the USG for the reporting year.</p> <p>“Leverage” refers to all reasonably quantifiable non-USAID resources, including cash and in-kind resources and exclusive of cost-share, which are expected to be applied to a program that advances U.S. Foreign Assistance Objectives. The resources must be inputs to a USAID activity for implementation purposes. In addition, in order to count as leverage, contribution or application of the resources must be reasonably attributable to actual engagement with the USG, or the prospect of such engagement, in regard to the activity in question. If the resources in question would have been contributed regardless of any engagement with the USG, the resources are not being levered and would not be considered leverage.</p> <p>The private sector is defined as “For-profit, commercial entities and their affiliated foundations; financial institutions, investors and intermediaries; business associations and cooperatives; micro, small, medium and large enterprises that operate in the formal and informal sectors; American, local, regional, and multinational businesses; and for-profit approaches that generate sustainable income (e.g., a venture fund run by a non-governmental organization (NGO) or a social enterprise).” See <a href="#">USAID’s Private Sector Engagement Policy</a>.</p> <p>“Resources” are defined as any private sector funding, financing, or in-kind contribution committed to a USAID activity’s implementation. A cash contribution is a transfer of funding from the entity to a wholly separate entity to pay for goods, services or other matters that will be used to implement activities under the collaboration or a transfer of funding to be used in making loans or equity investments under a collaboration. Internal transfers of funding, such as a transfer of funding to subsidiaries or salary payments to employees, do not count as cash contributions. In-kind contributions are contributions other than cash to support a USAID activity implementation.</p> <p>Resources should be reported in U.S. Dollars using the exchange rate when the contract or agreement is signed by all relevant parties. Resources must be contributed during the</p>

reporting period to be counted toward this indicator (i.e., resources must be annualized if reporting on a multi-year contribution). In-kind resources are recorded at market value in USD. All resources must be applied as inputs to the USAID activity in question. Count resources as leveraged when they are committed to achieving the implementation of a USAID activity.

Examples of in-kind contributions that USAID might consider as leverage include:

- Commodities such as drugs, foodstuffs, or equipment
- Value of time donated by organization employees whose work and expertise are necessary to a project and beyond time that would be spent on such matters as part of their regular duties
- Value of salaries for internal staff specifically hired for and because of the collaboration co-created with USAID, and whose work is fully dedicated to that collaboration
- Use of training or other purpose-specific facilities necessary to a program's implementation
- Technology, communications, and capital assets
- Intellectual property rights
- Licenses

Several types of resources DO NOT count toward the private sector leverage requirement. For example:

- Forgone profit or foregone revenue
- Price discounts
- Commitments to buy or pay a price premium for products or services generated because of activities conducted via the proposed collaboration
- Commitments to purchase or actual purchase of certificates, carbon credits or other such items
- Value of brand, reputation, convening power or "good will"
- General overhead costs for an organization that are not directly and uniquely associated with the collaboration in question
- Resources that are outcomes of the collaboration (unless those resources are later contributed to collaboration activities as inputs to the implementation of those activities)

Examples of financing that may count towards the leverage requirement:

Select financing funds may count as USAID leverage. To be included, the resources must be applied as inputs to the USAID activity in question. For example, if an entity supplies capital to be used for equity investments, the value of that capital may be counted as leverage. However, only funds committed through direct transactional tools (e.g., loans, loan guarantees, and equity) should be counted as leverage. Returns generated by that capital, or increases in income resulting from the investments, would not be eligible to count as leverage unless those returns, or increases were later applied to the pertinent program as inputs to further activity implementation. Note: while the prospective or expected income or returns resulting from activity implementation are often an important value proposition and a key consideration when the USG elects to take part in and support a proposed collaboration, such resources can only be counted as leverage

	<p>once they are used as inputs to activity implementation. (Note: count the re-invested funds only once they are applied to the USAID program activity.)</p> <p>If funding intended for lending or equity investments is going to count as leverage, it must be identified early and provide a basis for partners to reasonably rely upon such funding in the design and implementation of activities under the proposed collaboration. USAID recognizes such funding may be applied, loaned or invested in tranches over the course of the collaboration, but should be identified from the outset, incorporated in the design and serve as an input to implementation.</p> <p>If financing by the U.S. International Development Finance Corporation (DFC) is sponsored by a USAID Mission or Operating Unit and meets the above criteria, it may be counted towards the leverage requirement.</p> <p>Cost-share funding should not be counted as leverage. Cost-share is defined in 22 CFR 200.306 and ADS 303.3.10 and refers to the resources a recipient contributes to the total cost of an agreement. Cost share becomes a condition of an award when it is part of the approved award budget. Cost-share is binding and auditable under an award agreement; leverage is not. Under any given collaboration, for any given partner, leverage and cost-share are typically mutually exclusive. If personnel time is counted as an organization’s cost-share contribution, it typically cannot be counted as that organization’s leverage contribution.</p> <p>There are four disaggregates associated with this indicator:</p> <ol style="list-style-type: none"> <li>1. U.S. Foreign Assistance Objective(s) Addressed: This refers to strategic, development, and humanitarian assistance objectives as identified in the Department of State-USAID Joint Strategic Plan and USAID Country Development and Cooperation Strategies. Count all objectives that apply under this disaggregate.</li> <li>2. Resource Type: This refers to whether the contribution was made in cash (including most financing), as a loan or loan guarantee, or in-kind. Count all resource types that apply under this disaggregate.</li> <li>3. Source of Private Sector Resources: The source of the private sector resources leveraged includes financial institutions, corporations, or foundations. Count all sources of private sector resources that apply under this disaggregate.</li> <li>4. Origin of Private Sector Resources Leveraged: This disaggregate refers to the location of the headquarters of the private sector enterprise(s) committing resources to support U.S. Foreign Assistance Objectives. Count all that apply under this disaggregate.</li> </ol>
<b>Long Term Linkages</b>	This indicator is linked to USAID’s Private Sector Engagement (PSE) Policy, the DOS-USAID Joint Strategic Plan, and USAID Country Development and Cooperation Strategies. It captures the breadth of private sector engagement to advance U.S. foreign assistance objectives.
<b>Use Of Indicator</b>	This is an Agency-wide cross-cutting indicator that applies to all sectors and standardized program areas. This indicator will be used to monitor implementation of the USAID PSE Policy, a finding from the Office of Inspector General’s Audit on the USAID PSE Policy.
<b>Data Source</b>	Operating Units and Implementing Partners records

<b>Indicator Owner</b>	<b>Bureau and Office</b>	<b>POC Email</b>
LKM MEL	DDI - Bureau for Development, Democracy and Innovation	ddi.po.lkm-mel@usaid.gov
PSEHub ELDTeam	DDI - Bureau for Development, Democracy and Innovation	pse.eld@usaid.gov
Tatiana Pulido	DDI - Bureau for Development, Democracy and Innovation	tpulido@usaid.gov

<b>Disaggregate</b>	<b>Reporting Type</b>
PSE-4a - Resource Type: Cash	Integer/Number
PSE-4b - Resource Type: In-kind	Integer/Number
PSE-4ba - Resource Type: Loan guarantee	Integer/Number
PSE-4bb - Resource Type: Loan	Integer/Number
PSE-4e - Origin of Private Sector Resources Leveraged: U.S.-Based	Integer/Number
PSE-4f - Origin of Private Sector Resources Leveraged: Host Country-Based	Integer/Number
PSE-4g - Origin of Private Sector Resources Leveraged: Third Country-Based	Integer/Number
PSE-4ga - Origin of Private Sector Resources Leveraged: Other	Integer/Number
PSE-4h - U.S. Foreign Assistance Objective: Peace and Security	Integer/Number
PSE-4i - U.S. Foreign Assistance Objective: Democracy and Governance	Integer/Number
PSE-4j - U.S. Foreign Assistance Objective: Health	Integer/Number
PSE-4k - U.S. Foreign Assistance Objective: Education	Integer/Number
PSE-4l - U.S. Foreign Assistance Objective: Economic Growth	Integer/Number
PSE-4la - U.S. Foreign Assistance Objective: Climate Change	Integer/Number
PSE-4m - U.S. Foreign Assistance Objective: Environment	Integer/Number
PSE-4n - U.S. Foreign Assistance Objective: Food Security, Nutrition, and Resilience	Integer/Number
PSE-4na - U.S. Foreign Assistance Objective: Resilience	Integer/Number
PSE-4o - U.S. Foreign Assistance Objective: Water, Sanitation, Hygiene, Water Management	Integer/Number
PSE-4oa - U.S. Foreign Assistance Objective: Other	Integer/Number
PSE-4p - Source of Private Sector Resources Leveraged: Financial institutions & intermediaries (e.g., banks, credit unions, investment funds)	Integer/Number
PSE-4q - Source of Private Sector Resources Leveraged: Corporations	Integer/Number



Disaggregate	Reporting Type
PSE-4r - Source of Private Sector Resources Leveraged: Foundations (including corporate foundations)	Integer/Number
PSE-4s - Source of Private Sector Resources Leveraged: Other	Integer/Number