

Indicator	<b>ES. XX Number of parents or community members trained to support children's education with USG assistance</b>
Definition	<p>Training of parents or community members to support children’s education can include efforts to promote participation of parents (or guardians) and other community members in after-school activities, reading or math clubs, tutoring services, community reading/storytelling events, community-based learning assessment efforts, advocacy and school accountability efforts, and/or sponsorship or fundraising initiatives for supplemental educational materials. Training activities counted under this indicator must include explicit linkages to supporting children’s education.</p> <p>“Parents” are defined as parents or guardians of children benefiting from USAID-funded education programming. “Community members” are defined as individuals residing in communities where children affected by USAID-funded programming live. Examples may include youth volunteers, members of faith-based organizations, community leaders, members of community-based organizations, among others. Parents or community members who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p>When calculating the total numbers of parents or community members, each individual should be counted only once (regardless of how many training events he or she participated in). Sign-in sheets should be used for calculating the number of parents and community members trained. While there is no requirement for the minimum number of hours of training to be included under this indicator, the project indicator PIRS must define and justify such a minimum.</p>
Primary SPS Linkage	ES1, DR2, DR4, HA1
Linkage to Long-Term Outcome or Impact	Involving parents and community members in the education of their children is an important way to promote support for education at the grassroots, local level. Parental support for education contributes to improved learning outcomes, and wider community engagement supports improved accessibility and quality of education, leading ultimately to improved learning outcomes.
Indicator Type	Output

Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall reach of education programs at the community level and the extent to which they are supporting local capacity development to support children’s education. 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 2018 USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Bureau Owner(s)	Agency: USAID Bureau and Office: E3/ED POC: Elena Walls, Sr. M&E Advisor,, Office of Education, 1-202-468-3810   ewallsl@usaid.gov
Disaggregate(s)	Number of male parents/community members Number of female parents/community members Number of parents/community members in crisis or conflict-affected settings* * The 2018 USAID Education Policy identifies children and youth affected by crisis and conflict as a critical target population whom education investments must serve. Individual missions determine whether a population is conflict- or crisis-affected in light of the definitions provided in the Policy. Activities should follow their missions’ guidance in determining if a population is conflict- or crisis-affected.