

ES.1-3

Indicator	ES.1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
Definition	<p>A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school, as defined by government policy, or the non-formal equivalent of primary school 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 primary-school curriculum.</p> <p>Learners enrolled in kindergarten should NOT be included under this indicator regardless of whether kindergarten is accepted and funded by the government as an integrated component of primary education. Instead, kindergarteners should be reported under <i>ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance.</i></p> <p>Learners should be counted if they are enrolled in primary or primary-equivalent education (as defined above), and they directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. 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 classroom level; etc.</p> <p>When calculating this indicator, each learner should be counted only once for the year being reported. In other words, if a learner benefits from two overlapping reading programs or a reading program and a math program and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual 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.</p>
Primary SPS Linkage	ES.1, HA.1
Linkage to Long-Term Outcome or Impact	This indicator, taken with <i>ES.1-4: Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance</i> , <i>ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance</i> , and <i>ES.2-55: Number of learners reached by USG-assisted higher education interventions</i> , provides a sense of the overall scale of students benefiting from USG

Indicator	ES.1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
	education assistance. It also acts as a critical output in the theory of change toward improved learning outcomes.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	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 USG Education Strategy 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).
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> • Official Government Records, if they align with USG activity areas and targeted beneficiaries • Official Reports from Implementing Partner(s)
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education ewalls@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Number of males¹ • Number of females¹ • Number of males age 10-14 • Number of females age 10-14 • Number of males age 15-19 • Number of females age 15-19 • Number of male learners with disabilities² • Number of female learners with disabilities² • Number of learners affected by conflict or crisis³ <p>¹ All activities reporting on this indicator MUST report on sex disaggregates.</p> <p>² The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.</p> <p>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report against this disaggregate.</p>

Indicator	ES.1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
	<p>All activities targeting individuals ages 18 and older should report on this disaggregate. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. USAID’s Disability Identification Tool Selection Guide and USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs may be helpful.</p> <p>³ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>