

**ES.I-53**

Indicator	<b>ES.I-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance</b>
Definition	<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. These learners include, but are not limited to, those 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 led by someone trained in pre-primary education 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>Learners should be counted if they are enrolled in pre-primary or pre-primary- equivalent education (as defined above), and they directly benefit from USG education assistance designed to support learner 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 learners 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 in data 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 learner was counted towards this indicator in the previous fiscal year, the learner can be counted towards the indicator again in the current fiscal year.</p>
Primary SPS Linkage	ES.I, HA.I

Indicator	<b>ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance</b>
Linkage to Long-Term Outcome or Impact	This indicator, taken with ES.1-3: <i>Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance</i> , ES.1-4: <i>Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance</i> , and ES.2-55: <i>Number of learners reached by USG-assisted higher education interventions</i> , 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.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	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 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"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official Reports from Implementing Partner(s)</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of males<sup>1</sup></li> <li>• Number of females<sup>1</sup></li> <li>• Number of male learners with disabilities<sup>2</sup></li> <li>• Number of female learners with disabilities<sup>2</sup></li> <li>• Number of learners affected by conflict or crisis<sup>3</sup></li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p><sup>2</sup> 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><b>Only activities that are focused on improving outcomes of children with disabilities should report on this disaggregate.</b> This includes activities that identify children with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals 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 learning outcomes for learners with disabilities need not report against this disaggregate.</p>

<b>Indicator</b>	<b>ES.I-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance</b>
	<p>Activities targeting learners under the age of 18 should use a pre-existing or custom age-appropriate 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><sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>