

ES.1-6

Indicator	ES.1-6: Number of educators who complete professional development activities with USG assistance
Definition	<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, NGO, for-profit organizations). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc.</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).</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>Educators 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 educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed).</p>
Primary SPS Linkage	ES.1, HA.1
Linkage to Long-Term Outcome or Impact	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.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	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.
Reporting Frequency	Annual
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	Agency: USAID Bureau and Office: DDI/EDU

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Disaggregate(s)	<ul style="list-style-type: none"> • Number of male¹ educators • Number of female¹ educators • Number of pre-primary educators • Number of primary educators • Number of secondary educators • Number of educators trained in reading instruction • Number of educators trained in disability inclusive education² content • Number of educators who are crisis or conflict-affected³ <p>¹ All activities reporting on this indicator MUST report on sex disaggregates.</p> <p>² 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 paraprofessionals and job coaches, braille competency, sign language fluency, and aspects of universal design for learning focused on learners with disabilities.</p> <p>³ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>