

ES.2-2

Indicator	ES.2-2: Number of individuals attending higher education institutions with USG scholarship or financial assistance
Definition	<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” (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>An individual may attend a higher education institution with USG support in the US, 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 US. 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 learner to further their 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. 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 US citizens to study in another country and to citizens of other countries to study in the US, 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>
Primary SPS Linkage	ES. I, ES.2, EG.3, EG.6, HL1, HL.6., HL.7, DR.1, DR.4

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Linkage to Long-Term Outcome or Impact	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 (World Bank 2014). 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.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	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 education and related sectors and supplement other reporting against the priorities of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> • Official Reports from Implementing Partner(s) • Official Higher Education Institution Records
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: Deborah Greebon; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education dgreebon@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Number of individuals attending US HEIs • Number of individuals attending resident-country HEIs • Number of individuals attending third-country HEIs • Number of individuals attending short-term programs • Number of individuals attending long-term programs that yield a certificate (excluding certificates of completion), certification, diploma, or associate's degree • Number of individuals attending long-term programs that yield a bachelor's or equivalent • Number of individuals attending long-term programs for postgraduate study (including master's, Ph.D, M.D., J.D., etc.) • Number of individuals from rural areas • Number of males¹ • Number of females¹ • Number of males under 30 years of age • Number of females under 30 years of age • Number of males with a disability² • Number of females with a disability² • Number of individuals who are crisis or conflict-affected³ <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</p>

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	<p>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> <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>