

ES.2-52

Indicator	ES.2-52: Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance
Definition	<p>This indicator captures individual capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A “higher education institution” 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>“Individuals affiliated with” refers to administrators, faculty, staff, researchers, or postdoctoral scholars who have a formal connection with one or more higher education institutions. All individuals from a higher education institution receiving capacity development support, as defined below, should be counted. This does not include undergraduate or graduate students who receive this capacity development as a component of their academic training.</p> <p>“Capacity” is the ability of people, organizations and society as a whole to manage their affairs successfully.</p> <p>“Capacity development support” for individuals in a higher education context is NOT a single event such as a training or a workshop. It is sustained and may be comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to professional development, training, coaching, technical assistance, etc. These may be focused on a range of specific topics, including but not limited to human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc.</p> <p>The name of the primary higher education institution with which each individual is affiliated should be reported in the narrative associated with this indicator in order to prevent double counting. If more than one individual is affiliated with the same institution, that institution only needs to be listed once.</p>
Primary SPS Linkage	ES.1, ES.2, EG.3, EG.6, HL.1, HL.6, HL.7, DR.1, DR.4
Linkage to Long-Term Outcome or Impact	Improving the capacity of individuals affiliated with host country higher education institutions supports host country ability to improve learning and educational outcomes, train and educate a workforce, conduct and disseminate research findings, and develop innovative solutions to a range of development issues. These capacities can then lead to improved contributions of higher education to development outcomes, regardless of sector.
Indicator Type	Output
Reporting Type	Number

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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 capacity development. 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 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 males¹ • Number of females¹ • Number of administrators² • Number of faculty² • Number of staff² • Number of researchers² • Number of post-doctoral scholars² • Number of males under 30 years of age • Number of females under 30 years of age • Number of males with a disability³ • Number of females with a disability³ • Number of individuals who are crisis- or conflict-affected⁴ <p>¹ All activities reporting on this indicator MUST report on sex disaggregates.</p> <p>² This is the individual's self-reported, primary role.</p> <p>³ 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>

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	<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>⁴ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>