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FISCAL YEAR 2023 COMPENDIUM OF SUPPLEMENTAL PERFORMANCE INDICATOR REFERENCE SHEETS FOR EDUCATION PROGRAMMING

August 2023

INTRODUCTION

The Performance Plan and Report (PPR) is an annual data call for performance information from all Operating Units (OUs) in the U.S. Agency for International Development (USAID) and the Department of State that implement foreign assistance programs. The purpose of the PPR is: (1) for all OUs to convey progress against strategic objectives using foreign assistance, and (2) for Washington Bureaus to collect necessary data to conduct their internal learning and external reporting.

The USAID Center for Education maintains this compendium as a resource for field Missions and other OUs who seek a single list of supplemental indicators that are applicable to monitoring and reporting progress towards international education foreign assistance objectives, including the U.S. Government (USG) Strategy on International Basic Education and the USAID Education Policy. The compendium provides an index to the supplemental indicators with links to the full text of each Performance Indicator Reference Sheet (PIRS). PIRS contain detailed information about how to measure each indicator and should be reviewed comprehensively before reporting against an indicator. Information about indicator changes and revisions can be found in the Education Reporting Guidance document.

Supplemental indicators were pioneered by the Center for Education in 2018 in an attempt to bring some of the benefits of standardization to non-aggregatable custom indicators. Supplemental indicators do not need to be reported in the PPR and will not be used for aggregate reporting. Supplemental indicator PIRS are offered as a resource to OUs who wish to capitalize on accumulated knowledge of best practices and avoid the need to "reinvent the wheel" of developing technically sound PIRS and methodologies for priorities that are not a match for standard indicators.

WHERE CAN I GET MORE HELP?

The Education Reporting Toolkit is a companion to the guidance document and is hosted online at EducationLinks. The toolkit contains a listing of all indicators, PIRS, and qualitative narratives.

The Center maintains a Helpdesk as a direct line of communication to monitoring and evaluation professionals who can answer questions about reporting requirements. Please email questions to the Helpdesk.

COMPENDIUM OF SUPPLEMENTAL PIRS FOR EDUCATION REPORTING

Supp-7 Number of parents or community members trained to support children's education with USG assistance

Supp-8 Number of schools built or upgraded with USG assistance in compliance with accessibility standards

Supp-9 Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs

Supp-10 Percent of educators providing quality classroom instruction with USG support

Supp-11 Percent of instructional time lost to teacher absenteeism

Supp-12 Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs

Supp-13 Percent of individuals with improved math skills following participation in USG-assisted programs

Supp-14 Percent of individuals with improved digital literacy skills following participation in USG-assisted programs

Supp-16 Education data systems strengthened through USG assistance

Supp-18 Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills

Supp-19 Value of private capital mobilized with USG assistance to support education

Supp-20 Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance

Supp-21 Percent of individuals with improved reading skills following participation in USG-assisted programs

Supp-22 Percent of learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations

Supp-23 Percent of learners regularly participating in distance learning programming funded with USG education assistance

Supp-24 Average percent change in earnings following participation in USG-assisted workforce development programs

SUPP-7

Indicator	Supp-7: Number of parents or community members trained to support children's education with USG assistance
Definition	Training of parents or community members to support children's education can include efforts to promote participation of parents (or guardians) and other community members in after-school activities, reading or math clubs, tutoring services, community reading/storytelling events, community-based learning assessment efforts, advocacy and school accountability efforts, and/or sponsorship or fundraising initiatives for supplemental educational programs or materials. Training activities counted under this indicator must include explicit linkages to supporting children's education. "Parents" are defined as parents, guardians, or caregivers of children benefiting from USAID-funded education programming. "Community members" are defined as individuals residing in communities where children affected by USAID-funded programming live. Examples may include youth volunteers, members of faith-based organizations, community leaders, and members of community-based organizations, among others. Parents or community members who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. When calculating the total numbers of parents or community members, each individual should be counted only once (regardless of how many training events he or she participated in). Sign-in sheets should be used for calculating the number of parents and community members trained. While there is no requirement for the minimum number of hours of training to be included under this indicator, the project indicator PIRS must define and justify such a minimum.
Primary SPS Linkage	ES.1, DR.2, DR.4, HA.1
Linkage to Long-Term Outcome or Impact	Involving parents and community members in the education of their children is an important way to promote support for education at the grassroots, local level. Parental support for education contributes to improved learning outcomes, and wider community engagement supports improved accessibility and quality of education, ultimately leading to improved learning outcomes.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall reach of education programs at the community level and the extent to which they are supporting local capacity development to support children's education. It will be used, along with other education-related 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 **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

Indicator	Supp-7: Number of parents or community members trained to support children's education with USG assistance
Disaggregate(s)	• Number of male parents/community members • Number of female parents/community members • Number of parents/community members in crisis or conflict-affected settings[I] [I] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected."

SUPP-8

Indicator	Supp-8: Number of schools built or upgraded with USG assistance in compliance with accessibility standards
Definition	"School" is defined as a safe and secure physical space containing multiple classrooms in which organized group learning takes place. To be counted under this indicator, schools must be both built to local code AND be compliant with accessibility standards. As discussed in the World Report on Disability (2011), physical access to school buildings is an essential prerequisite for educating children with disabilities. Those with physical disabilities are likely to face difficulties in traveling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities (WHO World Report on Disability, 2011, p. 215).

To build, or construct, a school means to complete all required design, assembly, finishing, and inspection stages required to create a school that did not previously exist. The school should include necessary furnishings (such as classroom furniture and blackboards, if locally appropriate) needed for educational activity.

To upgrade a school means to complete all required design, assembly, finishing, and inspection stages required to bring an existing school into compliance with expectations for a school built to code AND with accessibility standards (as discussed above). "Upgrade" should include substantial physical and structural improvements to the school. Upgrade can include 'finishing work' such as plaster, paint, furniture repair, and adding ramps or latrines. Substantial physical and structural improvements must be made for the improvements to count as "upgrade" under this indicator.

"Accessibility standards" – USAID requires compliance with standards of accessibility for people with disabilities in all structures, buildings, or facilities resulting from new or renovation construction or alterations of an existing structure.

Compliance with the host country or regional standards for accessibility in construction is required when such standards result in at least substantially equivalent accessibility and usability as the standard provided in the Americans with Disabilities Act (ADA) of 1990 and the Architectural Barriers Act (ABA) Accessibility Guidelines of July 2004. Where there are no host country or regional standards for universal access or where the host country or regional standards fail to meet the ADA/ABA threshold, the standard prescribed in the ADA and the ABA will be used. More information about USAID standards for accessibility can be found here.

A school can only be counted once as either "built" or "upgraded" by an activity; the same school cannot be first reported as "built" and subsequently as "upgraded" if additional work was performed later by the same activity.

A school can only be counted once even if it includes both pre-primary and primary levels, or primary and secondary, if it is built/upgraded as one building. |
| Primary SPS Linkage | ES.1, HA.1 |

Indicator	Supp-8: Number of schools built or upgraded with USG assistance in compliance with accessibility standards
Linkage to Long-Term Outcome or Impact	Accessible schools are an essential component of an education system, making instruction possible and encouraging parents to send their children to school. Adequate school buildings positively affect access to education. Accessible schools positively affect access to education for children with disabilities. Accessible schools facilitate inclusive social and civic participation for all people in activities like voting as they are often used as polling stations and serve broader community needs.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scope of construction and infrastructure improvements in the education sector. It will be used, along with other education-related 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 **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
Disaggregate(s)	- Number of pre-primary schools built - Number of pre-primary schools upgraded - Number of primary schools built - Number of primary schools upgraded - Number of secondary schools built - Number of secondary schools upgraded

SUPP-9

Indicator	Supp-9: Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs
Definition	Social and emotional skills can be cognitive, emotional, or social. Social and emotional skills refer to the demonstrable skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are developmental, linked to the age and stage of the beneficiary, and importantly, can be taught, practiced, and learned. The USAID Social and Emotional Learning and Soft Skills Education Policy Brief provides further definition and specifications to the 2018 USAID Education Policy.

USAID does not identify a specific set of social and emotional skills that must be measured in order to use this indicator. It is most important that the skills measured by this indicator be culturally and contextually relevant and have a clear role in the theory of change.

"Improved" means as a meaningfully higher composite score or better results at the end of the program, using a statistically reliable, locally validated measurement tool. The amount of increase that is meaningful will be determined and justified by the program, though some tools do have pre-determined values that constitute improvement. Baseline values should not be assumed to be 0 for this indicator. Assessment methodologies to generate the needed data may be cross-sectional or longitudinal. The choice of assessment methodology in part will depend on the nature of the social and emotional skills program.

"Locally defined" means that both the social and emotional skills themselves and the definition of improvement should be grounded in the local context and validated by relevant stakeholders. The Explore SEL web-based tool provides examples of many different frameworks and skills and can be filtered by country. The program and its stakeholders should drive the selection of skills, the description of what those skills look like in practice for the context and target population, as well as what improvement looks like. The INEE Measurement Library and INEE PSS and SEL Measurement and Assessment Tools in Education in Emergencies can provide measurement tools and training or implementation guidance that have been used in particular countries/regions and with specific populations.

A "learner who participated in a USG-assisted program" means an individual has participated to some extent in a structured program that aims to improve social and emotional skills. The individual may or may not have completed the program, and there may or may not be a certificate for completion. The program can be any type of program, formal or non-formal, as long as it has a specific strategy or approach to improving social and emotional skills and it received either technical or financial assistance from the U.S. government. Since social and emotional skills programming can vary widely in content and delivery, it is up to the program to specify and define the minimum level of participation required in order to count an individual as "participated" in the PIRS. The inclusive definition of participation may make this indicator useful for monitoring of social and emotional skills development for integrated or cross-sectoral programs. Please note for pre-primary learners, it is more appropriate to use |

Indicator	Supp-9: Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs
	supplemental indicator 1. For youth serving programs, it is more appropriate to use EG.6-13 or YOUTH-1. "Percent of learners" is the number of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in programming multiplied by 100. **Calculation:** ● Numerator* = Number of individuals with improved skills ● Denominator* = Number of individuals participating in programming * Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, displacement status). Numerators and denominators, extrapolated onto the activity population, must be reported. In preparing for data analysis, each individual's results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple social and emotional skills programs, endline assessments should occur at the end of the programming in which the individual participated.
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	Social and emotional skills are measurable learning outcomes identified in the 2018 USAID Education Policy. Learners with strong social and emotional skills tend to perform better at school and be resilient to shocks or stresses.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	This indicator will be used to evaluate the efficacy of USG-supported interventions in improving the social and emotional skills of targeted learners. This indicator will be used, along with other indicators, to report progress and achievements of education programming to Congress under the 2018 US Government Basic Education Strategy and the 2018 USAID Education Policy. USG agencies and USAID operating units can use the results reported under this indicator's disaggregates to determine how best to target sub-populations. This indicator may also be used to describe progress against some other Agency-level priorities, such as resilience, because social and emotional skills are a resilience capacity.
Reporting Frequency	Annual
Data Source(s)	Data may come from three sources: ● Official reports from an implementing partner ● Official government records, if they align with USG activity areas and targeted beneficiaries ● Analysis of secondary data on learner outcomes, if the data aligns with USG activity areas and targeted beneficiaries

Indicator	Supp-9: Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs
	Social and emotional skills can be assessed through a variety of measurement tools and approaches. Appropriate approaches include: self-report, interview protocols, teacher/parent/peer/facilitator observation and rating, or performance-based assessments (e.g. games or a real world performance measure). This guidance provides an overview of the measurement approaches in social and emotional skill development (pages 14-17), and this guidance provides insight into the process of selecting or developing a tool. The following provides large libraries of measurement tools used in settings where USAID works: The MENAT Measurement Library provides a set of validated, reliable tools for use in the Middle East Region amongst crisis- and conflict-affected populations. The 2020 SEL and PSS Measurement and Assessment Tools in Education in Emergencies Report commissioned by INEE maps and analyzes tools currently in use to capture social and emotional learning outcomes in a variety of crisis- and conflict-affected settings.
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education | bsylla@usaid.gov **Technical POC:** Melissa Donaher; Monitoring, Evaluation, and Learning Specialist; Center for Education | mdonaher@usaid.gov
Disaggregate(s)	• Number of males[1] with improved social and emotional skills (numerator) • Number of males[1] who participated in the activity (denominator) • Number of females[1] with improved social and emotional skills (numerator) • Number of females[1] who participate in the activity (denominator) • Number of females with a disability[2] with improved social and emotional skills (numerator) • Number of females with a disability[2] who participate in the activity (denominator) • Number of males with a disability[2] with improved social and emotional skills (numerator) • Number of males with a disability[2] who participate in the activity (denominator) • Number of females affected by crisis or conflict[3] with improved social and emotional skills (numerator) • Number of females affected by crisis or conflict[3] who participate in the activity (denominator) • Number of males affected by crisis or conflict[3] with improved social and emotional skills (numerator) • Number of males affected by crisis or conflict[3] who participate in the activity (denominator) [1] All activities reporting on this indicator must report on sex disaggregates. Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females. [2] The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in

Indicator	Supp-9: Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs
	interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. All activities should report on this disaggregate, though only activities that are focused on improving the outcomes of individuals with disabilities must sample to ensure representation by disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not sample specifically for disability status. Activities targeting individuals ages 15 and older should use the Washington Group Disability Questionnaire to collect this data. Refer to USAID Guidance on How to Collect Data on Disability for more information. [3] Please see the 2018 USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and that rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis and conflict

SUPP-10

Indicator	Supp-10: Percent of educators providing quality classroom instruction with USG support
Definition	**Quality Classroom Instruction:** Classroom instruction refers to the instructional practices used by an educator in a classroom or equivalent non-formal setting to teach learners. Instructional practices include both general classroom instructional practices and subject specific instructional practices. General classroom instructional practices include those that are prevalent in the instruction of all subjects, such as classroom/behavior management practices and the use of tactics (e.g., questioning) to promote critical thinking in learners. Subject specific instructional practices include those that build on general instruction but focus on learning content specific to those subjects (Hill et al. 2008). For this indicator, Missions and Implementing Partners should use existing local standards for classroom instructions where applicable and appropriate. In absence of such standards, Missions and Implementing Partners should establish standards based on local context and relevant activity/project theories of change. Constructs for which standards can be set include, but are not limited to classroom management, lesson structure and facilitation, content understanding, language and discourse, and feedback and assessment. For measurement of quality classroom instruction, Missions and Implementing Partners should use a valid and reliable classroom observation tool to determine if educators are meeting classroom instruction standards. Examples of validated classroom observation tools include the Classroom Assessment Scoring System (CLASS), the USAID Classroom Observation Toolkit for Early Grade Reading Improvement, and the World Bank TEACH tool. The selected tool should be properly adapted to the local language and cultural context.
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	Classroom instruction is central to learning and learner achievement. Literature has noted that instructional quality is related to both cognitive and affective student outcomes (Charalambous et al. 2009, Seidel and Shavelson 2007).
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor a critical dimension of the quality of education programs. It will be used, along with other education-related 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 Government Records, if they align with USG activity areas and targeted beneficiaries. • Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using statistically reliable and locally validated measurement tools such as the Classroom Assessment Scoring System (CLASS), the USAID Classroom Observation Toolkit for Early Grade Reading Improvement, and the World Bank TEACH tool.

Indicator	Supp-10: Percent of educators providing quality classroom instruction with USG support
Bureau Owner(s)	**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
Disaggregate(s)	**All school levels:** ● Number of educators providing classroom instruction, with USG assistance, that meets established standards for quality education (numerator) ● Number of educators providing classroom instruction with USG assistance (denominator) **Pre-primary:** ● Number of educators providing classroom instruction, at the pre-primary school level, with USG assistance, that meets established standards for quality education (numerator) ● Number of educators providing classroom instruction, at the pre-primary school level, with USG assistance (denominator) **Primary:** ● Number of educators providing classroom instruction, at the primary school level, with USG assistance, that meets established standards for quality education (numerator) ● Number of educators providing classroom instruction, at the primary school level, with USG assistance (denominator) **Secondary:** ● Number of educators providing classroom instruction, at the secondary school level, with USG assistance, that meets established standards for quality education (numerator) ● Number of educators providing classroom instruction, at the secondary school level, with USG assistance (denominator) **Post-Secondary:** ● Number of educators providing classroom instruction, at the post-secondary school level, with USG assistance, that meets established standards for quality education (numerator) ● Number of educators providing classroom instruction, at the post-secondary school level, with USG assistance (denominator) **Crisis- or conflict-affected settings[1], all school levels** ● Number of educators providing classroom instruction in a crisis- or conflict-affected setting, with USG assistance, that meets established standards for quality education (numerator) ● Number of educators providing classroom instruction in a crisis- or conflict-affected setting with USG assistance (denominator) [1] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and

Indicator	Supp-10: Percent of educators providing quality classroom instruction with USG support
	which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.
	Although teachers are the unit of observation, the purpose of this indicator is to monitor the quality of the education being delivered rather than educator characteristics. The indicator, therefore, is disaggregated by education system characteristics such as school level, rather than teacher characteristics such as sex.

SUPP-11

Indicator	Supp-11: Percent of instructional time lost to teacher absenteeism
Definition	Instructional time lost due to teacher absenteeism is an important measure of education service delivery context in which USAID programming is taking place. When a teacher is absent, no learning can be expected to occur and, furthermore, learners are discouraged from attending school. Teacher presence in the classroom is also a proxy measure for the system-level commitment to delivering education services consistently. Recognizing that root causes of, as well as solutions for, teacher absenteeism vary greatly both across and within contexts, it is important to quantify the loss of instructional time and understand where the need for improvement is the greatest. Routine collection of data on teacher absenteeism can also help increase awareness of the problem among local and national stakeholders, including policy makers, education administrators and officials, advocacy groups, and parents, among others. For the purpose of this indicator, "instructional time" is defined here as the sum of time to be spent teaching on a particular day by all teachers on the school's roster in a particular grade or subject. For the purpose of the indicator the instructional time is assumed to be evenly distributed across all teachers teaching a particular grade or subject. "Teachers" are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Teachers are educators who may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g., public education authorities) or private organizations (e.g., private school, NGO, for-profit organization). Measurement of this indicator can be conducted using government monitoring systems or USAID activity-established monitoring systems. Measurement can be done using a statistical sample that is representative of the schools where USAID-funded activity operates, and is also representative of required sub-populations (denoted under the disaggregation section below). The sample-based estimates may need to be weighted to adjust for sampling design and clustering of schools, to extrapolate findings to the entire population of teachers. This indicator is measured as the share of teachers who are absent from school at the time of an unannounced visit. Adults substituting absent teachers do not count as teachers. For example, if the indicator is operationalized to measure the amount of instructional time lost due to teacher absenteeism in reading in grades 1 through 3, data collectors should conduct an unannounced school visit to a sample of schools, obtain the list of teachers who are supposed to be teaching reading in grades 1, 2, and 3, and then confirm presence of these teachers from the list on the day of the visit. Teachers found anywhere on the school premises are marked as present. All the rest of the teachers count as absent, regardless of substitution arrangements made by the school. The indicator is computed as the number of absent teachers divided by the total number of teachers from the list. For example, if the total number of teachers assigned to teach reading in grades 1, 2, and 3 in a school is nine and the number of present teachers is seven, then the number of absent teachers is two and the percent of instructional time lost is 2/9 = 0.222, or 22.2% for this school, in reading in grades 1 through 3. To aggregate across schools, the total number of absent teachers should be divided by the total number of teachers and the resulting percent be reported. In the above example, if the total

Indicator	Supp-11: Percent of instructional time lost to teacher absenteeism
	number of teachers teaching reading in grades 1-3 in the visited schools is supposed to be 1,257 and the total number of documented absent teachers is 178, then the reported percent of instructional time lost is 178/1,257 = 0.142, or 14.2%. In indicator PIRS for the project it is important to specify which categories of teachers are being included in this indicator. It is important to measure this indicator consistently across schools and only include the category of teachers as defined in the project indicator PIRS. Data on this indicator should be collected at least once a year from a randomly selected, statistically representative sample of schools; more frequent data collection is highly recommended.
Primary SPS Linkage	ES.1, HA.1
Linkage to Long-Term Outcome or Impact	Teachers are the central element of an education system and are directly responsible for improving learning outcomes for learners. Improvement in the amount of instructional time lost due to teacher absenteeism signifies overall strengthening of the system's commitment to improving quality of education and learning outcomes.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	This indicator will be used to better understand the context in which USAID-funded education interventions are taking place, as well as to monitor the overall improvement in the education service delivery. It will be used, along with other education-related 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 Government Records, if available • Official Reports from Implementing Partner(s)
Bureau Owner(s)	**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
Disaggregate(s)	• Percent of instructional time lost to teacher absenteeism in urban areas • Percent of instructional time lost to teacher absenteeism in rural areas • Percent of instructional time lost to teacher absenteeism in crisis and conflict-affected areas[1] [1] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.

SUPP-12

Indicator	Supp-12: Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs
Definition	"Technical, vocational, or professional skill set" refers to knowledge and/or practical skills that are necessary for a trade or occupation. Technical, vocational, or professional skills may be acquired through a variety of interventions, including non-school-based training programs, work-based learning, internships, formal training in post-secondary settings, etc. "Context-relevant assessment" is an assessment that is useful to an individual beyond the context of the project or activity because it is either: (1) offered by or affiliated with the host country government, an industry authority, or a relevant credentialing institution or (2) reflects specific knowledge and skills demanded by employers (or customers in the case of self-employment) in that context and for that labor market. Where such assessments do not exist, they should only be developed when they are part of the activity design and as part of a demand-driven training. Such assessments should be developed, whenever possible, with a local credentialing institution, should involve close partnerships with industry to ensure alignment with industry standards, and should be specific to the technical, vocational, or professional skill sets of interest. When assessments are developed, they should measure the technical, vocational, or professional skill set in which an individual has trained. The assessment, when applicable, should be criterion-based; have satisfactory psychometric validity and reliability; and not be subject to corruption, cheating, or score inflation. Self-assessments should not be used. The assessment may or may not offer the possibility of certification. To "pass" an assessment is to achieve a score above a predetermined cut-point or proficiency benchmark that is specific to the assessment used. "Individuals" are at an appropriate age—as per the country context—to participate in technical, vocational, or professional skills training. "Percent of individuals" is the number of individuals who pass the assessment divided by the total number of individuals who participate in technical, vocational, or professional skills programming multiplied by 100. Individuals who pass an assessment after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. All eligible (according to activity requirements) participants in technical, vocational, or professional training should be allowed to participate in assessments when they exist or have been developed; data collection should not be sample-based. **Calculation:** • Numerator*: Number of individuals who pass the assessment • Denominator*: Number of individuals participating in technical, vocational, or professional skills programming * Numerators and denominators must be reported. In preparing for data analysis, each individual's results should be counted only once, regardless of the number of programs in which the individual participated; when

Indicator	Supp-12: Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs
	individuals participate in multiple technical, vocational, or professional skills programs and pass several assessments, their results should be reported at the end of the technical, vocational, or professional skills programming in which the individual participated, and they should be reported as one (1) individual. "USG-assisted programs" refer to structured programs intended to affect outcomes related to technical, vocational, or professional skills. A program completion certificate may or may not be issued at the end of the program. "Participation" in a USG-funded program means that an individual has participated to any extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.
Primary SPS Linkage	ES.2, EG.3, EG.6
Linkage to Long-Term Outcome or Impact	A key linkage in the youth workforce development theory of change, the achievement of a technical, vocational, or professional skill set is an intermediate outcome linked to longer-term workforce outcomes like incidence of new employment and increased earnings.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	Technical, vocational, or professional skill set assessments
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education | bsylla@usaid.gov **Technical POC:** Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education | rpagel@usaid.gov
Disaggregate(s)	• Number of individuals who pass (numerator) • Number of individuals who participate (denominator) • Number of males[1] who pass (numerator) • Number of males[1] who participate in the activity (denominator) • Number of females[1] who pass (numerator) • Number of females[1] who participate in the activity (denominator) • Number of males age 10-19[2] who pass • Number of females age 10-19[2] who pass • Number of females with a disability[3] who pass (numerator) • Number of females with a disability[3] who participate in the activity (denominator) • Number of males with a disability[3] who pass (numerator) • Number of males with a disability[3] who participate in the activity (denominator) • Number of individuals in a crisis- or conflict-affected setting[4] who pass (numerator)

Indicator	Supp-12: Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs
	Number of individuals in a crisis- or conflict-affected setting[4] who participate in the activity (denominator) [1] All activities reporting on this indicator MUST report on sex disaggregates. [2] All activities should report on age disaggregates, though activities need not sample to ensure representation by age band. [3] The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. **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 under the age of 18 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 on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities. **All activities targeting individuals *ages 18 and older* should report on this disaggregate,** though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. 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. 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. [4] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.

SUPP-13

Indicator	Supp-13: Percent of individuals with improved math skills following participation in USG-assisted programs
Definition	"Math skills" are the skills necessary to "process, interpret and communicate numerical, quantitative, spatial, statistical and mathematical information in ways that are appropriate for a variety of contexts" (UNESCO). The math skills measured should reflect the skills that are most relevant to the target population's work prospects and/or social and economic needs.

"Math skills" are the skills necessary to "process, interpret and communicate numerical, quantitative, spatial, statistical and mathematical information in ways that are appropriate for a variety of contexts" (UNESCO). The math skills measured should reflect the skills that are most relevant to the target population's work prospects and/or social and economic needs.

Math skills should be measured through a criterion-based, validated assessment that has satisfactory psychometric validity and reliability and is not subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments should directly assess individual math skills; self-assessments should not be used. Assessments should appropriately measure formal classroom math skills or real-world math skills depending on the target population's expected or intended work requirements (both formally stated and implicit) and/or social and economic needs.

"Improved math skills" are measured by a longitudinal pre/post assessment that directly assesses the individual's math skills. 'Improved' is defined as movement from one level at pretest to a higher level at post-test, with levels defined by the assessment used. If the assessment does not have its own levels associated with scores or ranges of scores, then assessment results should be linked to USAID's math levels rubric (see the USAID DDI/EDU Guidance Note, Measuring Skills for Youth Workforce Development).

"Individuals" are ages 10 and older at the time of their participation in a USG-assisted program.

"Percent of individuals" is the number of individuals with improved skills at post-test divided by the total number of individuals who participate in math skills programming multiplied by 100. Individuals with improved math skills after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.

Calculation:
- Numerator*: Number of individuals with improved skills at post-test
- Denominator*: Number of individuals participating in math skills programming

*Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex). Numerators and denominators, extrapolated onto the activity population, must be reported.

In preparing for data analysis, each individual's results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple math skills programs, endline assessments should occur at the end of the math programming in which the individual participated, and they should be reported as one individual.

"USG-assisted programs" refer here to structured, non-primary equivalent programs intended to affect outcomes related to math skills. Outcomes from primary school

Indicator	Supp-13: Percent of individuals with improved math skills following participation in USG-assisted programs
	equivalent programming (formal or non-formal) should be reported to one of the ES math indicators. A certificate may or may not be issued at the end of the program. "Participation" in a USG-funded program means that an individual has participated to some extent in a structured program. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.
Primary SPS Linkage	ES.2, EG.3, EG.6
Linkage to Long-Term Outcome or Impact	A key linkage in the youth workforce development theory of change, improved math skills is a key skill for workforce outcomes such as incidence of new employment and increased earnings. In addition, math skills are a key foundational skill obtained through formal and non-formal schooling.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	Direct assessment of math skills
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education	bsylla@usaid.gov **Technical POC:** Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education	rpagel@usaid.gov
Disaggregate(s)	- Number of individuals with improved skills (numerator) - Number of individuals who participate (denominator) - Number of males[1] with improved skills (numerator) - Number of males[1] who participate in the activity (denominator) - Number of females[1] with improved skills (numerator) - Number of females[1] who participate in the activity (denominator) - Number of males age 10-19[2] with improved skills - Number of females age 10-19[2] with improved skills - Number of females with a disability[3] with improved skills (numerator) - Number of females with a disability[3] who participate in the activity (denominator) - Number of males with a disability[3] with improved skills (numerator) - Number of males with a disability[3] who participate in the activity (denominator) - Number of individuals in a crisis- or conflict-affected setting[4] with improved skills (numerator) - Number of individuals in a crisis- or conflict-affected setting[4] who participate in the activity (denominator)

Indicator	Supp-13: Percent of individuals with improved math skills following participation in USG-assisted programs
	[1]**All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.
	[2] All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.
	[3] The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.
	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 under the age of 18 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 on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.
	All activities targeting individuals *ages 18 and older* should report on this disaggregate, though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.
	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.
	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.
	[4] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.

SUPP-14

Indicator	Supp-14: Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
Definition	"Digital literacy skills" are the skills necessary to "access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital devices and networked technologies for participation in economic and social life. [They] include competencies that are variously referred to as computer literacy, information and communication technology (ICT) literacy, information literacy, and media literacy" (UNESCO's Global Framework; see also the USAID Information and Communication Technology for Education (ICT4E) How-To Note and USAID's Digital Strategy). Digital literacy skills may include those related to the use of laptop or desktop computers, the internet, mobile phones, tablets, etc. Digital literacy skills include both hard skills related to the use of hardware or software and digital soft skills related to the use of digital media and information (for example, see the WEF's work on digital soft skills). The digital literacy skills measured should reflect the skills that are most relevant to the target population. Digital literacy skills are measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population. The assessment should have psychometric validity and reliability and not be subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments of hard digital skills should directly assess the individual's skills; self-assessments should not be used. Assessments of digital soft skills may rely on self-reporting, though activities are encouraged to explore more reliable, less fakeable measurement options. Activities may also include retrospective items in their post-test assessments to begin generating evidence on whether this method yields more informative analyses of change; however, retrospective data will not be counted towards this indicator as currently defined. "Improved" is defined as a meaningfully higher composite score or better results (as defined by the program offered) on the post-test. The amount of increase between baseline and endline that is "meaningful" will be determined and justified by the program. "Individuals" are ages 10 and older at the time of their participation in a USG-assisted program. "Percent of individuals" is the sum of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in digital literacy skills programming multiplied by 100. Individuals with improved digital literacy skills after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. **Calculation:** ● Numerator*: Number of individuals with improved skills at post-test ● Denominator*: Number of individuals participating in digital literacy skills programming *Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding

Indicator	Supp-14: Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
	differences in outcomes (e.g., geography, language, sex). Numerators and denominators, extrapolated onto the activity population, must be reported. In preparing for data analysis, each individual's results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple digital literacy skills programs, endline assessments should occur at the end of the digital skills programming in which the individual participated. "USG-assisted programs" refer to structured programs intended to affect outcomes related to digital skills. A certificate may or may not be issued at the end of the program. "Participation" in a USG-funded program means that an individual has participated to some extent in a structured program that targets digital literacy skills. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.
Primary SPS Linkage	ES.2, EG.3, EG.6
Linkage to Long-Term Outcome or Impact	With the onset of the Fourth Industrial Revolution and the rise of the digital economy, digital skills are emerging as key skills for positive employment outcomes such as incidence of new employment and increased earnings. Furthermore, digital skills—especially digital soft skills—are emerging as fundamental for global citizenship.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	Assessment of digital literacy skills
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education | bsylla@usaid.gov **Technical POC:** Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education | rpagel@usaid.gov
Disaggregate(s)	• Number of individuals with improved skills (numerator) • Number of individuals who participate (denominator) • Number of males[1] with improved skills (numerator) • Number of males[1] who participate in the activity (denominator) • Number of females[1] with improved skills (numerator) • Number of females[1] who participate in the activity (denominator) • Number of males ages 10-19[2] with improved skills • Number of females ages 10-19[2] with improved skills • Number of females with a disability[3] with improved skills (numerator) • Number of females with a disability[3] who participate in the activity (denominator)

Indicator	Supp-14: Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
	• Number of males with a disability[3] with improved skills (numerator) • Number of males with a disability[3] who participate in the activity (denominator) • Number of individuals affected by crisis or conflict[4] with improved skills (numerator) • Number of individuals affected by crisis or conflict[4] who participate in the activity (denominator) [1] **All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females. [2] All activities should report on age disaggregates, though activities need not sample to ensure representation by age band. [3] The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. **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 under the age of 18 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 on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities. **All activities targeting individuals *ages 18 and older* should report on this disaggregate,** though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. 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. 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. [4] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.

SUPP-16

Indicator	Supp-16: Education data systems strengthened through USG assistance

Definition	This indicator requires a narrative description of the contributions of a USG-assisted activity toward strengthening the host country education system by improving education data systems across all levels of the education system, from early childhood education to vocational training and higher education. Improvement of data systems may include actions such as updating the country education management information system (EMIS), establishing new systems for collecting monitoring data on student learning, developing or adapting country-specific assessment tools, improving existing national assessment tools, developing/improving country-specific teacher observation tools, among others.
	
	"Improvement" of data systems can be understood as improvement in the content of data collection forms, improvement in data collection infrastructure (including both technology and procedures), improvement in quality assurance elements of the system, and improvement in capacity of individuals, organizations, and institutions to effectively collect, analyze, and use education data across the education system.
	
	To be included in this indicator, actions must be focused on improving accuracy, reliability, and transparency of education data flows within the system with the ultimate goal of enabling data-based decision-making throughout the entire education system, inclusive of the classroom, school level, and the regional or national level.
	
	The objective of this indicator is to capture narrative information on the education data system improvement actions that includes the following:
	
	a) Nature of improvement actions and their objective (based on the definition and examples above) – narrative description
	b) The level of the education to which the data system under improvement is applied (USAID Education Policy, p. 9)
	   i) Pre-primary education
	   ii) Primary education (formal or non-formal)
	   iii) Secondary education (formal or non-formal)
	   iv) Post-secondary/non-higher education
	   v) Higher education
	
	The policy reform actions aimed at improving a policy framework underlying the collection and use of education data should be captured under *ES.1-59: Education system strengthened through USG-assisted policy reform* indicator.

Primary SPS Linkage	ES.1, HA.1
Linkage to Long-Term Outcome or Impact	Availability of accurate, timely, and reliable data on education processes and outcomes is an essential element of a well-functioning education system. Without such data, countries cannot be successful in education. Strengthening education data systems helps build a strong foundation for data-driven decision-making.
Indicator Type	Outcome
Reporting Type	Binary yes / no; narrative explanation if yes.
Use of Indicator	This indicator will be used to monitor the overall achievements of USG-funded education activities in improving education data systems. It will be used, along with other education-

Indicator	Supp-16: Education data systems strengthened through USG assistance
	related 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 **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
Disaggregate(s)	None

SUPP-18

Indicator	Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
Definition	**Defining Pre-primary Learners:** A pre-primary learner includes any child attending a USG-assisted, group-based, organized instructional program serving children prior to their entry into primary school, generally between the ages of 3 and 6, although the ages served may vary across contexts. Programs should include educational and learning outcomes as a core component of their model. **Defining Early Learning Skills:** Early learning skills refers to a set of skills acquired in the pre-primary years that are essential for school readiness. Relevant domains for early learning include emergent language and literacy, emergent numeracy, social and emotional skills, and physical skills (sometimes referred to as motor skills). A brief definition of each domain is provided below: 1) **Emergent language and literacy** includes the wide body of skills that support children to learn through oral, written, and sign language-based communication. These include, broadly: listening and speaking; non-verbal communication, including sign languages; receptive and expressive storytelling and conversation; concepts of print, phonological awareness, phonemic awareness, alphabetic awareness, and comprehension of text. 2) **Emergent numeracy** refers to the knowledge and skills that support effective learning and application of grade-level mathematics. These include, broadly: number sense, spatial awareness and geometry, ability to sort and classify, following patterns and seriation, and simple mathematics operations. 3) **Social-emotional learning** includes the skills necessary to support children's ability to adapt to and thrive in the classroom social environment including, but not limited to: forming positive relationships with peers and adults; the ability to work and play in a group; thinking and acting independently; solving conflicts; managing responsibilities; identifying, expressing, and regulating emotions; exhibiting self-esteem; and showing respect toward others. 4) **Physical development** refers to a child's large motor development—including the ability to sit, stand, and walk—as well as fine motor development—including the ability to hold a pencil and grasp with two fingers, for example. Assessment tools vary in terms of the domains included and definition of terms. All activities, however, should target and measure at least three of these domains to be counted under this indicator. **Measuring Early Learning Skills:** Early learning skills must be measured through an age-appropriate assessment that has satisfactory psychometric validity, reliability, and fairness (e.g., no adverse differential item functioning; see Breslau et al., 2008) and is not subject to corruption, cheating, or score inflation. Assessments should be validated in the context and with the target population. Examples of assessment systems that are acceptable can include, but are not limited to national assessments, International Development and Early Learning Assessment (IDELA), Measuring Early Learning Quality and Outcomes (MELQO), or Early Child Development Index (ECDI) 2030.

Indicator	**Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills**
	Setting Early Learning and Development Levels: To report on this indicator, activities will need to establish three early learning and development levels for each of the early learning skills domains (discussed in the "defining early learning skills" section) measured. Levels should be based on the curriculum competency standards aligned with the assessment tool that the activity is using. Distribution scores resulting from the assessment should be divided into three levels: "not developmentally on track," "partially developmentally on track," and "developmentally on track," with the range of scores associated with each level. If an assessment has multiple predetermined levels, they can be grouped into the three listed above. If an activity is operating in a country which has country-defined early learning and development levels or benchmarks for early learning skills, activities may use these levels. If a country does not have three levels defined, activities should justify how they are determining a shift in levels in the indicator narrative.

Each activity will then determine percent of learners falling into different early learning and development levels at baseline and will measure improvement through subsequent assessments.

Calculating Change in Early Learning and Development Levels: A change from one level to another means a change in the percentage of learners falling into a specific early learning and development level (or bucket) category between baseline and the year reported for any of the four early learning skill domains defined above.

Assessment Methodology: Activities can choose whether to use a cohort sampling method (sampling different populations of pre-primary learners in the baseline year and in subsequent years) or a panel sampling method (sampling learners for a baseline at the beginning of the pre-primary intervention in the control and treatment group and then sampling those same learners at the end of the intervention).

Cohort Sampling Method: If an activity chooses to use a cohort approach, the activity should assess a representative sample of learners at the same time in the school year/program (as close to the end of the school year/program as possible) and will report the change in percentage of learners falling into each proficiency level. When using a cohort approach, activities will use the following formula:

Baseline (B) – Midline (M) or Endline (E) for "not developmentally on track" category + M or E – B for the "developmentally on track" categories.

If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population). Note that this formula is simplified to allow for ease in measurement. Also note that the "partially developmentally on track" category is left out to avoid double counting, as those learners will have either moved up from the "not developmentally on track" category or down from the top category. Also, note that a midline assessment can be used to assess progress part way through an activity. See examples below for clarity. |

Indicator	Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills

Example 1:

Level	Baseline	Midline	Formula
Not developmentally on track	55%	40%	B–M: 55–40 = 15 percentage points
Developmentally on track	25%	35%	M–B: 35–25 = 10 percentage points
Total reported change			**15+10 = 25 percentage points**

Example 2:

Level	Baseline	Midline	Formula
Not developmentally on track	40%	30%	B–M: 40–30 = 10 percentage points
Developmentally on track	10%	5%	M–B: 5–10 = -5 percentage points
Total reported change			**10+(-5) = 5 percentage points**

Panel Sampling Method: If an activity chooses a panel sampling method, learners should be tracked longitudinally and assessed at the beginning and end of the school year/program. With a learner-level panel approach, simply count when a learner moves from one level to another in any early learning skill. Individual learner changes can be added together (note, a movement down, from "developmentally on track" to "partially developmentally on track" for example, would count as a negative movement, and a movement up, from "partially" to "on track" for example, would count as a positive, regardless of how many levels the learner moves up). With a classroom or a school-level panel, the formula described above for a cohort study can be used. If a panel method is used to report on this indicator, it is strongly recommended that the activity test learners from a comparable sample from control schools/programs to separate the effects of the intervention from the effects of a typical year of schooling/program.

Sampling Learners: Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex) when sampling. If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population).

Defining the Baseline Numerator and Denominator Values: Activities must conduct a baseline at the beginning of an intervention to report against this indicator. However, at baseline of a USG intervention, the numerator and denominator will be zero for that intervention, as no learners will have yet been reached with that specific USG pre-primary intervention. Note, it is possible that learners will have been reached at baseline by a past USG intervention, but these learners should not be counted toward the

Indicator	Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
	numerator or denominator if that activity has concluded. Also note that if there are more than two activities or interventions working toward improved pre-primary outcomes, it is possible that one intervention will have outcomes to report against this indicator even while a second intervention is reporting zero for baseline. **Defining "Targeted for USG Assistance":** USG assistance is defined as financial or technical assistance from the USG designed to improve early learning skills. 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; 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. A learner "targeted for USG assistance" is one who is in a pre-primary program, whether formal or non-formal, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years—e.g., midline and endline, of the same intervention). **Multiple Interventions:** If there are multiple interventions targeting pre-primary outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners who are developmentally on track. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity.
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	Ensuring that children develop key early learning skills in pre-primary education sets them up for future success at the primary level and beyond.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	The purpose of this indicator is to provide evaluative feedback on the efficacy of USAID pre-primary programming supporting children's early skill development prior to, and in preparation for entry to primary school. The indicator will be used, along with other education-related indicators, to report progress and results on priority outcomes to Congress under both the USG Education Strategy and 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). Data from this indicator should not be used to make decisions about individual children, but instead should be used in aggregate to inform decision making about programs and policies.

Indicator	**Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills**
Reporting Frequency	Annual
Data Source(s)	• Official reports from Implementing Partner(s) that include results from primary data collection and analysis using statistically reliable and locally validated measurement tools such as national assessments, IDELA, MELQO, ECDI2030, or other early childhood assessments in USG activity areas. Depending on the assessment tool used, this data may be collected by teacher/caregiver report, direct assessment of children, by observation, or by some other means. • Analysis of secondary data on learner outcomes (e.g., MICS/ECDI2030, IDELA), in so long as the data aligns with USG activity areas and targeted beneficiaries.
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education | bsylla@usaid.gov **Technical POC:** Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education | rpagel@usaid.gov
Disaggregate(s)	• Number of learners with an increase of at least one early learning and development level (numerator) • Total number of targeted learners (denominator) • Number of male[1] learners with an increase of at least one early learning and development level (numerator) • Total number of targeted male[1] learners (denominator) • Number of female[1] learners with an increase of at least one early learning and development level (numerator) • Total number of targeted female[1] learners (denominator) • Number of female learners with a disability[2] with an increase of at least one early learning and development level (numerator) • Total number of targeted female learners with a disability[2] (denominator) • Number of male learners with a disability[2] with an increase of at least one early learning and development level (numerator) • Total number of targeted male learners with a disability[2] (denominator) • Number of crisis- or conflict-affected[3] learners with an increase of at least one early learning and development level (numerator) • Total number of targeted crisis- or conflict-affected[3] learners (denominator) [1] **All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females. [2] The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. **Only activities that are focused on improving outcomes of learners with disabilities need to report on this disaggregate.** This includes activities that identify learners with disabilities as a target beneficiary or sub-beneficiary group. Activities that do

Indicator	Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
	not have an explicit focus on outcomes for learners 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 learners with disabilities need not report on this disaggregate. Activities that rely on a sample of learners under the age of 18 rather than a census to report results should sample to ensure representation of learners with disabilities. Activities should use a pre-existing or custom age-appropriate tool to identify disability status. USAID's Disability Identification Tool Selection Guide and USAID's How-To Note: Collecting Data on Disability Prevalence in Education Programs may be helpful. [3] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.

SUPP-19

Indicator	Supp-19: Value of private capital mobilized with USG assistance to support education
Definition	This indicator captures the results of efforts of USG-funded activities to attract non-public financial resources to the formal or non-formal education sector, either to public, private, or hybrid education providers, which includes schools and ancillary service providers. It applies to all levels of education, ranging from pre-primary through higher education, including workforce development. Such financial resources can be in a form of stand-alone private capital invested in education-related businesses or as part of blended finance models. **Private capital** refers to the USD value of (i) commitment of debt financing and (ii) disbursement of non-debt financing intended to increase future production, output, business performance, or other defined outcomes. **Mobilization** refers to the debt financing committed and non-debt financing disbursed to private firms including micro, small, medium (MSMEs) and large enterprises* in the reporting period. **As a result of USG assistance** indicates that the new financing was directly encouraged or facilitated by USG-funded activities. The **commitment of debt financing** includes loans/credit from financial institutions for private firms (MSME and larger enterprises) such as: ● New loans ● Refinanced loans ● Restructured loans (inclusive of additionality; not simply change of debtors without cause) ● Lines of credit ● Letters of credit ● Invoice financing/receivables financing, invoice factoring, reverse factoring, warehouse receipts, or invoice trading ● Recoverable grants after discounting USAID's contribution, if any. Recoverable grants are used in the non-profit sector, Islamic banking, or high-risk markets **Reporting standard and consideration for debt financing:** 1) <u>Report the value of debt financing when a binding commitment is secured, reflected by a formal offer and acceptance of a commitment,</u> letter of credit, or line of credit approval letter, or similar documentation confirming a financing commitment to the actual recipient utilizing financing to increase production, output, business performance, or other defined outcomes. This does not include commitments made by the intermediaries that agree to lend or on-lend to other entities. 2) Report the value of debt financing from government-owned financial institutions. 3) In a recoverable grant, if USAID funds were used to offset the interest rate charged on financing, discount the USAID portion of funds from the total before reporting. 4) Report the additional value of restructured loans (such as better rate, term length, etc.) through qualitative means to discourage financing that change debtors without cause. 5) Do not count guarantees. 6) In the indicator narrative, report the term length—the amount of time agreed with the lender to repay the debt.

Indicator	Supp-19: Value of private capital mobilized with USG assistance to support education
	The **disbursement of non-debt financing** comprised of the following: ● Equity ● Convertible debt/notes/bonds ● Grants from private sources ● Other equity-like investments such as SAFE (simple agreement for future equity) Financing from bilateral donors such as FCDO (formerly UKAID/DfID), SIDA, or multilateral agencies** like IFC should not be counted as non-debt financing. Additionally, equity financing from the Development Finance Corporation (DFC) or their guarantees should not be counted. **Reporting standard and consideration for non-debt-financing:** <u>Report non-debt financing only when investment funds are disbursed to the target entity</u>, verified by the disbursement records from the entity facilitating this investment and/or confirmation of the receipt of funds by the recipient. _____ * Partners can use locally established definitions, or one widely used by the financial sector in a particular country to determine the size of the enterprise. In the absence of a local definition, use USAID's standard definition for MSMEs and large enterprises. ** According to the PIRS for EG.3.1-14, money from multilateral agencies is not considered private sector investment.
Primary SPS Linkage	ES.1, HA.1
Linkage to Long-Term Outcome or Impact	Mobilization of additional financing for education is critically important for achieving USAID goals in improving education access and quality. A significant and growing funding gap prevents partner governments from meeting education demand, opening the opportunity for the non-state education sector to improve the provision and quality of education services.
Indicator Type	Outcome
Reporting Type	Amount in USD. Convert financing commitments in foreign currency to USD using the World Bank GDP deflator available at https://data.worldbank.org/indicator/NY.GDP.DEFL.ZS The reporting units may use the exchange rate of a particular day in each month for all foreign currency transactions occurring in that month.
Use of Indicator	This indicator will be used to monitor the overall achievements of USG-funded education activities in increasing financing for education in the partner country. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Quarterly or annually
Data Source(s)	Official Reports from Implementing Partner(s)

Indicator	Supp-19: Value of private capital mobilized with USG assistance to support education
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Specialist; Center for Education | bsylla@usaid.gov **Technical POC:** Suezan Lee; Senior Education Finance Specialist; Center for Education | sulee@usaid.gov
Disaggregate(s)	• Financing type—Debt • Financing type—Non-Debt • Source of financing—Local • Source of financing—International • Source of financing—Mixed International and Local

SUPP-20

Indicator	Supp-20: Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
Definition	This indicator provides a count of the number of parent teacher associations (PTAs) or community-based school governance structures that are receiving USG support and are engaged in primary or secondary education. Community-based school governance structures are non-profit entities that consist of learners' parents (or their legal guardians), community members, teachers, and other administrative school staff. These organizations are sometimes referred to as PTAs or School Management Committees (SMCs). Engagement in education can include efforts to promote participation of parents (or guardians) and other community members in school-level decision making, monitoring school quality, monitoring or participation in school governance, advocacy work, and/or sponsorship or fundraising initiatives for supplemental educational materials. Examples of USG support to community-based school governance structures include, but are not limited to, direct financial support (grants) and training in skills related to serving on a PTA, SMC, or equivalent governance body.
Primary SPS Linkage	ES.1, DR.2, DR.4, HA.1
Linkage to Long-Term Outcome or Impact	Supporting school governance structures is an important way to promote capacity building at the grassroots, local level. Such structures promote opportunities for democracy in action as well as improved local ownership, accountability, and stability of schools. This supports improved accessibility and quality of education, leading ultimately to improved learning outcomes.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scale of USAID support to community-based school management organizations. It will be used to monitor the production of an output that supports the achievement of improved learning outcomes.
Reporting Frequency	Annual
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	**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
Disaggregate(s)	• Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education in a conflict or crisis-affected setting[1] [1] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected."

SUPP-21

Indicator	Supp-21: Percent of individuals with improved reading skills following participation in USG-assisted programs
Definition	This indicator measures reading outcomes of structured, non-primary equivalent programs. Outcomes from primary school equivalent programming (formal or non-formal) should be reported to one of the primary-equivalent reading indicators. For example, this indicator would be applicable to programming that targets out-of-school youth or adults with reading programming. "Reading skills" are the skills necessary to "use printed and written information to function in society" (U.S. National Assessment of Adult Literacy). Reading skills include phonological awareness, word recognition, vocabulary knowledge, oral reading fluency, and comprehension. At higher levels, the application of literacy skills involves locating information, paraphrasing, inferring, interpreting, integrating, evaluating competing information, and more. Reading skills should be measured through a criterion-based, validated assessment that has satisfactory psychometric validity and reliability and is not subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments should directly assess individual reading skills; self-assessments should not be used. The language(s) of assessment should be the same as the language of instruction for the reading program. "Improved reading skills" are measured by a longitudinal pre/post assessment that directly assesses the individual's reading skills. 'Improved' is defined as movement from one level at pretest to a higher level at post-test, with levels defined by the assessment used. If the assessment does not have its own levels associated with scores or ranges of scores, then assessment results should be linked to USAID's literacy levels rubric (see the USAID DDI/EDU Guidance Note, Measuring Skills for Youth Workforce Development). "Individuals" are ages 10 and older at the time of their participation in a USG-assisted program. "Percent of individuals" is the number of individuals with improved skills at post-test divided by the total number of individuals who participate in reading skills programming multiplied by 100. Individuals with improved reading skills after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. **Calculation:** • Numerator*: number of individuals with improved skills at post-test • Denominator*: number of individuals participating in reading skills programming * Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex). Numerators and denominators, extrapolated onto the activity population, must be reported. In preparing for data analysis, each individual's results should be counted only once, regardless of the number of programs in which the individual participated; when

Indicator	**Supp-21: Percent of individuals with improved reading skills following participation in USG-assisted programs**
	individuals participate in multiple reading skills programs, endline assessments should occur at the end of the reading programming in which the individual participated. "USG-assisted programs" refer here to structured, non-primary equivalent programs intended to affect outcomes related to reading skills. Outcomes from primary school equivalent programming (formal or non-formal) should be reported to one of the ES reading indicators. A certificate may or may not be issued at the end of the program. "Participation" in a USG-funded program means that an individual has participated to any extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.
Primary SPS Linkage	ES.2, EG.3, EG.6, HL.1, HL.6, HL.7
Linkage to Long-Term Outcome or Impact	A key linkage in the youth workforce development theory of change, improved reading skills is an intermediate outcome linked to longer-term workforce outcomes such as incidence of new employment and increased earnings.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	Direct assessment of reading skills
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education | bsylla@usaid.gov **Technical POC:** Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education | rpagel@usaid.gov
Disaggregate(s)	• Number of individuals with improved skills (numerator) • Number of individuals who participate in the activity (denominator) • Number of males[1] with improved skills (numerator) • Number of males[1] who participate in the activity (denominator) • Number of females[1] with improved skills (numerator) • Number of females[1] who participate in the activity (denominator) • Number of males age 10-19[2] with improved skills • Number of females age 10-19[2] with improved skills • Number of females with a disability[3] with improved skills (numerator) • Number of females with a disability[3] who participate in the activity (denominator) • Number of males with a disability[3] with improved skills (numerator) • Number of males with a disability[3] who participate in the activity (denominator)

Indicator	Supp-21: Percent of individuals with improved reading skills following participation in USG-assisted programs
	• Number of individuals in a crisis- or conflict-affected setting[4] with improved skills (numerator) • Number of individuals in a crisis- or conflict-affected setting[4] who participate in the activity (denominator) [1] **All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females. [2] All activities should report on age disaggregates, though activities need not sample to ensure representation by age band. [3] The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. **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 under the age of 18 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 on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities. **All activities targeting individuals *ages 18 and older* should report on this disaggregate,** though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. 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. 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. [4] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- or conflict.

SUPP-22

Indicator	Supp-22: Percent of learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations
Definition	This indicator counts the percent of pre-primary and primary-grade learners targeted for USG assistance who have the appropriate variety of reading materials to enable learning to read. For pre-primary grades (including kindergarten), this means story books. For grades 1 through 3 this means one set of decodable readers, one set of leveled readers AND one set of supplementary readers per learner. For grades 4 through 6 this means at least one set of supplementary readers per learner. Story books, decodable readers, leveled readers and supplementary readers are defined as follows: 1) "Story book" is defined as any book or picture book intended for children, containing stories or nonfiction content, written or illustrated in a narrative fashion. Sets should include no less than one supplementary book per week in the school year. 2) "Decodable readers" are reading materials in which all words are consistent with the letters and corresponding phonemes that have been taught to a reader. They are sequenced in accordance with the order in which letters are taught in the school curriculum and progressively increase in difficulty. Decodable readers can be packaged together in one textbook or produced as a set of readers. 3) "Leveled readers" refer to a set of books organized by level of difficulty based on the complexity of the words, sentences, content, and other factors. When a complete set of leveled paragraphs and stories are bound together in one book, each learner should have a copy of the compilation. A set of leveled readers typically includes no less than one book per week of the school year. Leveled readers can be included in a textbook together with decodable readers. 4) "Supplementary readers" are those used for reading practice but that may not be decodable or leveled and do not tie directly to the school curriculum. Sets should include no less than one book per week in the school year. If an intervention is phasing in materials, only those learners that meet the above criteria can be counted against this indicator. Activities can report a zero for this indicator with an explanation for why a zero is reported to explain phasing of materials, government limitations, etc. Additionally, if learners targeted for USG assistance received a portion of necessary materials from another source, a USAID-funded activity does not need to duplicate these materials in order to report under this indicator. For example, if the government has provided decodable readers for all grade 1 learners in the country, then a USAID-funded activity only needs to provide these learners with leveled readers and supplementary readers. **Quality Assurance –** When reporting on this indicator, activities must use appropriate tracking/monitoring strategies (e.g., sample-based site visits/classroom observations) to ensure the reading materials have reached intended learners and are not kept in locked cabinets or misplaced entirely. **Inclusive Representation –** To be counted, the package of materials taken as a whole must be inclusively and equitably representative, where "inclusive representation of diverse populations" in teaching and learning materials means that the characters in teaching and learning materials should accurately reflect the range of characteristics in the

Indicator	Supp-22: Percent of learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations
	specific society in which students will use them. Most societies are made up of approximately 50 percent girls and women and 50 percent boys and men; therefore, the characters in teaching and learning materials should reflect this distribution when taken as a whole. In contexts where multiple languages are spoken and ethnic groups are present, characters in teaching and learning materials should broadly reflect the distribution of these languages and ethnicities that exist in the broader social context. Because 15 percent of all societies include individuals with various physical, cognitive, and sensory disabilities, characters with diverse disabilities should be reflected in books in positive and inclusive ways and disability-related language should be rights-based and positive. See here for more information. Portrayal of characters in teaching and learning materials should avoid reinforcing biases or stereotypes that may be harmful to certain persons or groups. Refer to USAID's Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials for more information. **Language of Instruction –** All materials must be in the language of instruction of the classroom to count against this indicator. **USG Assistance –** Populations "targeted for USG assistance" are learners in grades pre-primary through grade 6 who are in formal primary school or the non-formal equivalent for whom an activity provides financial, technical, or direct assistance to improve access to teaching and learning materials (TLMs) for reading instruction and practice.
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	This indicator helps to measure progress toward the long-term outcome of proficiency in reading. Many learners in the countries where the USG implements programs do not have access to materials for reading instruction and practice, which hinders progress toward reading proficiency. This indicator offers USG activities the opportunity to demonstrate progress toward universal access to the learning materials necessary to develop proficiency in reading.
Indicator Type	Output
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall success of USG early-grade reading programs at providing high-quality reading materials for pre-primary and primary-grade learners, specifically to support development of reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both 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). This indicator replaces USAID's separate data call and analysis of "essential instructional reading materials."
Reporting Frequency	OUs should report against this indicator quarterly.
Data Source(s)	● Official Government Records, if they align with USG activity areas and targeted beneficiaries

Indicator	**Supp-22: Percent of learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations**
	• Official Reports from Implementing Partner(s) that include results from primary data collection and analysis based on site visits
Bureau Owner(s)	**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
Disaggregate(s)	• Percent of pre-primary learners, including kindergartners[1] • Percent of grade 1 learners[1] • Percent of grade 2 learners[1] • Percent of grade 3 learners[1] • Percent of grade 4 learners[1] • Percent of grade 5 learners[1] • Percent of grade 6 learners[1] • Number of learners with the appropriate variety of reading materials (numerator) • Total number of targeted learners (denominator) • Number of learners affected by conflict or crisis with the appropriate variety of reading materials (numerator)[2] • Total number of targeted learners affected by conflict and crisis (denominator)[2] [1] Note that Missions need only report the grade levels (or their equivalent) for USG-targeted grades. [2] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected."

SUPP-23

Indicator	Supp-23: Percent of learners regularly participating in distance learning programming funded with USG education assistance
Definition	**Defining Distance Learning –** [Distance learning](#) is teaching and learning where educators and learners are in different physical spaces. Often used synonymously with distance education, distance learning takes place through one of four modalities: audio/radio, video/television, mobile phone, and/or online learning platforms. Distance learning can be used at any level of the education continuum, from preschool to higher education. Printed and digital texts often accompany these modalities or could be a fifth modality in cases where other technology is not available. Distance learning can serve as the main instruction modality for formal or non-formal curricula, as a complementary or supplementary modality, or as additional, non-structured educational support to learners. For this indicator, only programs that serve in the main or complementary instructional modalities, including the distance learning portion in a blended/hybrid learning delivery, are included. Please reference [Delivering Distance Learning in Emergencies: An Overview](#) (USAID, 2020) for more information on the modalities and functions. **Defining Distance Learning Programming Funded with USG Assistance –** "Funded with USG education" means that USAID has funded or co-funded the design of the distance learning program, or provided other types of assistance such as printing of learning materials, provision of devices for learners, stipends for learners to buy data plans, etc. To be counted under this indicator, a learner must have participated in a distance learning program or in a distance learning component of a blended/hybrid program that has clearly stated education objectives and is a minimum of 20 hours of duration for preschool-aged learners*, 30 hours for primary grade-aged learners**, and 40 hours for all other learner groups. In paper-based distance learning programs the estimate of hours is based on the instructional design for the program. The program may be delivered in a condensed way over a shorter period of time, be delivered with shorter sessions over a longer period of time or can be delivered asynchronously in a self-paced way. If the program is comprised of multiple segments (e.g., a segment on soft skills, a segment on employability), the total duration of the program should be used to determine whether it meets the duration threshold. The duration criterion is set to limit data collection under this indicator to substantial investments designed to produce meaningful and lasting impact. Only programs that meet the duration criterion should report on this indicator. **Defining Regularly Participating Learners –** For this indicator, a learner is an individual who is participating in a distance education program for the purpose of acquiring or maintaining basic or higher education skills, vocational and technical skills, social and emotional or soft skills, or other knowledge or skills, attitudes, or behaviors expected to contribute to improved short- or long-term education outcomes. A "regularly participating learner" is defined as a member of the population group targeted with the distance learning program who participated in at least 60% of the distance learning program sessions, synchronously or asynchronously. **Calculating the Percent of Regularly Participating Learners –** The denominator is the number of learners in the targeted beneficiary group who have regular access to the distance learning modality. For example, in paper-based distance learning programs, the

Indicator	**Supp-23: Percent of learners regularly participating in distance learning programming funded with USG education assistance**
	denominator is the number of learners who received relevant learning materials. If a distance learning program is delivered online, only those learners who are both targeted by the program *and* have regular access to relevant technology devices (e.g., mobile phone, tablet, or computer) and connectivity for accessing the program (e.g., internet or cellular data) should be included in the denominator. Individuals without such access to both technology devices and necessary connectivity or who are *not* included in the targeted group should not be counted toward this indicator. Activities should establish clear boundaries for the target population to be reached with the distance learning program and use the data on access to technology devices and connectivity to estimate the denominator.

Either primary or secondary data may be used to estimate the denominator. For example, the denominator for asynchronous paper-based programs can be obtained from the program records on the number of learners who received relevant learning materials. To estimate the denominator for a radio-based literacy program for primary early grade learners broadcast in a particular geographic area, the activity can use existing data on the number of early grade children residing in the area multiplied by the proportion of households that possess a radio and are covered by the radio broadcast. Primary data (e.g., through surveys) may need to be collected to help establish the denominator if no relevant secondary data exist.

The numerator is the number of learners who meet the definition of "regularly participating". Different modalities of distance learning lend themselves to different data collection strategies for estimating the number of regularly participating learners. Programs delivered online or via phone-based applications can be configured to collect participation data automatically and can rely on the embedded user analytics to calculate the number of learners who meet the 60% participation threshold. USAID strongly recommends embedding user analytic data at the learner level within distance learning modalities if possible, in order to make calculating the numerator more efficient and timely.

Programs that do not allow for automatic collection of user analytics data will have to rely on primary data collection in order to estimate participation in the programs. In these cases it may be difficult to estimate the number of users who accessed 60% or more of the content without panel studies. Panel studies are not recommended because participation in the study may influence the use of the distance learning program. Instead, activities should repeatedly survey random samples from the target population to collect data on program use by target learners. Such surveys should be conducted at least two points in time: in the middle point of the program and during the last week of the program. For those programs that run for more than three months, additional data collection is strongly recommended, at least once per month. To estimate the number of "regularly participating learners", activities should compute the average participation number from these surveys. In blended programs, data on participation in distance learning can be collected during face-to-face engagement with learners.

Learner participation survey samples should be designed to be representative of characteristics that are important for understanding differences in participation in programming (e.g., geography, sex). This also means that, when developing a data |

Indicator	**Supp-23: Percent of learners regularly participating in distance learning programming funded with USG education assistance**
	collection plan for this indicator, activities must account for barriers to ownership and usage of devices during data collection. For example, if less than 80% of households in the target beneficiary group possess a mobile phone, community-based in-person data collection would be preferred to cell phone-based data collection. If the distance education program is implemented through existing government systems, official government reports may be used in lieu of dedicated primary data collection. This indicator should report on all regularly participating 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. However, if a learner participates in more than one distance learning program, he or she should only be counted once in one reporting year. * "Preschool-aged learners" as defined by the country education system. ** "Primary grade-aged learners" as defined by the country education system.
Primary SPS Linkage	ES.1, ES.2, EG.6
Linkage to Long-Term Outcome or Impact	This indicator, taken with other relevant standard and supplemental indicators, acts as an important indicator in the theory of change toward improved learning outcomes, ensuring continuity of learning, and mitigating learning loss when no other learning opportunities are available, particularly for hard-to-reach populations and in crisis or conflict-affected settings.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall scale and efficacy of USG education assistance through distance education programming, particularly for hard-to-reach populations and in crisis- or conflict-affected settings. It will be used, along with other education-related standard indicators, to report on 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 Missions 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	Quarterly, as applicable
Data Source(s)	● Official Reports from Implementing Partner(s) ● Official Government Records, if available
Bureau Owner(s)	**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
Disaggregate(s)	● Number of learners regularly participating in distance learning programming (numerator) ● Number of learners in target beneficiary group with access to distance learning programming (denominator)

Indicator	**Supp-23: Percent of learners regularly participating in distance learning programming funded with USG education assistance**
	- Number of male[1] learners regularly participating in distance learning programming (numerator) - Number of male[1] learners in target beneficiary group with access to distance learning programming (denominator) - Number of female[1] learners regularly participating in distance learning programming (numerator) - Number of female[1] learners in target beneficiary group with access to distance learning programming (denominator) - Number of male learners with a disability[2] regularly participating in distance learning programming (numerator) - Number of male learners with a disability[2] in target beneficiary group with access to distance learning programming (denominator) - Number of female learners with a disability[2] regularly participating in distance learning programming (numerator) - Number of female learners with a disability[2] in target beneficiary group with access to distance learning programming (denominator) - Number of learners affected by conflict or crisis[3] regularly participating in distance learning programming (numerator) - Number of learners affected by conflict or crisis[3] in target beneficiary group with access to distance learning programming (denominator) [1] **All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females. [2] The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. **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 under the age of 18 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 on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities. **All activities targeting individuals *ages 18 and older* should report on this disaggregate,** though only activities that are focused on improving the outcomes of

Indicator	Supp-23: Percent of learners regularly participating in distance learning programming funded with USG education assistance
	youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.

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.

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.

[3] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict. If distance learning is used as a tool that provides continuity of learning due to crises (like COVID-19, natural disasters) or conflict, then please count the full sample as affected by conflict or crisis. |

SUPP-24

Indicator	Supp-24: Average percent change in earnings following participation in USG-assisted workforce development programs
Definition	"Earnings" is defined as the remuneration in cash paid to employees or earned by the self-employed, at regular or irregular intervals, for time worked or work done. This definition applies to both male and female employees. Earnings are computed based on the results from USAID's Workforce Outcomes Reporting Questionnaire (WORQ) (see the USAID Toolkit, Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire (WORQ)). Note that the WORQ is not appropriate for measurement of on-farm earnings. When measuring on-farm earnings, activities may use a different tool. Earnings are measured by a longitudinal pre/post assessment using a contextualized adaptation of USAID's WORQ package of tools. Earnings should be measured among either a representative longitudinal sample of the participating population or of the entire participating population. Earnings of individuals who participate in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. "Individuals" are persons of a working age (15 and older, or as appropriate per local labor laws/regulations) who reported earnings at both baseline and endline. Individuals who did not report earnings at both baseline and endline should be dropped from analysis. "Change in earnings" is defined as statistically-significant, inflation-adjusted earnings at endline compared to baseline amongst individuals who report earnings at baseline and at endline. Baseline data is collected at the start of programming, and endline data is collected within six months of the end of an individual's programming. Non-statistically significant changes should be reported as 0. "Inflation-adjusted change in earnings" means that the baseline average earnings should be adjusted using the country's consumer price index (CPI) numbers released closest to baseline and endline implementation. To calculate the inflation-adjusted baseline average earnings, baseline average earnings should be multiplied by the CPI at endline, with this product divided by the baseline CPI. **Inflation-Adjustment Calculation:** ● Inflation-adjusted baseline average earnings = (Baseline average earnings * Endline CPI) / Baseline CPI If no new CPI is released between the baseline CPI and endline implementation or before the data is reported, then the inflation adjustment should be based on the average rate of exchange against the US dollar for the month preceding data collection. When a sample is used, the statistical significance of the sample's change should be calculated after the inflation adjustment is made. "Average percent change" is the sum of each individual's percent change in earnings divided by the number of individuals who participated in programming who reported earnings at baseline and at endline, regardless of whether their earnings increased, decreased, or remained the same. If an individual reported earnings at baseline but not at endline or vice versa, that individual's baseline and endline data should be dropped; this applies to all disaggregates of this indicator as well. Individual percent change is the

Indicator	Supp-24: Average percent change in earnings following participation in USG-assisted workforce development programs
	inflation-adjusted change in average earnings between baseline and endline divided by inflation-adjusted average earnings at baseline multiplied by 100.

Calculation:
- Numerator*: Sum of individual percent changes in earnings
- Denominator*: Number of individuals reporting earnings at baseline and at endline

* Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex). Numerators and denominators, extrapolated onto the activity population, must be reported.

A "WORQ Data Reporting Form" is available on the [EducationLink's Toolkit page](#) to assist partners in calculating this indicator.

In preparing for data analysis, each individual's results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development program, endline assessments should occur within six months of the end of the final component and the overall program in which the individual participated.

"Workforce development programs" refer to programs intended to affect outcomes related to the workforce or labor market affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g., TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any Program Area.

"Participation" in a USG-funded program means that an individual has participated to any extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.

"Following participation" means that the individuals surveyed participated in a workforce development program that ended within the previous six months. Endline data should be collected within six months of the end of an individual's programming.

Please note that in contexts where obtaining information on earnings is culturally inappropriate, presents risks to the respondents, is impossible to obtain accurately, etc., |

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	activities may not be able to report on this indicator and should choose other, more contextually relevant indicators to demonstrate employment outcomes.
Primary SPS Linkage	EG.6 Workforce Development
Linkage to Long-Term Outcome or Impact	Average percent increase in earnings is used as a proxy to measure improvements in the quality of employment following participation in workforce development activities. It will provide, along with other assessments, a general sense of the scale and reach of programs aimed at generating new or better employment.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the results of USAID workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	USAID Workforce Outcomes Reporting Questionnaire (WORQ)* * Please refer to the USAID Toolkit, Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire (WORQ). Several resources—including the WORQ tools, a Local Partner Adaptation Guide, a training, and a data reporting form—are available to support activities to adapt, implement, and analyze data from the WORQ tools. Missions and implementing partners may contribute to the further development of the WORQ through the YouthPower WORQ Discussion Group. Note that the WORQ is not appropriate for measurement of on-farm earnings. When measuring on-farm earnings, activities may use a different tool.
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education | bsylla@usaid.gov **Technical POC:** Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education | rpagel@usaid.gov
Disaggregate(s)	- Sum of individual percent changes in earnings (numerator) - Number of individuals reporting earnings at baseline and endline (denominator) - Sum of percent changes for males[1] (numerator) - Number of males[1] reporting earnings at baseline and endline (denominator) - Sum of percent changes for females[1] (numerator) - Number of females[1] reporting earnings at baseline and endline (denominator) - Number of males with increased earnings[1] - Number of females with increased earnings[1] - Number of males ages 15-19 with increased earnings[2] - Number of females ages 15-19 with increased earnings[2] - Number of males with a disability with increased earnings[3] - Number of females with a disability with increased earnings[3]

Indicator	Supp-24: Average percent change in earnings following participation in USG-assisted workforce development programs
	• Number of crisis or conflict-affected individuals with increased earnings[4] [1] **All activities reporting on this indicator MUST report on sex disaggregates.** To report "number of males/females with increased earnings," all males/females whose earnings increase after inflation adjustment should be counted, regardless of the size of the increase. Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females. [2] All activities should report on age disaggregates, though activities need not sample to ensure representation by age band. Report 0 if not statistically significant. [3] The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. **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 under the age of 18 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 on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities. **All activities targeting individuals *ages 18 and older* should report on this disaggregate,** though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. 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. 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. [4] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.