

ES.2-55

| Indicator | ES.2-55: Number of learners reached by USG-assisted higher education interventions |
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| Definition | <p>This indicator captures learners reached through higher education interventions, regardless of program area or funding stream.</p> <p>‘Higher education,’ as defined in the USAID Education Policy, includes “a range of both university and non-university institutions (teacher training colleges, community colleges, technical institutes, polytechnics, distance learning programs, and academically-linked research centers) within a diversified postsecondary education system. Higher education does not include youth workforce development activities at the pre-tertiary level.”</p> <p>USG-assisted higher education interventions are those that target any aspect of the higher education system as delineated in USAID’s Higher Education Program Framework, regardless of sector or funding stream.</p> <p>A learner is an individual who has the opportunity to acquire or improve academic or practical knowledge or skills as a result of a higher education intervention. Educators (including administrators, faculty, staff, researchers, and postdoctoral scholars) affiliated with higher education institutions should not be reported under this indicator, but should be reported under ES 2-52: <i>Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance.</i></p> <p>Learners can be considered “reached” when they access meaningful opportunities for improving knowledge and/or skills within the life of the reporting activity. The amount of access that is ‘meaningful’ will be determined and justified by the program.</p> <p>‘Learners reached’ may include but are not limited to:</p> <ul style="list-style-type: none"> • Students—enrolled in higher education—who take a course with an educator who received USG-supported pedagogical training through a higher education intervention • Students who work and learn in a laboratory refurbished with USG support at a higher education institution • Students or community members who receive academic support, career guidance, training, or other services from a USG-supported higher education student support, disability service, English-language, career, technology transfer, or other learning center • Students who can access higher education as a result of USG-supported improvements in administrative or financial practices of a higher education institution • Students who work on an innovation with an educator who is advancing the innovation through a USG-supported higher education partnership • Community members (such as lifelong learners, NGO workers, business executives, lawyers, etc.) who attend lectures, workshops, seminars, etc. hosted by a USG-supported higher education intervention • Agribusiness employees, extension agents, farmers, etc. who participate in a USG-supported agricultural extension program offered by a local higher education institution • An in-service teacher who is receiving continuing education through a higher education institution. <p>Individuals who only indirectly benefit from USG-supported higher education intervention should NOT be counted here. For example, if an institution’s Mechanical Engineering</p> |

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| | <p>instructors all receive pedagogical training, only Mechanical Engineering students should be counted as reached; students in other departments are not counted as reached. Or if an agribusiness employee participates in an extension program, only the employee, and not their family members or employees from the organization who did not attend the training, should be counted as reached.</p> <p>When calculating this indicator, each learner should be counted only once for the year being reported. In other words, if an individual benefits from two overlapping higher education interventions and each meets the criteria outlined here, the individual should be counted only once.</p> <p>This indicator should report all 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 student was counted towards this indicator in the previous fiscal year, the student can be counted towards the indicator again in the current fiscal year if they are still reached by the higher education intervention. Learners may be counted through the end of the life of the reporting activity as long as they are still reached. For example, if an instructor is trained in year 2 only, their current students should be reported in year 2, and the students they are teaching the next year should be reported in year 3. As another example, if a career center is supported in year 2 only, beneficiaries of the applicable career center services may be reported under this indicator during year 2 and through the life of the activity as long as the applicable career center services continue to be offered.</p> |
| Primary SPS Linkage | ES.1, HA.1, EG.3, EG.6 |
| Linkage to Long-Term Outcome or Impact | This indicator provides a sense of the overall scale of individuals benefiting from higher education interventions across the Agency. Taken with the other ES.2 indicators and CBLD-9: <i>Percent of organizations with improved performance</i> , it provides key information in the story of USAID's investment in higher education. |
| Indicator Type | Output |
| Reporting Type | Number |
| Use of Indicator | This indicator provides a sense of the overall scale of individuals benefiting from USG-supported higher education interventions. It will be used, along with other standard indicators, to report progress and results in higher education and supplement other reporting against the goals of the USAID Education Policy. This indicator's data should not be aggregated with other education reach indicators (ES.1-3, ES.1-4, and ES.1-53) due to the possibility of double-counting. |
| Reporting Frequency | Annual |
| Data Source(s) | <ul style="list-style-type: none"> • Official Higher Education Institution/Program Records • Official Reports from Implementing Partner(s) <p>Data quality assurance processes should be implemented to ensure accurate counting of learners reached in a given reporting year.</p> |

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| Bureau Owner(s) | <p>Agency: USAID</p> <p>Bureau and Office: DDI/EDU</p> <p>POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov</p> <p>Technical POC: Deborah Greebon; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education dgreebon@usaid.gov</p> |
| Disaggregate(s) | <ul style="list-style-type: none"> • Number of males¹ • Number of females¹ • Number of individuals under 30 years of age • Number of individuals ages 30+ • Number of males with disabilities² • Number of females with disabilities² • Number of individuals affected by conflict or crisis³ <p>¹ All activities reporting on this indicator MUST report on sex disaggregates.</p> <p>² The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.</p> <p>All activities should report disability disaggregated data if it is available for all learners in the activity. In the absence of available data, only activities that are focused on improving outcomes for individuals with disabilities should report on this disaggregate. This includes activities that identify children or youth with disabilities as a target beneficiary or sub-beneficiary group and work to improve their outcomes.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. USAID's Disability Identification Tool Selection Guide and USAID's How-To Note: Collecting Data on Disability Prevalence in Education Programs may be helpful.</p> <p>³ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p> |