

Indicator	Supp-15: Education system strengthened - policy reform
Definition	<p>This indicator requires a narrative description of the contributions of a USG-funded activity toward strengthening the host country education system through a policy reform, relating to any level of the education system, from early childhood education to vocational training and tertiary education. Policy reform may include the development or modification of laws, policies, regulations or guidelines (further here “reform”) in areas such as standards, curriculum, instructional delivery, language of instruction, educational finance, assessments, teacher/instructor/faculty rationalization, including decentralization, planning, analyses, etc. To be included in this indicator, actions must have, as their ultimate purpose, improving equitable access to education opportunities or the quality of education/training services.</p> <p>The objective of this indicator is to capture narrative information on the policy-related education system strengthening actions that includes the following:</p> <ul style="list-style-type: none"> a) Type of a reform (for example, standards, curriculum, instructional delivery, language of instruction, educational finance, assessments, teacher/instructor/faculty rationalization, non-formal, non-state) - narrative description. b) The level of the education to which the reform is applied (USAID Education Policy, p. 9) <ul style="list-style-type: none"> 1. Pre-primary education 2. Primary education (formal or non-formal) 3. Secondary education (formal or non-formal) 4. Post-secondary/non-higher education 5. Higher education c) Stage of the reform and a description of actions undertaken: <ul style="list-style-type: none"> 1. Problem exploration/agenda setting (initial stakeholder engagement, initial analyses, studies, etc) 2. Consideration of policy options (stakeholder engagement around options and planning, drafting the policy/regulation, etc) 3. Formulation and adoption (finalizing policy/regulation language by reaching agreements with key stakeholders; obtaining public input, policy ratification by relevant governmental bodies) 4. Implementation (establishing regulatory, informational or physical infrastructure for carrying out the reform that was adopted, enforcing the adoption)

	<p>5. Evaluation (an assessment of how well the reform was implemented and/or how well it is working to achieve stated objectives; may include cost-benefit analysis)</p>
Primary SPS Linkage	ES1, HA1
Linkage to Long-Term Outcome or Impact	Policy reform in support of improvement in the equitable access to education and its quality is a strong predictor of sustainability of such improvements.
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 reforming education policies to support countries' Journey to Self-Reliance in education. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)

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Disaggregate(s)	none