Indicator	Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
	'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). 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.
Definition	'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 differences in outcomes (e.g., geography, language, sex, etc). 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	ES2, EG3, EG6,
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
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 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source	Assessment of digital literacy skills

Bureau Owner(s)	**Agency**: USAID **Bureau and Office**: E3/ED **POC**: Steve Kowal, Division Chief for Policy and Planning, Office of Education, 1-202-712-4001 | skowal@usaid.gov **Technical POC:** Ben Sylla, Senior Education Advisor and Evidence Team Lead, Office of Education | 1-202-216-3212 | bsylla@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 10-14[2] with improved skills Number of females ages 10-14[2] with improved skills Number of males ages 15-19[2] with improved skills Number of females ages 15-19[2] with improved skills Number of males ages 20-24[2] with improved skills Number of females ages 20-24[2] with improved skills Number of males ages 25-29[2] with improved skills Number of females ages 25-29[2] with improved skills Number of males ages 30+[2] with improved skills Number of females ages 30+[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 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 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.

| | **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.

[4]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 which 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. |