

EG.6-12

Indicator	EG.6-12: Percent of individuals with new employment following participation in USG-assisted workforce development programs
Definition	<p>'Employment' refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise. This indicator uses the International Labor Organization's international accepted definition on employment. For additional definitions related to employment, see Getting Employment to Work for Self-Reliance: A USAID Framework for Programming.</p> <p>'Individuals' are persons of a working age (15 and older, or as appropriate per local labor laws/regulations).</p> <p>'New employment' is measured by a longitudinal assessment of a representative sample of the participating population or of the entire participating population using a contextualized adaptation of 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 employment. When measuring on-farm employment, activities may use a different tool.</p> <p>Individuals can be counted as having 'new employment' if they either did not have employment or were not in the labor force at baseline and do have employment at endline.</p> <p>Depending on the needs of the activity, activities may use a longitudinal panel sampling method (taking a sample of youth for a baseline at the beginning of programming and tracking those same youth within six months after programming has ended) or a longitudinal cohort sampling method (sampling youth in an educational setting in the baseline year and in subsequent years). A cohort approach is most useful for programming, like much higher education programming, in which formal school years are followed. When a cohort approach is used, youth should be assessed after the same interval of time (within six months) after the end of programming or the school year. When a panel approach is used, learners should be assessed at the beginning and within six months of the end of programming. However, note that if a panel approach is used, it is strongly recommended that activities test learners from a comparable sample from comparison educational settings to separate the effects of the intervention from the effects of a typical year of education. The isolated effects of the intervention, when possible, should be reported to this indicator.</p> <p>'Percent of individuals' is the number of individuals who are newly employed divided by the total number of individuals who participated in workforce development programming multiplied by 100. Individuals who are newly employed after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p>

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	<p>Calculation:</p> <ul style="list-style-type: none"> • Numerator*: Number of individuals newly employed at endline • Denominator*: Number of individuals targeted to participate in workforce development programming <p>* 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.</p> <p>For panel approaches, ‘targeted to participate’ includes every individual who participated to any extent in the workforce programming, regardless of completion. For example, an individual who participated may have attended some training but not all, participated in some events, etc. For cohort approaches, ‘targeted to participate’ includes every individual in the group targeted for participation. For example, if an activity targets all graduating engineering students in the final year of university, the denominator in the baseline and endline years would be comprised of all graduating engineering students in those respective years.</p> <p>Endline data should be collected within six months of the end of an individual’s programming or the school year. 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.</p> <p>‘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.</p>
Primary SPS Linkage	EG.6 Workforce Development
Linkage to Long-Term Outcome or Impact	This indicator will be used to monitor the number of unemployed individuals who gain 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

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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)	<p>USAID WORQ*</p> <p>* 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.</p> <p>Note that the WORQ is not appropriate for measurement of on-farm employment. When measuring on-farm employment, activities may use a different tool.</p>
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education rpagel@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Number of individuals newly employed (numerator) • Number of individuals targeted to participate (denominator) • Number of males¹ newly employed (numerator) • Number of males¹ targeted to participate (denominator) • Number of females¹ newly employed (numerator) • Number of females¹ targeted to participate (denominator) • Number of males ages 15-19² newly employed • Number of females ages 15-19² newly employed • Number of females with a disability³ who are newly employed (numerator) • Number of females with a disability³ targeted to participate in the activity (denominator) • Number of males with a disability³ who are newly employed (numerator) • Number of males with a disability³ targeted to participate in the activity (denominator) • Number of individuals affected by conflict or crisis⁴ who are newly employed (numerator) • Number of individuals affected by conflict or crisis⁴ targeted to participate in the activity (denominator) <p>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.</p> <p>² All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p>

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	<p>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.</p> <p>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities 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.</p> <p>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.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. USAID’s Disability Identification Tool Selection Guide and USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs may be helpful.</p> <p>⁴ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” 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.</p>