

## EG.6-13

Indicator	EG.6-13: Percent of individuals with improved soft skills following participation in USG-assisted programs
Definition	<p>Activities that report on this indicator should also report against the related output indicator, YOUTH-I: <i>Number of youth trained in soft skills/life skills through USG-assisted programs.</i></p> <p>‘Soft skills’ are defined as “a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals” (Lippman et al. 2015). Activities may measure the soft skills themselves or the behaviors that result from skill development. The soft skills or behaviors measured should have some evidence of influencing the activity’s targeted outcome(s). <a href="#">USAID’s Key ‘Soft Skills’ that Foster Youth Workforce Success</a> presents soft skills with evidence of influencing workforce outcomes, and <a href="#">USAID’s Key Soft Skills for Cross-Sectoral Youth Outcomes</a> presents soft skills with evidence of influencing workforce, sexual and reproductive health, and violence prevention outcomes. However, soft skills measurement can include other skills that are relevant for programming or are specifically in demand for a targeted sector.</p> <p>‘Individuals’ are aged 10-29 years, or as appropriate per the country context.</p> <p>Soft skills are measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population. Soft skills may be measured by psychometric assessments of latent soft skills or through observation, game-based, or other measures of behavior change that results from skill development.</p> <p>Assessments should have satisfactory psychometric validity, reliability (e.g., internal reliability of 0.70 or above), and fairness (e.g., no adverse differential item functioning; see Breslau et al. 2008), 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 may rely on self-reporting, though activities are encouraged to explore more reliable, less fakeable measurement options. Activities may use retrospective pre-tests only if these have been tested against a true pre-test and proven to be the least biased, most reliable source of baseline data.</p> <p>‘Improved’ is defined as a meaningfully higher composite score or better results (as defined by the program offered) post-test in a longitudinal assessment. The amount of increase between baseline and endline that is “meaningful” will be determined and justified by the program.</p> <p>‘Percent of individuals’ 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 soft skills programming multiplied by 100. Individuals with improved soft skills after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator*: Number of individuals with improved skills at post-test</li> <li>• Denominator*: Number of individuals participating in soft skills programming</li> </ul> <p>* Activities that rely on a sample of learners rather than a census to report results</p>

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	<p>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>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 soft skills programs, endline assessments should occur at the end of the soft skills programming in which the individual participated.</p> <p>'Participation' in a USG-assisted program means that an individual has participated to any 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.</p>
Primary SPS Linkage	EG.6, YOUTH
Linkage to Long-Term Outcome or Impact	<p>A key domain in the positive youth development framework, improved soft skills and the behavior change they produce is an intermediate outcome linked to longer-term workforce outcomes like incidence of new employment and increased earnings. Evidence suggests that improved soft skills also support firm productivity and competitiveness. Further, improved soft skills and the behavior change they produce are also linked to longer-term, positive outcomes in violence prevention and sexual and reproductive health.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	<p>This indicator will be used to monitor the number of more highly skilled individuals after participation in USG-assisted 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.</p>
Reporting Frequency	Annual
Data Source(s)	<p>A range of soft skill assessments and measurement approaches exist. Please see the USAID DDI/EDU Guidance Note, <a href="#">Measuring Skills for Youth Workforce Development</a>. Activities may also use assessments developed specifically for the activity.</p> <p>While triangulation of different data sources is not a requirement, it is encouraged. When triangulation is used, only individuals for whom different data sources agree may be counted.</p>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of individuals with improved soft skills (numerator)</li> <li>• Number of individuals who participate in the activity (denominator)</li> <li>• Number of males<sup>1</sup> with improved soft skills (numerator)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Number of males<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of females<sup>1</sup> with improved soft skills (numerator)</li> <li>• Number of females<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of males ages 10-19<sup>2</sup> with improved soft skills</li> <li>• Number of females ages 10-19<sup>2</sup> with improved soft skills</li> <li>• Number of females with a disability<sup>3</sup> with improved soft skills (numerator)</li> <li>• Number of females with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of males with a disability<sup>3</sup> with improved soft skills (numerator)</li> <li>• Number of males with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of individuals affected by crisis or conflict<sup>4</sup> with improved soft skills (numerator)</li> <li>• Number of individuals affected by crisis or conflict<sup>4</sup> who participate in the activity (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b> 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><sup>2</sup> All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p> <p><sup>3</sup> 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><b>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.</b> 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><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> 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. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s</a></p>

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	<p data-bbox="391 262 1432 336"><a href="#">How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p data-bbox="391 357 1432 495"><sup>4</sup> 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>