EG.6-14

Indicator	EG.6-14: Percent of individuals who complete USG-assisted workforce development programs
Definition	'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. 'Completion' of a USG-assisted program means that an individual has met the completion requirements of a workforce development program. The specific definition of 'completion' is defined by the program offered. 'Individuals' include those who have participated in workforce development programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery strategy (e.g., cascade training). 'Percent of individuals' is the number of individuals who complete workforce development programming divided by the total number of individuals who participated in workforce development programming multiplied by 100. When calculating the percent of individuals, each individual should be counted only once, regardless of the number of program components in which the individual participated. If a workforce development program contains multiple components, then this calculation should be done after completion of the final component and the overall program in which the individual participated. **Calculation:** • Numerator*: Total number of individuals completing workforce development programming • Denominator*: Total number of individuals who participated in workforce development programming * Numerators and denominators should be calculated from the entire population of participants and not from a sample. 'Participation' in a USG-funded program means that an individual has participated to any extent in a structured program that targets workforce outcomes. 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	ES.2, EG.3, EG.6, HL.1, HL.6, HL.7

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Linkage to Long-Term Outcome or Impact	Workforce development activities are important to improve the lives of male and female workers, as well as the quality and strength of the network of labor markets and institutions. Completion of workforce development programs is linked to the health, safety, wellbeing, and livelihoods of the individuals who participate in and complete them.
Indicator Type	Output
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the scale and reach of USAID workforce development programming. 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)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	**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
Disaggregate(s)	• Total number of individuals who complete (numerator) • Total number of individuals who participate (denominator) • Number of males[1] who complete (numerator) • Number of males[1] who participate (denominator) • Number of females[1] who complete (numerator) • Number of females[1] who participate (denominator) • Number of males ages 10-19 who complete • Number of females ages 10-19 who complete • Number of females with a disability[2] who complete (numerator) • Number of females with a disability[2] who participate (denominator) • Number of males with a disability[2] who complete (numerator) • Number of males with a disability[2] who participate (denominator) • Number of individuals who complete who are crisis- or conflict-affected[3] (numerator) • Number of individuals who participate who are crisis- or conflict-affected[3] (denominator) [1] **All activities reporting on this indicator MUST report on sex disaggregates.** [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. **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 are not required

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	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 against this disaggregate. **All activities targeting individuals *ages 18 and older* should report on this disaggregate.** This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. 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. 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. [3] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected."