

Indicator	Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs
Definition	<p>'Technical, vocational, or professional skill set' refers to knowledge and/or practical skills that are necessary for a trade or occupation. Technical, vocational, or professional skills may be acquired through a variety of interventions, including non-school-based training programs, work-based learning, internships, formal training in post-secondary settings, etc.</p> <p>'Context-relevant assessment' is an assessment that is useful to an individual beyond the context of the project or activity because it is either: 1) offered by or affiliated with the host country government, an industry authority, or a relevant credentialing institution; 2) reflects specific knowledge and skills demanded by employers (or customers in the case of self-employment) in that context and for that labor market.</p> <p>Where such assessments do not exist, they should only be developed when they are part of the activity design and as part of a demand-driven training. Such assessments should be developed, whenever possible, with a local credentialing institution, should involve close partnerships with industry to ensure alignment with industry standards, and should be specific to the technical, vocational, or professional skill sets of interest. When assessments are developed, they should measure the technical, vocational or professional skill set in which an individual has trained. The assessment, when applicable, should be criterion-based; have satisfactory psychometric validity and reliability; and not be subject to corruption, cheating, or score inflation. Self-assessments should not be used. The assessment may or may not offer the possibility of certification.</p> <p>To 'pass' an assessment is to achieve a score above a pre-determined cut-point or proficiency benchmark that is specific to the assessment used.</p> <p>'Individuals' are at an appropriate age--as per the country context--to participate in technical, vocational, or professional skills training.</p> <p>'Percent of individuals' is the number of individuals who pass the assessment divided by the total number of individuals who participate in technical, vocational, or professional skills programming multiplied by 100. Individuals who pass an assessment after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted. All eligible (according to activity requirements) participants in technical, vocational, or professional training should be allowed to participate in assessments when they exist or have been developed; data collection should not be sample-based.</p>

	<p>Calculation: numerator*=number of individuals who pass the assessment denominator*=number of individuals participating in technical, vocational, or professional skills programming * Numerators and denominators 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 technical, vocational, or professional skills programs and pass several assessments, their results should be reported at the end of the technical, vocational, or professional skills programming in which the individual participated, and they should be reported as one (1) individual.</p> <p>'USG-assisted programs' refer to structured programs intended to affect outcomes related to technical, vocational, or professional skills. A program completion certificate may or may not be issued at the end of the program.</p> <p>'Participation' in a USG-funded program means that an individual has participated to some 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.</p>
Primary SPS Linkage	ES2, EG3, EG6
Linkage to Long-Term Outcome or Impact	A key linkage in the youth workforce development theory of change, the achievement of a technical, vocational, or professional skill set is an intermediate outcome linked to longer-term workforce outcomes like incidence of new employment and increased earnings.
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 the youth skills priority of the 2018 USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source	Technical, vocational, or professional skill set assessments
Bureau Owner(s)	Agency: USAID Bureau and Office: E3/ED

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<p>Disaggregate(s)</p>	<p>Number of individuals who pass (numerator) Number of individuals who participate (denominator) Number of males¹ who pass (numerator) Number of males¹ who participate in the activity (denominator) Number of females¹ who pass (numerator) Number of females¹ who participate in the activity (denominator) Number of males age 10-14² who pass Number of females age 10-14² who pass Number of males age 15-19² who pass Number of females age 15-19² who pass Number of males age 20-24² who pass Number of females age 20-24² who pass Number of males age 25-29² who pass Number of females age 25-29² who pass Number of males age 30+² who pass Number of females age 30+² who pass Number of females with a disability³ who pass (numerator) Number of females with a disability³ who participate in the activity (denominator) Number of males with a disability³ who pass (numerator) Number of males with a disability³ who participate in the activity (denominator) Number of individuals in a crisis- or conflict-affected setting⁴ who pass (numerator) Number of individuals in a crisis- or conflict-affected setting⁴ who participate in the activity (denominator)</p> <p>¹All activities reporting on this indicator MUST report on sex disaggregates.</p> <p>²All activities should report on age disaggregates.</p> <p>³The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or</p>

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. 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.

⁴Please see the 2018 USAID Education Policy for definitions of “conflict-affected” and “crisis-affected”.