

Indicator	Percent of individuals with improved math skills following participation in USG-assisted programs
Definition	<p>'Math skills' are the skills necessary to "process, interpret and communicate numerical, quantitative, spatial, statistical and mathematical information in ways that are appropriate for a variety of contexts" (UNESCO). The math skills measured should reflect the skills that are most relevant to the target population's work prospects and/or social and economic needs.</p> <p>Math skills should be measured through a criterion-based, validated assessment that has satisfactory psychometric validity and reliability and is not subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments should directly assess individual math skills; self-assessments should not be used. Assessments should appropriately measure formal classroom math skills or real-world math skills depending on the target population's expected or intended work requirements (both formally stated and implicit) and/or social and economic needs.</p> <p>'Improved math skills' are measured by a longitudinal pre/post assessment that directly assesses the individual's math skills. 'Improved' is defined as movement from one level at pretest to a higher level at post-test, with levels defined by the assessment used. If the assessment does not have its own levels associated with scores or ranges of scores, then assessment results should be linked to USAID's math levels rubric (see the USAID E3/ED Guidance Note, "Measuring Skills for Youth Workforce Development").</p> <p>'Individuals' are ages 10 and older at the time of their participation in a USG-assisted program.</p> <p>'Percent of individuals' is the number of individuals with improved skills at post-test divided by the total number of individuals who participate in math skills programming multiplied by 100. Individuals with improved math 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>Calculation: numerator*=number of individuals with improved skills at post-test denominator*=number of individuals participating in math 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.,</p>

	<p>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 math skills programs, endline assessments should occur at the end of the math programming in which the individual participated, and they should be reported as 1 individual.</p> <p>'USG-assisted programs' refer here to structured, non-primary equivalent programs intended to affect outcomes related to math skills. Outcomes from primary school equivalent programming (formal or non-formal) should be reported to one of the ES math indicators. A 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. 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, improved math skills is a key skill for workforce outcomes such as incidence of new employment and increased earnings. In addition, math skills are a key foundational skill obtained through formal and non-formal schooling.
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	Direct Assessment of Math Skills
Bureau Owner(s)	<p>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</p> <p>Technical POC: Ben Sylla, Senior Education Advisor and Evidence Team Lead, Office of Education 1-202-216-3212 bsylla@usaid.gov</p>

Disaggregate(s)	<p>Number of individuals with improved skills (numerator) Number of individuals who participate (denominator) Number of males¹ with improved skills (numerator) Number of males¹ who participate in the activity (denominator) Number of females¹ with improved skills (numerator) Number of females¹ who participate in the activity (denominator) Number of males age 10-14² with improved skills Number of females age 10-14² with improved skills Number of males age 15-19² with improved skills Number of females age 15-19² with improved skills Number of males age 20-24² with improved skills Number of females age 20-24² with improved skills Number of males age 25-29² with improved skills Number of females age 25-29² with improved skills Number of males age 30+² with improved skills Number of females age 30+² with improved skills Number of females with a disability³ with improved skills (numerator) Number of females with a disability³ who participate in the activity (denominator) Number of males with a disability³ with improved skills (numerator) Number of males with a disability³ who participate in the activity (denominator) Number of individuals in a crisis- or conflict-affected setting⁴ with improved skills (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. 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>²All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p> <p>³The 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.</p> <p>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</p>
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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.

⁴Please 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.