

## EG.6-16

Indicator	EG.6-16: Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs
Definition	<p><b>‘Employment’</b> 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 <a href="#">definition on employment</a>. For additional definitions related to employment, see <a href="#">Getting Employment to Work for Self-Reliance: A USAID Framework for Programming</a>.</p> <p><b>‘Individuals’</b> are persons of a working age (15 or older, or as appropriate per local labor laws/regulations) who are already employed (as defined above) at baseline and have employment at endline. <b>Individuals who were unemployed or out of the labor market at baseline should not be counted by this indicator</b> since their ‘new employment’ is captured under EG.6-12: <i>Percent of individuals with new employment following participation in USG-assisted workforce development programs</i>.</p> <p><b>‘Quality of employment’</b> refers to a set of employment-related domains that may influence an individual’s perception of their employment. These employment domains, summarized below, are adapted from the <a href="#">Global Impact Investing Network (GIIN) Quality Jobs framework</a>. This <a href="#">Quality Employment Brief</a> provides more information on USAID’s use of the GIIN framework and recommendations for measurement. Activities do not need to measure change along all five domains but should measure only domains relevant to the activity’s work. An individual with employment at baseline is considered to have <b>‘improved quality of employment’</b> if they report that, of the GIIN domains measured by a particular activity, they <b>perceive</b> their employment has improved in any of the domains <b>that they feel are important to them</b> between baseline and endline, either because they have changed employment or because the conditions at their workplace have improved.</p> <p>If an individual perceives improvement in one domain but decline in another (e.g., the individual reports that they feel safer at work but are earning less), that individual is still counted as having improved quality of employment as long as the domain in which they improved is important to them. Activities <b>are not</b> required to validate if an individuals’ perception is accurate (e.g., activities <b>do not</b> need to determine whether the individual actually increased earnings or if their workplace instituted new workplace safety policies).</p> <p>The GIIN domains are below:</p> <ol style="list-style-type: none"> <li>(1) <b>“Earnings and wealth”</b> refers to cash or in-kind remuneration paid to employees or income earned by the self-employed (earnings) as well as to savings and other assets owned by an individual (wealth). Activities may ask about sufficiency of earnings, wealth, ability to save, or other measures as appropriate. Activities <b>do not</b> need to quantify earnings and wealth to report on this domain.</li> <li>(2) <b>“Health and well-being”</b> refers to both occupational safety and health, as well as broader physical and mental well-being. Activities may ask about workplace stress, safety policies and procedures (which may or may not target risks faced by</li> </ol>

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	<p>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, out-of-school youth 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> <p><b>‘Participation’</b> in a USG-assisted 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.</p> <p><b>‘Following participation’</b> means that the individuals surveyed participated in a workforce development program that ended no more than six months prior. Endline data should be collected within six months of the end of an individual’s programming.</p> <p>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>
Primary SPS Linkage	EG.6 Workforce Development
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	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	The purpose of this indicator is to identify whether participants in USG programming perceive improvements in their employment, as defined by the participants themselves. This indicator will be used to monitor change in employment-related safety, health, wellbeing and advancement of individuals following participation in workforce development activities.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> <li>• Self-reported perceptions of quality of employment by participants measured within six months of participation in a workforce development program</li> <li>• Official Reports from Implementing Partner(s)</li> </ul>

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Bureau Owner(s)	<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>
Disaggregate(s)	<p>The disaggregates listed below are required for reporting to USAID/Washington. Research suggests that it is important to measure “quality of employment” by education level as well. Therefore, activities may find it is useful to disaggregate by education level and sex simultaneously. While this disaggregate is not required for routine reporting and submission through PPR, activities may collect data and conduct this disaggregation at the activity level if it is useful to them.</p> <ul style="list-style-type: none"> <li>• Number of individuals with improved quality of employment (numerator)</li> <li>• Number of individuals with employment at baseline who participate (denominator)</li> <li>• Number of males with improved quality of employment (numerator)<sup>1</sup></li> <li>• Number of males with employment at baseline who participate in the activity (denominator)<sup>1</sup></li> <li>• Number of females with improved quality of employment (numerator)<sup>1</sup></li> <li>• Number of females with employment at baseline who participate in the activity (denominator)<sup>1</sup></li> <li>• Number of males ages 15-19<sup>2</sup> with improved quality of employment (numerator)</li> <li>• Number of males ages 15-19<sup>2</sup> with employment at baseline who participate in the activity (denominator)</li> <li>• Number of females ages 15-19<sup>2</sup> with improved quality of employment (numerator)</li> <li>• Number of females ages 15-19<sup>2</sup> who participate in the activity (denominator)</li> <li>• Number of males with a disability with improved quality of employment (numerator)<sup>3</sup></li> <li>• Number of males with a disability with employment at baseline who participate in the activity (denominator)<sup>3</sup></li> <li>• Number of females with a disability with improved quality of employment (numerator)<sup>3</sup></li> <li>• Number of females with a disability with employment at baseline who participate in the activity (denominator)<sup>3</sup></li> <li>• Number of individuals affected by conflict or crisis<sup>4</sup> with improved quality of employment (numerator)<sup>4</sup></li> <li>• Number of individuals affected by conflict or crisis<sup>4</sup> with employment at baseline who participate in the activity (denominator)<sup>4</sup></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.</p>

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	<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 How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>4</sup> Please see the <a href="#">USAID Education Policy</a> 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>