YOUTH-1

Indicator	YOUTH-1: Number of youth trained in soft skills/life skills through USG-assisted programs
Definition	'Soft skills/life 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](#)). This includes a range of skills that are relevant to a variety of sectors, including but not limited to skills such as management, leadership, social, and/or civic engagement skills.
	'Trained' means that an individual has met the completion requirements of a skills training program. The specific definition of 'completion' is defined by the program offered. For the purpose of this indicator, skills training is defined as an intervention/session (virtual and/or in person) that has learning objectives and focuses on enhancing a certain skill. A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if it targets soft skill development.
	'Youth' is defined as individuals aged 10-29 years, or as appropriate per the country context.
	'Number of youth' includes those who have completed skills training programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery strategy (e.g., cascade training). Each youth should be counted only once, regardless of the number of program components in which the youth participated.
Primary SPS Linkage	Cross-cutting Youth Indicator, EG.6, ES.2, DR.4
Linkage to Long-Term Outcome or Impact	This indicator is linked to two USAID 2012 Youth in Development Policy outcomes: (1) that youth fully participate in democratic and development processes, play active roles in peacebuilding and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations, and (2) youth are better able to access economic and social opportunities, share in economic growth, live healthy lives, and contribute to household, community, and national wellbeing.
	A key linkage in the youth workforce development theory of change, improved soft skills 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.
Indicator Type	Output
Reporting Type	Number (integer)
Use of Indicator	This indicator will be used to monitor the number of individuals who receive soft skill training to strengthen the labor force. It will be used to monitor progress under the USAID Global LEAD Initiative as well as progress toward the goals outlined in the 2012 Youth in Development Policy.
	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

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Data Source(s)	Official Reports from Implementing Partners
Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** Agency Youth Coordinator's Office **POC:** Michael McCabe; Agency Youth Coordinator; DCHA | 202-712-1723 | mimccabe@usaid.gov **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)	• Number of males[1] • Number of females[1] • Number of males age 10-14 • Number of females age 10-14 • Number of males age 15-19 • Number of females age 15-19 • Number of males age 20-24 • Number of females age 20-24 • Number of males age 25-29 • Number of females age 25-29 • Number of youth from urban locations • Number of youth from rural locations • Number of youth trained through health programming[2] • Number of youth trained through education programming[2] • Number of youth trained through democracy and governance programming[2] • Number of youth trained through agriculture programming[2] • Number of male youth with a disability trained[3] • Number of female youth with a disability trained[3] [1]**All activities reporting on this indicator MUST report on sex disaggregates.** [2] Programming may cut across more than one sector. If an activity cuts across more than one sector, all individuals trained in soft/life skills in that activity should be reported to all relevant sector disaggregates. Note, therefore, that sector disaggregates may add up to a multiple of the total number of youth reported under this indicator. [3] 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.