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USAID YOUTH ADVANCE

ACTIVITY MONITORING, EVALUATION, AND LEARNING PLAN



AUGUST 2021

USAID YOUTH ADVANCE

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Acronyms

AMELP	Activity Monitoring, Evaluation, and Learning Plan
AQE	Accelerating Quality Education
CLA	Collaboration, Learning, and Adapting
EDC	Education Development Center
EGMA	Early Grade Mathematics Assessment
FOH	Foundations of Health
LLMA	Local Labor Market Assessments
MEL	Monitoring, Evaluation, and Learning
MOE	Ministry of Education
MOH	Ministry of Health
MOYS	Ministry of Youth and Sports
OCA	Organization Capacity Assessment
OLA	Out of School Youth Learning Assessment
P1	Pathway 1
P2	Pathway 2
P3	Pathway 3
TVET	Technical Vocational Education and Training
USAID	United States Agency for International Development
USG	United States Government
UYA	USAID Youth Advance
VfM	Value for Money
VSLA	Village Savings and Loan Association
WRN	Work Ready Now!
WORQ	Workforce Outcomes Reporting Questionnaire
YDA	Youth Development Association
YSLO	Youth-Led and Youth-Serving Local Organization
YPAT	Youth Programming Assessment Tool

I. Introduction

USAID Youth Advance (UYA) is a 5-year contract running from July 2021 to June 2026 with a total estimated cost of \$21,400,00. The goal of UYA is to increase the economic self-reliance and resiliency of Liberian youth in targeted areas (communities in Lofa, Grand Bassa, and Montserrado counties). Five principles will guide the program: systems strengthening; private sector engagement; positive youth development; innovation; and inclusion. UYA will provide over 21,000 young people with the skills, experience, support, and relationships to productively engage with their local economies. In the timeframe of the project, UYA will assist nearly 8,000 youth to transition to employment or start an enterprise. To reach scale and sustainability, Education Development Center acting as the prime contract holder, with Resonance and Plan International as subcontractors, will engage youth through all system's actors, including market actors (employers and financial service providers), Youth-led and Youth Serving Local Organizations (YSLOs); and education actors (formal Technical and Vocational Education and Training (TVET), universities and community colleges). Over the life of the project, this Activity will build the capacity and bolster the resilience of local youth-serving organizations and youth

themselves to adapt to diverse challenges and create flexible yet holistic approaches to ensuring a future.

AMELP Overview and Guiding Principles

This Activity Monitoring, Evaluation, and Learning Plan (AMELP) serves as the tool for tracking and documenting progress towards the objectives and expected outcomes of USAID Youth Advance (UYA) Liberia. The AMELP will evolve based on the adaptive management approach and will be reviewed regularly to confirm compliance with USAID requirements including [ADS 201](#).

This AMELP details how UYA will monitor performance as well as programmatic and operational context, and more specifically outlines how UYA will put in place a system to:

- Comply with USAID guidance for Collaborating, Learning, and Adapting (CLA) to use data and visualization tools (e.g., Monitoring and Evaluation (M&E) Insight, EDC's open-source data management platform; and Microsoft Power BI) to continually assess the activity's Theory of Change and to collaboratively adapt design and delivery as needed;
- Track activity outputs and intermediate outcomes for precise regular reporting on key performance indicators;
- Ensure the quality and validity of data collected on the key performance indicators;
- Collaboratively, with key stakeholders, plan a series of implementation learning agenda studies to further inform and improve project implementation.

The AMELP is a central guidance document for all technical staff of UYA, Partners, and UYA Grantees, who will be thoroughly trained on its contents as a basis for collaborating on the development of specific Monitoring, Evaluation, and Learning (MEL) tools and their procedures. Similarly, relevant Ministry personnel (from MOYS, MOE, MOH, as relevant) will be consulted and supported to ensure a common understanding of UYA's MEL structure, functions, and capabilities.

UYA will customize youth services and opportunities to meet the needs and aspirations of three different pathways of youth, who represent different target groups (Pathway 1 are low to no literacy youth; Pathway 2 are youth who have completed some or all of high school but no higher education; Pathway 3 are youth who have completed some or all of university). Youth in UYA will be enrolled by the Youth-Led and Youth-Serving Local Organizations (YSLOs), training institutions, private sector partners, TVETs, craftsmen placement programs, higher education institutions, and community colleges—with different partners working with different target groups. The pathway approach customizes content to youth education and skill level and responds to their goals and interests.

While tailored to specific populations (below), each youth pathway has the following core components:

- **Development of foundational work readiness skills** needed for success in the world of work, as well as health literacy and healthy behaviors, including use of health care services;

- **Training and support opportunities** tailored to the capacity and needs of each cohort of youth and identified market opportunities;
- **Opportunities for youth to develop and exercise leadership skills**, both as members of YSLOs and youth networks, or through civic engagement.

This pathway approach gives different local system actors the flexibility to adapt interventions as new data on youth and market needs becomes available. It also gives youth a voice in determining the pathway that is best suited to meeting their personal objectives.

Pathway 1 (P1): will target 13,000 youth with marginal literacy skills and support them to acquire foundational skills, including basic literacy and numeracy; EDC's Work Ready Now! (WRN) which combines work readiness and soft skills, work-based learning, and Be Your Own Boss (BYOB) entrepreneurship training adapted for low-literacy youth; participation in VSLA groups to generate savings and build financial literacy skills; and health education through EDC's Foundations of Health (FOH) curriculum.

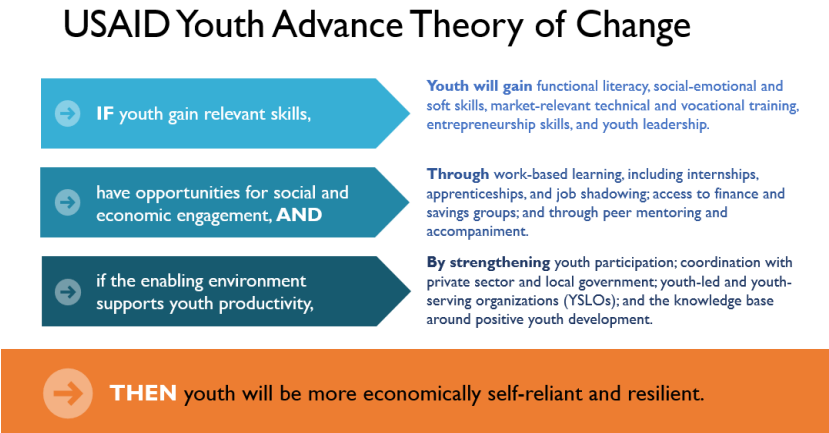
Pathway 2 (P2): will support 5,400 youth with a moderate level of basic education with EDC's WRN work readiness curriculum; access to youth-friendly financial services as well as participation in VSLA groups; Foundations of Health; Foundations of Resilience; and access to functional literacy instruction for those who need a refresher. P2 youth will have access to market-driven technical skills training and intensive work-based learning opportunities, and access to digital literacy. For organizations that already have a soft skills curriculum, UYA will reinforce rather than replace what they have.

Pathway 3 (P3): will target 2,600 youth who are approaching college graduation or who recently graduated but are unemployed. UYA will support them with a version of WRN that is supplemented with a digital literacy component. These youth will also have access to the financial strengthening and health interventions described above. P3 youth will access on-the-job training and work-based learning; distance learning to enhance skills, and job intermediation services. Finally, these youth will participate in leadership activities and be able to join the Liberia Youth Volunteer Corps (see IR1) as mentors for the Pathway 1 youth.

Activity Theory of Change

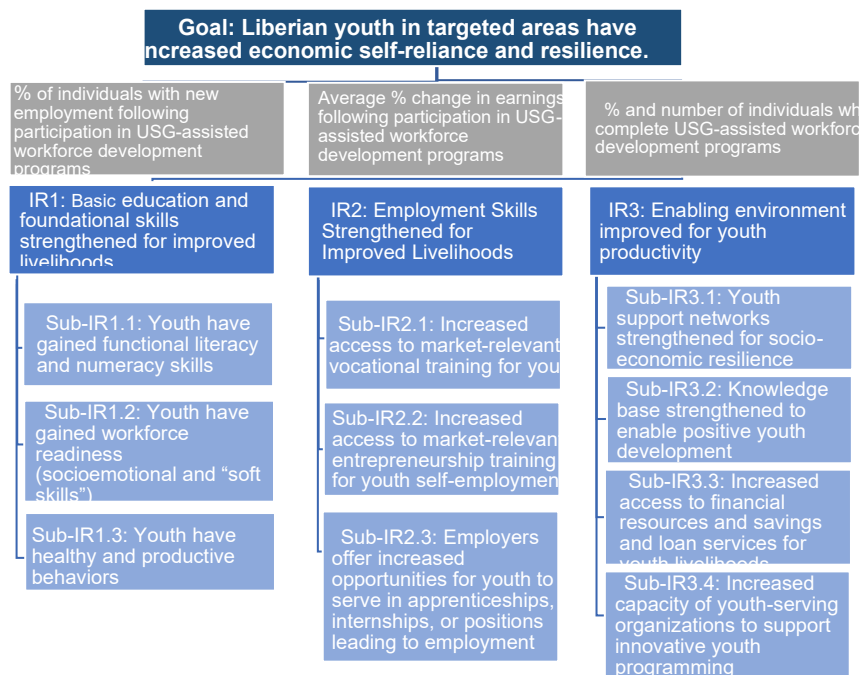
The UYA Theory of Change is: *"IF youth gain relevant skills, have opportunities for social and economic engagement, AND if the enabling environment supports youth productivity, THEN youth will be more economically self-reliant and resilient"* (Figure 1).

Figure 1: UYA Theory of Change



The UYA – Results Framework

Figure 2: UYA Result Framework



IR1: Basic education and foundational skills strengthened for improved livelihoods

Sub-IR1.1: Youth have gained functional literacy and numeracy skills

Sub-IR1.2: Youth have gained workforce readiness (socioemotional and "soft skills")

Sub-IR1.3: Youth have healthy and productive behaviors

Key activities under IR1 included, but are not limited to:

- Adapting functional literacy and numeracy materials and conducting training of trainers on these topics.
- 21,000 youth from pathways 1-3 trained in soft skills.
- UYA youth will have access to youth friendly, family planning, reproductive health, and mental health information and services

IR2: Employment Skills Strengthened for Improved Livelihoods

Sub-IR2.1: Increased access to market-relevant vocational training for youth

Sub-IR2.2: Increased access to market-relevant entrepreneurship training for youth self-employment

Sub-IR2.3: Employers offer increased opportunities for youth to serve in apprenticeships, internships, or positions leading to employment

Key activities under IR2 include, but are not limited to:

- The Local Labor Market Assessments completed, and reports produced.
- Be Your Own Boss (BYOB) and Work-based Learning (WBL) tailored for each pathway of youth.

- Partnerships with the private sector established that lead to youth employment for at least 8,000 youth.

IR3: Enabling environment improved for youth productivity

Sub-IR3.1: Youth support networks strengthened for socio-economic resilience

Sub-IR3.2: Knowledge base strengthened to enable positive youth development

Sub-IR3.3: Increased access to financial resources and savings and loan services for youth livelihoods

Sub-IR3.4: Increased capacity of youth-serving organizations to support innovative youth programming

Key activities under IR3 include, but are not limited to:

- Youth Development Alliances established in all three counties.
- Village Saving and Loan groups are established and supported
- Organizational Capacity Assessments are conducted with youth serving local organizations.
- Grants under contract program established

2. Monitoring Plan

Performance monitoring is a critical tool for planning, managing, and documenting data collection in this plan. UYA has a total of 27 indicators that will be used to monitor progress and manage performance throughout the life of the activity at all levels. There are 11¹ standard Foreign (F) indicators to facilitate USAID reporting, while there are 16 custom indicators that UYA has developed as part of its performance management plan to which this activity contributes.

The MEL system and performance monitoring approach is built on the following principles: performance management and adaptability, data quality, capacity building, participation, and timely feedback and reporting.

Performance Management and Adaptability: As mentioned above, the Activity's MEL approach and data management system is designed to help Activity staff track progress and use the data to adapt to changing circumstances during the life of the Activity. On an ongoing basis, the MEL team will collect and analyze performance monitoring data. The performance indicators (both output and outcome) will provide comprehensive, accurate, reliable, and timely information and data about the scope and quality of program activities against determined targets. The indicators will also be used to capture performance and outcome evaluation data and findings (outcome and impact). Activity staff can use performance monitoring data to assess the progress of the Activity and, as needed, make changes to the Activity implementation design.

Data Quality: The MEL system places a heavy emphasis on ensuring data quality through activities including documentation of data collection procedures, training of data collection and management staff (including implementing partners) and monitoring or auditing of collected

¹ EG 6-12 (UYA #1); EG 6-14 (UYA #3); ES1-54 (UYA #4); ES.1.5-1(CUST)(UYA #5); EG 6-13 (UYA #6); EG6-16 (UYA #9); ES.4.4-12-CUST(UYA #20); GNDR-8 (UYA #32); GNDR-2 (UYA #33); CBLD-9 (UYA #34); and YOUTH-1 (UYA #35).

data. Rigorous Data Quality Assessments (DQAs) will be done routinely, and partners will be trained in their application.

Capacity Building: Capacity building of local partners is a critical component of UYA. Along with their capacity to deliver key services, UYA will build our partners' monitoring and evaluation capacities. Implementation of Organizational Capacity Assessment (OCA) Tools or the YSLO Performance Appraisal Tool (YPAT) will measure the improved capacity of US government-assisted organizations.

Indicators and Data Sources

Performance monitoring indicators for UYA were selected to measure progress toward stated results at the goal, outcome, and output levels. They include a combination of standard indicators and custom indicators that are designed to reflect the specific activities and needs of UYA and to complement the key standard indicators (Table I). Detailed information on each indicator can be found in Annex I. Indicators, as well as in Annex B. Performance Indicator Reference Sheets.

Table 1: Performance Monitoring Indicators (red text indicates additions in 2023 AMELP; strikethrough indicates archived indicators as of April 2024)

Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.		
<ul style="list-style-type: none"> Percent of individuals with new employment following participation in USG-assisted workforce development programs (EG. 6-12) (UYA Indicator 1) Average percent change in earnings following participation in USG-assisted workforce development programs (EG. 6-11) (UYA Indicator 2) % and number of individuals who complete USG-assisted workforce development programs (EG 6-14) (UYA Indicator 3) Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs (EG 6-16) (UYA Indicator 9)(Outcome) 		
IR1: Basic education and foundational skills strengthened for improved livelihoods	IR2: Employment Skills Strengthened for Improved Livelihoods	IR3: Enabling environment improved for youth productivity
Sub-IR 1.1: Youth have gained functional literacy and numeracy skills <ul style="list-style-type: none"> Percent of individuals with improved reading skills following participation in USG-assisted youth programs (ES 1-54) (UYA Indicator 4) (Outcome)- IR1.1 Percent of individuals with improved math skills following participation in USG-assisted programs (Supp-13) (UYA Indicator 5) (Outcome) - IR1.1 	Sub-IR 2.1: Increased access to market-relevant vocational training for youth <ul style="list-style-type: none"> Number of YSLOs and training providers trained in conducting LLMA's (Custom) (UYA Indicator 17) (Output) Number of individuals who complete USG-assisted workforce development programs (EG 6-14) (UYA Indicator 19) (Output) 	Sub-IR 3.1: Youth support networks strengthened for socio-economic resilience <ul style="list-style-type: none"> Number of youths with increased support from a mentor, religious leader, traditional leader, business leader, etc. at the conclusion of training/programming (Custom) (UYA Indicator 24) (Outcome) Number of Youth Development Associations (YDAs) established with an operating committee including youth representatives (Custom) (UYA Indicator 29)
Sub-IR 1.2: Youth have gained workforce readiness (socioemotional and "soft skills") <ul style="list-style-type: none"> Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs (EG. 6-13) (UYA Indicator 6) (Outcome) Youth-1: Number of youth trained in soft skills/life skills through USG-assisted programs 	Sub-IR 2.2: Increased access to market-relevant entrepreneurship training for youth self-employment <ul style="list-style-type: none"> Number of youths trained in entrepreneurship (Custom) (UYA Indicator 16) (Output) 	Sub-IR 3.2: Knowledge base strengthened to enable positive youth development <ul style="list-style-type: none"> # OCA/YPATs administered for YSLOs (Custom) (UYA Indicator 31) (Output)

<p>Sub-IR 1.3: Youth have healthy and productive behaviors</p> <ul style="list-style-type: none"> • Percent of youth with increased access to mental health and psychosocial support services (Custom) (UYA Indicator 7) (Outcome) • Percent of youth with increased access to and/or usage of modern family planning counseling and/or services (Custom) (UYA Indicator 8) (Outcome)- • Percent of youth with improved attitudes related to their sexual and mental health (Custom) (UYA Indicator 10) (Outcome) • Percent of youth exhibiting positive social behavior change (Custom) (UYA Indicator 11) (Outcome)-IR 1.3 • Percent of youth acquiring skills on how to handle trauma-related issues (Custom) (UYA Indicator 12) (Outcome)-IR 1.3 • Number of youth health volunteers mobilized (Custom) (UYA Indicator 13) (Output) -IR 1.3 • Number of soon-to-graduate or recent college graduates in health professions trained in mental health (Custom) (UYA Indicator 14) (Output)-IR 1.3 • Number of vulnerable persons benefiting from USG supported social services (Custom) (UYA Indicator 15) (Output)-IR 1.3 	<p>Sub-IR 2.3: Employers offer increased opportunities for youth to serve in apprenticeships, internships, or positions leading to employment</p> <ul style="list-style-type: none"> • Number of employers engaged through work-based learning opportunities in the formal or informal sector (Custom) (UYA Indicator 18) (Output) • Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs (specific to formal sector) (Supp – 12) (UYA Indicator 20) (Outcome) • Number of private sector entities engaging and providing increased support for youth livelihoods development (Custom) (UYA Indicator 22) (Output) • CBLD-9. Percent of USG-assisted organizations with improved performance (UYA Indicator 34) 	<p>Sub-IR 3.3: Increased access to financial resources and savings and loan services for youth livelihoods</p> <ul style="list-style-type: none"> • Number of youth with increased access to youth financial services that include financial literacy, savings, and group-based and individual micro-loans (Custom) (UYA Indicator 25) (Outcome) • GNDR-2. Proportion of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment) (Output) (UYA Indicator 33) • Number of VSLAs established (Custom) (UYA Indicator 30) (Output)
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		<p>Sub-IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming</p> <ul style="list-style-type: none"> • Percent of increase in the number of services/facilities (YSLOs) with improved gender and disability responsive programming at the conclusion of training / programming (Custom) (UYA Indicator 21) (Output) • Percent of targeted local organizations with increased capacity to provide innovative programming for youth livelihoods development (Custom) (UYA Indicator 23) (Output) • Number of organizations with improved youth-responsive characteristics at the conclusion of training/programming (Custom) (UYA Indicator 26) (Output) • Number of MHPSS service providers trained (Custom) (UYA Indicator 27) (Output) • Number of USG-assisted MHPSS organizations and/or service delivery systems strengthened (Custom) (UYA Indicator 28) (Output) • GNDR-8: Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations (Standard) (UYA Indicator 32) • CBLD-9: Percent of USG-assisted organizations with improved performance (UYA Indicator 34)
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Data sources will include:

- Organizational Capacity Assessments (OCAs);
- YSLO Performance Appraisal Tools (YPATs);
- Pathways enrollment records and attendance sheets;
- Pathways completion records;
- Classroom observation and completion of checklists;
- Meeting notes and attendance sheets;
- Training records and attendance sheets;
- Training pre and post-tests specific to different trainings;
- Project cost data;
- Additional project records and documentation.

Data will be disaggregated, in every case, by Pathway, gender, age group and disability status, with disability status established using the Washington Group's Short Set of Questions on Disability.

Detailed information on each indicator can be found in *Annex 1: Performance Indicators*, as well as in *Annex 2: Performance Indicator Reference Sheets*.

As part of the monitoring of the activity beginning in Year 3, value for money (VfM) analyses will be conducted on selected outputs by linking the costs of those outputs with associated outcomes. The specific outputs will be determined in consultation with USAID, youth, and other key stakeholders to help inform future implementation. Also, certain implementation research questions (see Table 6) can explore value for money in more depth.

Data Management

Given EDC's focus on data-driven decision-making, EDC uses a robust **open-source data management platform**—*M&E Insight*—with customizable templates that can be easily adapted and scaled for use. An M&E Insight page for UYA will be developed to provide real-time updates for data collected, organized around the indicators that inform UYAs IRs and sub-IRs. Multiple online tools will be used for data entry, extraction, and visualization. Data will be collected offline, entered using the Survey CTO and extracted through a user-friendly online interface and uploaded to the Activity's M&E database, where it is then linked to the interactive Power BI dashboards that are accessible by all stakeholders (project staff, USAID, government counterparts, implementing partners). Easy-to-interpret and interactive visualizations and filtering functionality will allow users to disaggregate by gender, county, disability status, year, Pathway, etc. *M&E Insight* can pull data from various sources and supports interoperability among data systems, empowering organizations to share and compare data.

Program decision-making and adaptive management strategies will, therefore, be significantly helped with UYA's *M&E Insights*. UYA's partners without strong existing M&E systems can use *M&E Insight* to develop appropriate data management processes, while partners with existing electronic data collection and storage platforms can export or link to *M&E Insight* to see how their data contributes to larger outcomes.

Data Quality Plan

Following ADS 201, all data will be reviewed for validity, reliability, timeliness, precision, and integrity throughout the life of the project following UYA's Data Quality Plan (Table 2). High-quality data control is essential to all monitoring and takes place at each stage of the MEL life cycle. Data collection forms coupled with strict guidelines and protocols on usage and associated data flow will be created to reduce possibilities for error and to facilitate data entry. To the extent possible, we will use mobile/digital data collection technology to further reduce transcription errors and impose validation checks.

Table 2: UYA Data Quality Plan

MEL DQA Mechanisms	Data Quality Dimension
MEL Trainings and MEL Plan orientation/refresher sessions for project partners and project staff	Accuracy, completeness, reliability, precision, timeliness, integrity
Quality Review of MEL tools vis-à-vis operational definition of indicators to ensure that the data captured are precise and accurate	Accuracy, completeness, precision
Dissemination of MEL Written Data Collection protocols to project partners and staff	Accuracy, completeness, precision, timeliness
Systems Enhancement of UYA M&E Insight Platforms to filter data entry and detect/eliminate inaccurate data into the system	Accuracy, completeness, precision, timeliness, reliability
Enforcement of M&E Insight Platforms Cut-off schedules that motivate the data collectors to collect and encode the data to the M&E Insight in a timely way	Timeliness
Quarterly field-level data quality assurance by MEL team representative	Accuracy, completeness, reliability, precision, timeliness, integrity

Cleaning, Validation, and Verification of Data

All M&E and other staff participating in MEL activities will be trained to follow rigorous data collection and processing procedures. Data entry will occur in UYA offices (as COVID-19 precautions allow), and will clearly note date, person, time, and number of records entered as well as relevant identification records. The MEL team will ensure correct data entry and perform consistent and established Data Quality Assurance (DQA) checks. DQA checks will be conducted quarterly on selected indicators and checks for all monitoring data will be conducted at least once a year, per USAID regulations. The M&E / Database and IT Manager will have primary responsibility for regular security management of the data and database (see Data Security, below). A DQA quality check system will be in place to measure the above dimensions at different levels:

- Data checks in the database after it has been entered (M&E / Database and IT Manager)
- Reconciliation of data regarding data errors or questions (M&E / Database and IT Manager, Technical Team)

- Site visits using a DQA checklist to check fidelity of data being reported (Senior M&E Advisor)
- Internal communication per errors or issues identified in the DQA Process to identify solutions and ways forward (Senior M&E Advisor)

Data Security

The Data Manager will assume primary responsibility for regular security management of the data and database, and confidentiality of beneficiaries and other stakeholders whose information will be stored on the database. To ensure security, all data access will be password protected, all transmissions will be encrypted, and data will be regularly backed up on a secure storage system. UYA will also train staff in data maintenance and in data safety. UYA will determine a regular schedule for backing up data, for storing a copy off-site, and for sending critical data to the US.

As part of MEL capacity building activities, EDC will work with our local partners to review or develop data safety procedures for their MEL systems. With the understanding that participant-level information can be potentially damaging to participants should it fall in the wrong hands, our staff will place particular emphasis on developing data and network safety procedures and will train local partners' M&E managers in the use of these procedures.

Context Monitoring Plan

Liberia's economy is undiversified and highly reliant on primary commodity exports and, therefore, vulnerable to shocks which continue to pose macroeconomic challenges². The economy contracted in 2020 due to the adverse impact of the COVID-19 pandemic. As well, extreme poverty incidence increased and is projected to peak at 52.1 percent in 2021. Unemployment rate as a percentage of the total labor force is estimated at 3.3 percent,³ and youth unemployment has been estimated at 11.8 percent.⁴

Four types of context indicators will be tracked to provide the essential context to UYA's activities that may affect performance yet are outside the control of UYA. Table 3 provides suggested indicators per topic area; one per topic will be relied upon depending on when actual updated data is available for each.

Table 3: Context indicators

Indicator topic and name	Data source
Economic growth data: <ul style="list-style-type: none"> • GDP per capita • GNI per capita • GDP per person employed • CPI Inflation rates (for calculating changes in earnings) 	World Bank; Official government statistics

² The World Bank (2020).

³ The World Bank (2021). <https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS?locations=LR>

⁴ International Labour Organization (2017). School-to-Work-Transition Survey (SWTS)-Liberia. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_429070.pdf

Indicator topic and name	Data source
National employment data: <ul style="list-style-type: none"> Unemployment, total (% of total labor force) Youth unemployment rate Labor force participation rate (% total population age 15+) 	World Bank / ILO ⁵ ; official government statistics
Local-level employment data <ul style="list-style-type: none"> Available livelihood opportunities at village / community level 	LLMAs; UYA beneficiary surveys
Local-level finance opportunities <ul style="list-style-type: none"> Available banks / any finance opportunities accessible at village / community 	Landscape analysis of financial service providers and youth friendly financial services

In addition, several context assessments will be undertaken to better inform various dimensions of programming. These include:

Gender and Disability-Sensitive Youth-Led Local Labor Market Assessments (LLMA)s: Youth-led Local Labor Market Assessments (LLMAs) will provide critical data to inform program design and ensure alignment of youth skills development with local needs. This, combined with a landscape analysis of market relevant technical criteria in Year 1, will help to further identify technical skills gaps in growing career and livelihood opportunities for girls and young women, and in promising livelihoods for youth with disabilities.

Gender and social inclusion analysis: Building on EDC's experience conducting gender studies in Liberia, as well as in other countries, UYA will critically review the Gender Analysis and Rapid Education and Risk Analysis conducted by EDC as part of the AQE Project to flag relevant gender gaps related to education and employment for vulnerable youth, gender-based violence, and other social inclusion issues that hinder youth from achieving their full potential. Additional document review will provide information on any major changes that have occurred since the initial analyses (not least as a result of COVID-19 closures), but also to bring out more relevant information related to the status of youth.

The findings will be used to develop practical recommendations to further address gender and social inequities and promote gender transformative approaches to all programming and MEL planning.

Landscape analysis of financial service providers and youth friendly financial services. Led by consortium partner Resonance Global, this assessment will involve focus group discussions, stakeholder workshops, and review of documentation to understand the needs, opportunities, and barriers to youth's access to financial services. This will be conducted during the end of Year 1 and into Year 2, leading to the rollout of youth friendly financial services for UYA youth by Year 3.

⁵ Accessed at World Bank <https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS?locations=LR>

3. Beneficiary Feedback Plan

UYA will frequently solicit feedback from beneficiaries through regular consultation with youth beneficiaries and other stakeholders during curriculum development, YSLO training, YSLO quarterly review meetings, and other tasks.

Participatory: UYA's approach emphasizes participation on the part of all stakeholders, including our youth beneficiaries. The OCA/YPAT is a participatory approach intended to identify action items to help shift an organization toward improved capacity. Also, beneficiaries will participate in local LMAs and YSLOs will be trained in tracking and analyzing the progress of their youth and their employment outcomes.

Feedback, Communications, and Reporting: The MEL system includes a systematic approach to feedback loops that include regular data review meetings, consultative meetings with stakeholders, and data reporting tools such as online interactive dashboards that provide dynamic methods of communicating UYA's progress and making decisions accordingly. These are further detailed in the Collaborating, Learning, and Adapting (CLA) Section later in this document.

4. Evaluation Plan

To ensure that UYA is meeting its key outcomes of youth programming, building foundational skills, and transitioning into further education, training, or employment opportunities, the Activity will conduct an internal outcome evaluation for each cohort. The outcome evaluation is meant to demonstrate the Activity's accomplishments in improving participating youth's achievement of these key goals. The results of the outcome evaluation will be reported in the Activity annual reports. To supplement the outcome evaluation, tracer studies of youth six to nine months post-training will be conducted beginning in Year 3 of the project. UYA will also cooperate with USAID and implementers in external baseline, midterm, and external evaluations of the Activity.

Outcome Evaluation Indicators and Data Sources

The Activity will implement an outcome evaluation following a pre/post design without a counterfactual. To measure changes as a result of UYA, pathway-specific assessments will be administered at each cohort's baseline (pre-training) and endline (for some outcomes (e.g. literacy, numeracy, and soft skills outcomes) and endline will be immediately following the training completion. For others e.g., employment or SRH outcomes) the endline will be 6 months after training (see Annex 2):

- Pathway 1: A representative sample of youth will be sampled at baseline (pre-training) to be administered OLA, EGMA and soft skills assessments. These same youth will be revisited at the end of their training to complete the same assessments. Learner IDs will be used to match pre and post scores to measure change over time.
- Pathway 2: All youth will complete a self-administered soft skills assessment at baseline (pre-training) and at the end of their training. Learner IDs will be used to match pre and post scores to measure change over time.

- Pathway 3: All youth will complete a self-administered self-assessment of work readiness skills at baseline and endline. Learner IDs will be used to match pre and post scores to measure change over time.
- All pathways: A representative sample of youth will be verbally administered (by EDC data collectors) the WORQ at baseline (pre training) and the same youth will be revisited at endline (6 months after the completion of their training) to complete the same assessment. This sample of learners will also complete an additional SRH KAP assessment. Learner IDs will be used to match pre and post scores to measure change over time.

The following outcome indicators will be measured through the pre/post training surveys (Table 4):

Table 4: Outcome Evaluation Indicators

Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.		
<ul style="list-style-type: none"> • Percent of individuals with new employment following participation in USG-assisted workforce development programs (EG. 6-12) (UYA Indicator 1) • EG 6-16. Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs (UYA Indicator 9) 		
IR1: Basic education and foundational skills strengthened for improved livelihoods	IR2: Employment Skills Strengthened for Improved Livelihoods	IR3: Enabling environment improved for youth productivity
<ul style="list-style-type: none"> • Percent of individuals with improved reading skills following participation in USG-assisted youth programs (ES 1-54) (UYA Indicator 4) (Outcome) • Percent of individuals with improved math skills following participation in USG-assisted programs (Supp-13) (UYA Indicator 5) (Outcome) • Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs (EG. 6-13) (UYA Indicator 6) (Outcome) • Percent of youth with increased access to mental health and psychosocial support services (Custom) (UYA Indicator 7) (Outcome) • Percent of youth with increased access to and/or usage of modern family planning counseling and/or services (Custom) (UYA Indicator 8) (Outcome) 	<ul style="list-style-type: none"> • Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs (specific to formal sector) (Supp – 12) (UYA Indicator 20) (Outcome) 	<ul style="list-style-type: none"> • CBLD-9. Percent of USG-assisted organizations with improved performance (UYA Indicator 34)

Specific tools that will be adapted and utilized for measuring these outcomes, customized to each of the Pathways, are:

- USAID Workforce Outcomes Reporting Questionnaire (WORQ) Package of Tools – this toolkit will enable UYA to report on UYA Graduate’s employment perceived quality outcomes;
 - For all youth Pathways (pre training and 6 months post-training, per Cohort)

The **WORQ** is intended for projects whose employment and education goals meet the following definitions:⁶

Youth: Individuals between the ages of 10 and 29. The WORQ was developed for and tested with youth between these age ranges.

Employment (EG. 6-12): Any work done for any amount of time in the month prior to data collection for which individuals earned or were paid money or in kind. The WORQ was developed and tested to measure three types of non-farm employment: household enterprises, own employment, and wage employment.

- EDC Soft Skills Assessment (Pre/Post Training per Cohort)
 - EDC’s Work Readiness Now (WRN!) Adapted Credential test – items are specific to curriculum delivered to Pathway 1 and 2.
 - Self-assessment on work readiness – for Pathway 2 youth.
 - Hopkins Symptom Checklist (25-item) and CD-RISC (10-item). Psychometrically validated to meet diagnostic criteria for anxiety, depression, trauma disorder to be used as needed.
 - SRHR Assessment – measures knowledge, attitudes, and practice around SRHR for youth receiving Foundations of Health and attending health fairs after training.
- Out of School Youth Literacy Assessment (OLA) – this assessment measures literacy skills of older youth and young adults, particularly those who are most vulnerable with minimal literacy acquisition (Pre/Post).
 - Youth in Pathway 1 (Pre/post training per cohort)
- Early Grade Mathematics Assessment (EGMA) – this is a widely-used assessment of early mathematics learning that covers number recognition and basic operations and is appropriate for use with older learners (Pre/Post).
 - Youth in Pathway 1 (Pre/post training per cohort)
- Organizational Capacity Assessments (OCAs)/YSLO Performance Appraisal Tools (YPATs) will be conducted with YSLOs to develop capacity-strengthening benchmarks and develop tailored coaching plans, which will drive capacity building tailored appropriate to each partner’s level of organizational development and effectiveness. Ten OCA/YPAT assessments will be conducted in Year 1 to serve as the baseline for YSLO capacity, and progress will be monitored over the course of support to measure increased capacity.
 - Before training begins, per YSLO starting its first Cohort.

The specific timeline for these assessments per Cohort is detailed in Section 8.

⁶ [USAID Measuring Employment and Earnings Using the WORQ: A Toolkit](#), November 2019

5. Collaborating, Learning and Adapting (CLA) Approach

UYA's adaptive management plan exemplifies USAID's CLA approaches to ensure an iterative and collaborative design and implementation of the project. EDC has developed, and will apply to UYA, intensive use of MEL and data as part of its management approach, allowing staff to anticipate and identify challenges and respond to circumstances, while keeping program objectives front and center. EDC will be able to successfully navigate anticipated challenges and has proven its ability to navigate unforeseen ones, most recently the COVID-19 pandemic. Such approaches include:

Ongoing monitoring and triangulation of data: The project's M&E approach and data management system will help project staff to track project progress and use the data to adapt to changing conditions and emerging risks, including those pertaining to COVID-19 or other contextual shocks and stressors. EDC will conduct ongoing monitoring and perform quality assurance checks of partner performance. A hallmark of EDC's approach is building the capacity of local stakeholders to develop common performance standards and share information amongst themselves, catalyzing local accountability mechanisms. On an on-going basis, the M&E team will collect and analyze performance monitoring data to capture incremental systems changes in real time and conduct evaluative activities.

Feedback loops: Routine M&E reports produced by the senior M&E advisor and team will allow senior management and other relevant staff to examine progress toward objectives and fine-tune the program, including making mid-course corrections, and take action to improve project effectiveness in reaching its goal. Through a central database and associated dashboards (elaborated upon in Data Flow and Usage, [below](#)), EDC will provide real-time data access for all staff and partners. EDC will regularly communicate with USAID on progress and discuss project adjustments. UYA will also actively engage youth and key stakeholders throughout the life of the project to discuss progress and challenges, review data, and identify areas to improve project performance, as necessary.

Learning: UYA's implementation learning agenda (described in the 'Learning Agenda Implementation Research' section, [below](#), will illustrate learning agenda questions described in Table 6) aims toward learning about how to best support positive youth development. Conducting targeted studies related specifically to project activities at key moments in the intervention and determined in collaboration with youth and other stakeholders themselves, will enable the project to reflect on how it may be adapted in order to become more effective.

Table 5: Data Flow and Usage

Learning priorities and evidence base data sources	Illustrative Collaboration and Learning Processes	Adaptive Management Actions
<ul style="list-style-type: none"> ● Routine monitoring for output-level indicator reporting ● Outcome-level indicator reporting ● Implementation learning agenda studies ● Tracer studies ● Organizational capacity assessments ● Youth-Led LLMA's ● YSLO monitoring activities 	<ul style="list-style-type: none"> ● Annual learning and results-sharing series ● Semi-annual national reflection series ● Quarterly county-level and district-level reflection ● Monthly technical working group meetings ● Monthly data reviews with partners ● Quarterly HQ and country office reflection ● Bi-weekly meetings with YSLOs 	<ul style="list-style-type: none"> ● Easily accessible reports, briefers, dashboards for project and partners ● Evidence-informed action plans ● Evidence-informed adaptations to programming as needed

Learning Agenda Implementation Research

External implementation research will be conducted by IREX / Youth Excel, with collaboration from UYA. The research aims to engage youth and key stakeholders throughout program design and implementation. This will help obtain buy-in and strengthen the enabling environment while building Liberia's knowledge base on how to support positive youth development. This component will involve engaging key stakeholders, especially youth, in finalizing learning agenda questions. IREX and UYA will then come together to examine the findings and pause for reflection and participatory community-based feedback during implementation.

Table 6, provides some illustrative implementation learning agenda questions that UYA will consider alongside the external implementation research, and refine and respond to in consultation with YSLO partners and other stakeholders.

Table 6: Illustrative Implementation Learning Agenda Topics

Illustrative Implementation Research Questions	Relevance to UYA Activities	Relevance to USAID's PYD Learning Agenda
What are UYA Youth finding to be the most viable livelihood strategy based on local labor market assessments (LLMA's)? What livelihood	Sub-IR 2.1: Increased access to market-relevant vocational training for youth	Youth Engagement in PYD Programs; Cross-Sectoral Impact of PYD: Youth employment, education,

Illustrative Implementation Research Questions	Relevance to UYA Activities	Relevance to USAID's PYD Learning Agenda
strategies are emerging as most effective for youth with disabilities?		cross-sectoral soft skills development, private sector engagement
Within UYA's mental health interventions model, which strategies demonstrate value for money; which are most effective in increasing application of skills (e.g., learnt in trainings) and uptake of services?	Sub-IR 1.3: Youth have healthy and productive behaviors	
How has the utilization of trauma-informed training of key partners and stakeholders, as relative to their role, helped increase capacity to support youth programming	Sub IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming	
What are the adaptations required of current financial offerings (from VSLAs, formal financial institutions, etc.) to make finance more youth friendly for UYA Youth?	Sub-IR 3.3.1: Improve access to youth-friendly finance	
What are the main areas that UYA Youth YSLO partners require organizational and/or technical strengthening?	Sub-IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming	
How sustainable are initial gains in employment status and increased earnings in the short-term among UYA Youth? Are there any learnings about cash vs. in-kind remuneration for work?	Goal-level	
How are youth doing in their new employment? Are they displaying soft skills learnt? What do employers say about how youth are doing in terms of usage of soft skills (e.g. communication skills).	Goal-level	

In particular, in implementing our learning agenda, UYA will conduct tracer studies of a sample of learners (those who have completed their training by Year 3) for one year after completion of their respective pathway. In addition to informing the learning agenda, findings will also provide nuance to the following indicators:

- Percent of individuals with new employment following participation in USG-assisted workforce development programs; and
- Perceived quality of employment following participation in USG-assisted workforce development programs

The tracer studies will consider the degree to which new employment and/or perceived quality of employment been maintained past the initial 6-months (during which the WORQ will be administered to the sample of completers). A smaller sample of completers from each of the pathways will be selected at the 6-month post-completion assessment to also complete qualitative interviews about the previous six months and to participate in follow-up interviews

each quarter for the next year. The interviews will hone in on some of the enabling or limiting factors that may have affected their current status, which will also inform implementation learning agenda questions around sustainability (see Table 7, below). To increase response rate and attain a representative sample of these graduates, UYA will incorporate phone-based surveys and interviews, a method that has been well-honed by EDC in Liberia and elsewhere during the Covid-19 closures when multi-wave phone-based surveys were carried out to study the way Covid-19 closures were affecting EDC beneficiaries when in-person surveying was not possible. A tracer study report will be prepared in Year 4.

Risk Management

The effective implementation of UYA's monitoring and evaluation plan will be premised on the following critical assumptions (Table 7). Some of these are also reviewed in a separate Quality Assurance Surveillance Plan:

Table 7: Critical risks and assumptions monitoring

Assumption Description	Risk Mitigation Plans / Actions	Risk level
The implementing environment will continue to remain relatively stable; existing crime or political insecurity and instability will not worsen to a critical point in the target counties.	UYA recognizes existing insecurities and potential for worsening, and as such will remain sensitive and flexible in approaches throughout.	Low
In relation to the ongoing COVID 19 crisis, potential for Ebola, Lassa fever and other health risks, the implementation of many planned activities, along with the related monitoring and evaluation activities, is based on the assumption that the situation will improve, within the project time frame, to the point where conditions permit access for in-person interactions, including in-person data collection.	EDC has much experience in shifting to virtual programming (e.g. interactive radio instruction, other radio modalities, web-based WhatsApp groups or other online / mobile modalities as accessible to users) and data collection activities in Liberia and elsewhere since the initial onset of the pandemic. MEL plans and protocols will have virtual options in place at all times that will be specific to Pathway. The project will monitor progress (using mobile technology) and maintain a flexible approach to adapt and achieve its objectives and results under any new (or lessening of) constraints due to COVID-19 and associated psychosocial, learning market, etc. changes.	Low
Socio-economic conditions due to shocks or stressors do not disrupt education or training, or skew demand for courses and skills that limit opportunities for vulnerable youth.	UYA recognizes existing volatility in markets and potential for worsening, and as such will remain sensitive and flexible in approaches throughout, for example by customizing and diversifying trainings to what is available in the current context; this is implicit in UYA's enabling environment (IR3) component of the activity.	Medium
YDAs in partnerships with the private sector support programs that bridge youth to wage or self-employment opportunities; attendance in YDAs is adequate and has youth representatives. Plans are complete, coherent, and practical, and aligned with YDA roles and responsibilities.	Promote retention, rapid feedback on planning documents; in-person consultations and attendance (and follow-up feedback) in monthly meetings as needed.	Medium
Political changes do not hinder key partner and stakeholder participation and support.	In Year 3 of the project, a new election could result in shifts in leadership (namely, political appointees) or vacant positions. We plan on actively engaging any new actors (with USAID support including the mission director as necessary, as was the case in AQE with new ministry staff) in the event that there	High

Assumption Description	Risk Mitigation Plans / Actions	Risk level
	are changes in this regard that would affect the implementation of the activity. The Technical Working Group (TWG) will also be an important asset to leverage in such a situation.	
Training materials address key information and practice needs or are not in a user-friendly format especially for youth with low literacy, limited digital literacy or disabilities.	Adjust training materials as needed as per joint MoYS and stakeholder reviews; Field test technology such as IAI or apps, and feed formative evaluation data into products prior to finalizing. Use monitoring data and test results to identify areas for continued training and support each year, and feed into revision of training materials as needed.	Low
YSLO trainer attendance is adequate and there is not a high turnover; training time is sufficient and YSLOs trainers are able to adopt strategies.	Provide refresher training or additional support to YSLO trainers who are not implementing training with fidelity, as per observation forms. Partner more and less experienced trainers. Modify annual training plans and training/instruction strategies as required.	High
Adequate attendance and retention of youth in training programs; limited knowledge or skills gaps; few barriers to accessing livelihoods activities and health services, VSLAs, finance and markets	Promote retention and reinforce skills by linking youth to youth peer network groups, livelihoods coaching, VSLAs and other youth engagement activities. Identify trends in M&E data on achievement, livelihoods and health service uptake to highlight areas for additional support and/or replicate successes to feed into implementation.	High
LLMAs are well-planned, conducted, analyzed and reported. Data is complete, unbiased and usable.	Identify areas and communicate strengths and weaknesses in LLMA tools, work plans and reports to feedback to assessors for improvement. Provide additional support based on assessor observations during data gathering, as needed. Conduct review of key findings with youth and other stakeholders to ensure maximum use of data.	Medium
Employers allow youth to participate meaningfully in the work of the business; do not limit their ability to observe the functioning of the business. Wide acceptance or increased preference of employers and private sector on hiring workers with soft skills/VRN are achieved	Feedback to employers on youth survey results; Youth Development Coordinators and Work-based Learning placement coordinators to identify and work together to mitigate issues with specific employers to ensure a meaningful placement experience.	High
OCA and YPATs are well-planned, conducted, analyzed and reported resulting in complete, unbiased and usable data.	Identify areas and communicate strengths and weaknesses in OCA/YPA assessment tools, work plans and reports to feedback to assessors for improvement. Provide additional support based on assessor observations during data gathering, as needed. Conduct review of key findings with stakeholders.	High

6. Resources

Budgetary information related to Monitoring, Evaluation and Learning will be provided through annual costed work planning given those costs can change based on how activities are planned from year to year.

7. Roles and Responsibilities

The proposed MEL staffing structure includes a Senior M&E Advisor, M&E / Database/Information Technology Manager; M&E/Implementation Research Officer; and US MEL Advisors (2) based in EDC's home office, to provide short-term technical assistance (STTA) (Table 8).

Table 8: MEL Roles and Responsibilities

Staff Member	M&E Activity
Senior M&E Advisor (EDC)	Responsible for providing overall leadership, coordination, and technical supervision of the monitoring and evaluation activities for UYA and the development of the workplan. Ensures active collaboration with program and technical managers to develop and adapt MEL tools and integrate MEL across all program components, identify and develop the tools needed to measure program impact on youth and resilience, manage all MEL staff, and contribute to UYA reports. Coordinates and undertakes monitoring, evaluation, and reporting activities in all counties within the project's reach. Ensures the quality and accuracy of UYA data and processes. Designs and presents data in ways that help UYA staff and partners make better decisions. Supports the M&E Manager in coordinating monitoring and reporting activities.
M&E / Database/Information Technology Manager (EDC)	Support the consolidation of M&E data, support analysis, and generate reports as needed. S/he will review data generated by YSLOs and support their use of data collection tools and project management indicators. Develop and manage the project M&E database and dashboards. Responsible for coordinating monitoring, evaluation, and reporting activities under the award. Ensure timely communication of data to Senior M&E Officer. Also, maintains the UYA management information system and networks and ensures the functionality, efficiency, and security of computer, telecom, and database systems. Provides technical support or training for systems and networks. Installs and configures software and hardware (printers, network cards, etc.). Monitors system and network performance and troubleshoots and resolves problems. Ensures that the UYA databases and/or platforms are always functional, and that data is easily retrievable, protected at all times, and adheres to EDC and USAID data management policies. Reports to the Senior M&E Officer.
M&E/Implementation Research Officer (EDC)	Maintaining liaison with YSLOs and USAID Youth Advance Monitoring, Evaluation, and Learning (MEL) team regarding IR activities; Works with the USAID Youth Advance M&E, Database/IT Manager, and technical team to institute regular and accurate reporting by the YSLO MEL staff; Supports in the administration of the implementation research protocol and manages any research ethics approvals when needed/appropriate; Contributes to M&E data management and accurate reporting of Activity results as per the reporting schedule; Strengthens the understanding of Implementation Research agenda questions among the YSLOs that are implementing IR activities and ensures effective implementation, reporting, and learning from IR activities.
MEL Officer (Plan)	Responsible for coordinating monitoring, evaluation, and reporting activities under the award. Ensures timely communication of data to Senior M&E Advisor.
US MEL Advisors (2) (EDC)	Provide short-term technical assistance (STTA) in areas such as establishing an efficient MEL system and dashboards, developing data collection instruments and systems, analyzing data, guiding on evaluation activities, and conducting Data Quality Assessments (DQAs). Provide technical assistance (design, analysis, and reporting) on evaluation and learning agenda activities, including informing design/sampling, drafting data collection methods (tools), leading analysis of data, and coordinating report writing efforts.

Staff Member	M&E Activity
M&E Consultants	For data capture as needed

8. Schedule of Activity MEL Plan Tasks

Table 9: Performance management task schedule (blue shading indicates activities already completed up to end FY2023)

TASKS	Responsible	FY 2021				FY 2022				FY 2023				FY 2024				FY 2025				FY 2026			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
INCEPTION AND PERFORMANCE TRACKING																									
AMELP Development	EDC MEL Team																								
Development of data collection tools	EDC MEL Team																								
Gender Analysis and RERA refresher	EDC MEL Team																								
Database Development	EDC MEL Team																								
Organization Capacity Assessment (OCA)	EDC MEL Team																								
Baseline Survey (Pre-test per cohort at enrollment)	YSLOs /EDC																								
Endline (OLA/ EGMA; SS)	YSLOs / EDC																								
Endline (WORQ, SRH)	EDC																								
Tracer study	EDC MEL Team																								
M&E Training/mentoring for partners	EDC MEL Team																								

TASKS	Responsible	FY 2021				FY 2022				FY 2023				FY 2024				FY 2025				FY 2026			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Routine performance data collection	EDC MEL Team																								
Monitoring & Supervision visits	EDC MEL Team																								
Data review and entry	EDC MEL Team																								
Monthly Performance reviews & feedback	EDC MEL Team with COP																								
Data Quality reviews	EDC MEL Team with COP																								
Data Quality reports	EDC MEL Team with COP																								
Semi-annual review	EDC MEL Team with COP																								
Annual performance reviews	EDC MEL Team with COP																								
AMELP Update	EDC MEL Team																								
REPORTING AND REFLECTION																									
External implementation research	USAID																								
Activity reports from partners	Partners																								

TASKS	Responsible	FY 2021				FY 2022				FY 2023				FY 2024				FY 2025				FY 2026			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Monthly reporting	EDC and partners																								
Quarterly reporting	EDC and partners																								
Annual reporting	EDC and partners																								

9. Schedule of Activity MEL Plan Deliverables to USAID

Deliverable	Frequency	Transmission to USAID via	Description of Content
Quarterly Reports	Quarterly	From CoP	Indicator values for indicators to be reported quarterly
Annual Reports	Annually	From CoP	Indicator values for all indicators for which project activities have occurred
AMELP	As updated	From CoP	Major changes from previous AMELP will be submitted in a fully revised document

10. Change Log

Date:	Change By:	Change to:	Description of Change:
Sept 29, 2023	Gwen Heaner, Isaac Sempungu, Amy Deal, Steve Kamanzi	Entire AMELP structure; indicators	AMELP reorganized to match updated MEL Plan template; targets provided for EG 6-11; 6 new standard indicators added per USAID request; PIRS updated to reflect refined measurement and calculation strategies; two indicators combined into one; updated MEL activity timelines; updated information around external Implementation Research
April 17, 2024	Gwen Heaner	Removed outcome indicators	<p>Following conversations with USAID from February 2024, it was agreed that a selection of outcome and output indicators could be removed from regular tracking. The removed indicators and brief rationale for removal are:</p> <p>Standard Outcome:</p> <ul style="list-style-type: none"> Average percent change in earnings following participation in USG-assisted workforce development programs (EG. 6-11) (UYA Indicator 2) – removed because of known issues around data quality in tracking this standard indicator; it was removed from Education Reporting Guidance requirements in 2023. <p>Custom Outcome:</p> <ul style="list-style-type: none"> Percent of youth exhibiting positive social behavior change (Custom) (UYA Indicator 11) (Outcome)- IRI.3; Percent of youth acquiring skills on how to handle trauma-related issues (Custom) (UYA Indicator 12) (Outcome) IRI.3; Percent of increase in the number of services/facilities (YSLOs) with improved gender and disability-responsive programming at the conclusion of training / programming (Custom)

Date:	Change By:	Change to:	Description of Change:
			<p>(UYA Indicator 21) (Output). These were removed because data has been collected already through Year 2 and has not yielded adequately helpful results to influence program design and implementation. It is also burdensome for UYA youth, YSLO staff, and EDC MEL teams.</p> <p>YSLO Capacity Outputs and Outcomes</p> <ul style="list-style-type: none"> Percent of targeted local organizations with increased capacity to provide innovative programming for youth livelihoods development (Custom) (UYA Indicator 23) (Output); Number of organizations with improved youth-responsive characteristics at the conclusion of training/programming (Custom) (UYA Indicator 26) (Output); Number of USG-assisted MHPSS organizations and/or service delivery systems strengthened (Custom) (UYA Indicator 28) (Output). These were removed because Standard Indicator CBLD-9 was added to the AMELP in 2023, and this more reliably captures all constructs envisioned in the three custom indicators that will be removed.

Annex I. Performance Monitoring Indicators and Data Sources

The Performance Monitoring Indicators and Data Sources (Table 10) presents the indicators— standard and custom— that will be used to measure progress toward stated objectives at the *Goal, IR, and Sub-IR* levels of UYA's Results Framework. The selection of indicators follows USAID requirements, that is, that they are direct, objective, practical, adequate, management useful, reflect progress toward achieving results, and attributable to USAID. Customized indicators are included to reflect the specific outputs and outcomes of UYA and to complement the key standard indicators.

Further detailed information on the performance indicators' definitions, methods and frequency of data collection, data sources, and baseline and annual targets will be presented within Performance Indicator Reference Sheets (PIRS) upon project startup, at which time we will work with USAID and the relevant ministries to review, revise, and refine UYA indicators and to develop the relevant data collection instruments in order to ensure ideal alignment with the Mission and government MEL plans. Targets will be adjusted, as needed, to better reflect baseline data and field realities, particularly in the changing context of the COVID-19 pandemic and other contextual factors in Liberia. Indicators will be disaggregated by age, gender, and disability.

Indicators that were archived in April 2024 are:

- Average percent change in earnings following participation in USG-assisted workforce development programs (EG. 6-11) (UYA Indicator 2)
- Percent of youth with improved attitudes related to their sexual and mental health (Custom) (UYA Indicator 10) (Outcome)
- Percent of youth exhibiting positive social behavior change (Custom) (UYA Indicator 11) (Outcome)-IR1.3
- Percent of youth acquiring skills on how to handle trauma-related issues (Custom) (UYA Indicator 12) (Outcome) IR1.3
- Percent of increase in the number of services/facilities (YSLOs) with improved gender and disability-responsive programming at the conclusion of training / programming (Custom) (UYA Indicator 21) (Output)
- Percent of targeted local organizations with increased capacity to provide innovative programming for youth livelihoods development (Custom) (UYA Indicator 23) (Output)
- Number of organizations with improved youth-responsive characteristics at the conclusion of training/programming (Custom) (UYA Indicator 26) (Output)
- Number of USG-assisted MHPSS organizations and/or service delivery systems strengthened (Custom) (UYA Indicator 28) (Output)

Table 10: Performance Monitoring Indicator and Data Sources

#	Indicator	Data Source	Freq.	Base line	Y1	Y2	Y3	Y4	Y5	LOP
Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.										
1	EG 6-12. % of individuals with new employment following participation in USG-assisted workforce development programs (Outcome)	USAID's Workforce Outcomes Reporting Questionnaire (WORQ) (Adaptation)	Pre/post for each cohort; Tracer Study for smaller cohort at Year 3	TBD	NA	20%	25%	25%	30%	25%
9	EG 6-16. Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs	USAID's Workforce Outcomes Reporting Questionnaire (WORQ) (Adaptation)	Pre/post for each cohort (from Cohort 2); Tracer Study for smaller cohort at Year 3	TBD	NA	TBD ⁷	30%	30%	30%	30%
3	EG 6-14. % of individuals who complete USG-assisted workforce development programs (Output)	Completion records	At completion for each cohort	TBD	NA	75%	80%	80%	80%	80%
19	EG 6-14. Number of individuals who complete USG-assisted workforce development programs (Output)	Completion records	At completion of each cohort	0	NA	1,131	2,745	4,576	4,408	12,860
33	GNDR-2. Proportion of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment) (Output)	Training records and attendance sheets	At completion of each cohort		50%	50%	50%	50%	50%	50%
IR 1: Basic education and foundational skills strengthened for improved livelihoods										
Sub IR 1.1: Youth have gained functional literacy and numeracy skills										
4	ES 1-54. Percent of individuals with improved reading skills following participation in USG-assisted youth programs (Outcome)	Out of school youth learning assessment (OLA)	Pre/post for each cohort	TBD	NA	80%	80%	80%	80%	80%
5	Supp-13. Percent of individuals with improved math skills following participation in USG-assisted programs (Outcome)	EGMA	Pre/post for each cohort	TBD	NA	80%	80%	80%	80%	80%
Sub IR 1.2: Youth have gained workforce readiness (socioemotional and "soft skills")										

⁷ Targets will be set during Year 3, as this indicator will only begin to be tracked during Year 3 and reported on at end of Year 3.

#	Indicator	Data Source	Freq.	Base line	Y1	Y2	Y3	Y4	Y5	LOP
6	EG 6-13. Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs (including higher order thinking skills, self-control, and a positive self-concept) (Outcome)	Adaptations of EDC Work Readiness Assessment;	Pre/post for each cohort	TBD	NA	80%	80%	80%	80%	80%
35	Youth-1: Number of youth trained in soft skills/life skills through USG-assisted programs ⁸	Completion records	At completion of each cohort	0	NA	1,131	2,745	4,576	4,408	12,860
Sub IR 1.3: Youth have healthy and productive behaviors										
7	Percent of youth with increased access to mental health and psychosocial support services (Outcome)	EDC SRHR Assessment	Pre/post for each cohort	TBD		80%	80%	80%	80%	80%
8	Percent of youth with increased access to and/or usage of modern family planning counseling and/or services (Outcome)		Pre/post for each cohort	TBD		80%	80%	80%	80%	80%
13	# youth health volunteers mobilized (Output)	Project documentation	Quarterly	0	100	200	0	0	0	300
14	# soon-to-graduate or recent college graduates in health professions trained in mental health (Output)	Training records and attendance sheets	As per training schedule	0	0	60	0	0	0	60
15	Number of vulnerable persons benefiting from USG supported social services	Enrollment records	At enrollment of each cohort	0	1,760	4,000	6,860	6,580	1,800	21,000
IR2: Employment Skills Strengthened for Improved Livelihoods										
Sub IR 2.1: Increased access to market-relevant vocational training for youth										
17	# YSLOs and training providers trained in conducting LLMAAs (Output)	Training records and attendance sheets	As per training schedule	0	0	7	8			15
Sub IR 2.2: Increased access to market-relevant entrepreneurship training for youth self-employment										
16	Number of youth trained in entrepreneurship (Output)	Completion records	At completion of each cohort	0	0	3,904	6,192	5,264	1,440	16,800
Sub IR 2.3: Employers offer increased opportunities for youth to serve in apprenticeships, internships, or positions leading to employment										

⁸ YOUTH-1 is in this case identical to EG 6-14 (all those in the training program will receive workforce development and soft skills training)

#	Indicator	Data Source	Freq.	Base line	Y1	Y2	Y3	Y4	Y5	LOP
18	Number of employers engaged through work-based learning opportunities in the formal or informal sector (Output)	Learning opportunity records and attendance sheets	A per learning opportunities	0	10	40	100	100	50	300
20	Supp-12. Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs (specific to formal sector (Outcome)	Adaptations of EDC Work Readiness Assessment	Pre/post for each cohort	TBD	NA	50%	50%	50%	50%	50%
22	Number of private sector entities engaging and providing increased support for youth livelihoods development (Output)	Notes and attendance from YSO meetings	Quarterly	0	5	15	80	100	100	300
IR3: Enabling environment improved for youth productivity										
Sub IR 3.1: Youth support networks strengthened for socio-economic resilience										
24	Number of youth with increased support from a mentor, religious leader, traditional leader, business leader, etc. at the conclusion of training/programming (Output)	Completion records	At completion of each cohort	0	NA	2,808	5,488	5,264	1,440	15,000
29	Number of Youth Development Associations (YDAs) established with an operating committee including youth representatives (Output)	Project documentation	Annually	0	NA	3				3
Sub IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming										
27	Number of MHPSS service providers trained (Output)	Training records and attendance sheets	As per training schedule	0	85	165	90	60		400
34	CBLD-9: Percent of USG-assisted organizations with improved performance	OCA	Annually		TBD ⁹	TBD	60%	60%	60%	60%
Sub IR 3.3: Increased access to financial resources and savings and loan services for youth livelihoods										
25	Number of youth with increased access to youth financial services that include financial literacy, savings, and group-based and individual micro-loans (Output)	Completion records	Annually	0	NA	1,131	2,745	4,576	4,408	12,860

⁹ Targets will be set during Year 3, as this indicator will only begin to be tracked during Year 3 and reported on at end of Year 3.

#	Indicator	Data Source	Freq.	Base line	Y1	Y2	Y3	Y4	Y5	LOP
30	Number of VSLAs established (Output)	Project documentation	Quarterly	0	0	100	100	100	50	350
32	GNDR-8: Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations (Output)	Training records and attendance sheets	Annually		147 ¹⁰	335	100	0	0	582
Sub IR 3.2: Knowledge base strengthened to enable positive youth development										
31	# OCA/YPATs administered for YSLOs (Output)	Project documentation	Annually	0	10	10	0	0	0	20

¹⁰ Targets will be set during Year 3, as this indicator will only begin to be tracked during Year 3 and reported on at end of Year 3.

Annex 2. Performance Indicator Reference Sheets (PIRS)

#1	Performance Indicator Reference Sheet
Project Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.	
Name of Indicator: I. Percent of individuals with new employment following participation in USG-assisted workforce development programs	
Indicator Type: Outcome	
Is this a PPR Indicator? Yes (EG. 6-12)	
DESCRIPTION	
<p>Precise Definition:</p> <p>'Employment' 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.</p> <p>'New Employment' is measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population using a contextualized adaptation of USAID's Workforce Outcomes Reporting Questionnaire (WORQ).</p> <p>'Individuals can be counted as having 'new employment' if they either did not have employment or were not in the labor force before participation in USG-assisted programs and do have employment at endline.</p> <p>'Individuals' are those individuals of a working age (15 and older, or as appropriate per the country context).</p> <p>'Percent of Individuals' is the number of individuals who are newly employed divided by the total number of individuals who participated in workforce development programming multiplied by 100. Individuals who are newly employed after participating in workforce development 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 newly employed Denominator*=Number of individuals who participate in workforce development 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., 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 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> <p>'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market. 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, 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. A certificate may or may not be</p>	

#1	Performance Indicator Reference Sheet			
<p>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 and this indicator may be used in conjunction with indicators associated with other funding sources such as the Bureau for Food Security, etc.</p> <p>'Participation' in a USG-funded program means that an individual has participated in at least 20% of the sessions or finished 20% of the modules 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, some but not all days of schooling, participated in some events, etc. In the case of UYA, this indicator captures youth who have participated in any of the three Pathways' trainings and finished at least 20% of the modules.</p>				
Unit of Measure: Percent of individuals				
Data Type: Percent				
Disaggregation: Age group, Gender, Disability Status				
PLAN FOR DATA COLLECTION				
Data Source: Activity Records				
Method of Data Collection: WORQ pre/post survey				
Reporting Frequency: Annually				
Individual(s) Responsible: Monitoring & Evaluation Team, YSLOs				
TARGETS AND BASELINE				
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled annually				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations:				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		N/A		
2		20%		
3		25%		
4		25%		
5		30%		
THIS SHEET LAST UPDATED ON:				
8/10/2021				

#2	Performance Indicator Reference Sheet			
Project Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.				
Name of Indicator:				
2. Average percent change in earnings following participation in USG-assisted workforce development programs				
Indicator Type: Outcome				
Is this a PPR Indicator? Yes (EG. 6-11)				

#3	Performance Indicator Reference Sheet
Project Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.	
Name of Indicator: 3. Percent of individuals who complete USG-assisted workforce development programs	
Indicator Type: Output	
Is this a PPR Indicator? Yes (EG. 6-14)	
DESCRIPTION	
<p>Precise Definition: Workforce development programs refer to programs intended to affect outcomes related to the workforce or labor market. 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, capacity building for workforce development institutions (e.g., TVET or other formal education institutions, 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, 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.</p> <p>Completion of a USG-funded program means that an individual has met the completion requirements of a workforce development program. Students will be considered to have completed the Youth Advance program if they have:</p> <ul style="list-style-type: none"> • Pathway 1: Attended 80% of each of the Pathways training modules • Pathway 2: Have achieved a 50% score on the Pathway Assessment (based on % attendance, post-test soft skills assessment, module quiz scores, % course assignments completed). • Pathway 3: Have achieved a 50% score on the Pathway Assessment (based on % attendance, career portfolio, workplace project, digital skills course, self-reflection, and coursework completion) <p>'Individuals' include those who have completed 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). This indicator captures youth who have completed any of the three Pathway training programs.</p> <p>'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.</p> <p>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.</p>	

#3	Performance Indicator Reference Sheet			
'Participation' in a USG-funded program means that an individual has participated in at least 20% of the sessions UYA				
Unit of Measure: Percent of individuals				
Data Type: Percent				
Disaggregation: Age group, Gender, Disability Status				
PLAN FOR DATA COLLECTION				
Data Source: Activity Records				
Method of Data Collection: Attendance Records, WBL Records				
Reporting Frequency: Annually				
Individual(s) Responsible: YSLOs				
TARGETS AND BASELINE				
Baseline Timeframe: N/A				
Rationale of Targets: N/A				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations:				
<ul style="list-style-type: none">None to date				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		N/A		
2		75%		
3		80%		
4		80%		
5		80%		
THIS SHEET LAST UPDATED ON:				
09/20/2022				

#4	Performance Indicator Reference Sheet
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods	
Sub-IR 1.1: Youth have gained functional literacy and numeracy skills	
Name of Indicator:	
4. Percent of individuals with improved reading skills following participation in USG-assisted youth programs	
Indicator Type: Outcome	
Is this a PPR Indicator? Yes (ES 1-54)	
DESCRIPTION	
<p>Precise Definition:</p> <p>This indicator measures reading outcomes of structured, non-primary equivalent programs. Outcomes from primary school equivalent programming (formal or non-formal) should be reported to one of the primary-equivalent reading indicators. For example, this indicator would be applicable to programming that targets out-of-school youth or adults with reading programming.</p> <p>'Reading skills' are the skills necessary to "use printed and written information to function in society" (US National Assessment of Adult Literacy). Reading skills include phonological awareness, word recognition, vocabulary knowledge, oral reading fluency, and comprehension. At higher levels, the application of literacy skills involves locating information, paraphrasing, inferring, interpreting, integrating, evaluating competing information, and more.</p> <p>Reading 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</p>	

#4	Performance Indicator Reference Sheet
<p>inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments should directly assess individual reading skills; self-assessments should not be used. The language(s) of assessment should be the same as the language of instruction for the reading program.</p> <p>'Improved reading skills' are measured by a longitudinal pre/post assessment that directly assesses the individual's reading 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 literacy 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 reading skills programming multiplied by 100. Individuals with improved reading skills after participating in workforce development 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 reading 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., geography, language, sex, etc.). Numerators and denominators, extrapolated onto the activity population, must be reported. 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 reading skills programs, endline assessments should occur at the end of the reading programming in which the individual participated. 'USG-assisted programs' refer here to structured; non-primary equivalent programs intended to affect outcomes related to reading skills. Outcomes from primary school equivalent programming (formal or non-formal) should be reported to one of the ES reading 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 in at least 20% of the sessions or finished 20% of the modules 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, some but not all days of schooling, participated in some events, etc. "Participation" confirmed for Youth Advance to be attending 20% or more of the training sessions specific to their Pathway, based on daily attendance data.</p>	
Unit of Measure: Percent of individuals	
Data Type: Percent	
Disaggregation: Age group, Gender, Disability Status	
PLAN FOR DATA COLLECTION	
Data Source: Activity records	
Method of Data Collection: Out of school literacy assessment (OLA)	
Reporting Frequency: Annually	
Individual(s) Responsible: Monitoring and Evaluation Team, YSLOs	
TARGETS AND BASELINE	
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled	
Rationale of Targets:	
DATA QUALITY ISSUES	

#4	Performance Indicator Reference Sheet			
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		NA		
2		80%		
3		80%		
4		80%		
5		80%		
THIS SHEET LAST UPDATED ON:				
09/20/2022				

#5	Performance Indicator Reference Sheet
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods	
Sub-IR 1.1: Youth have gained functional literacy and numeracy skills	
Name of Indicator:	
5. Supp-I3. Percent of individuals with improved math skills following participation in USG-assisted programs	
Indicator Type: Outcome	
Is this a PPR Indicator? Yes (Supp-I3)	
DESCRIPTION	
<p>Precise Definition:</p> <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 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:</p> <p>numerator*=number of individuals with improved skills at post-test denominator*=number of individuals participating in math skills programming</p>	

#5	Performance Indicator Reference Sheet			
<p>*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., 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>'Participation' in a USG-funded program means that an individual has participated in at least 20% of the sessions or finished 20% of the modules 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, some but not all days of schooling, participated in some events, etc. In the case of UYA, this indicator captures youth who have participated in Pathway 1 and attended at least 20% of the classes</p>				
Unit of Measure: Percent of individuals				
Data Type: Percent				
Disaggregation: Age group, Gender, Disability Status				
PLAN FOR DATA COLLECTION				
Data Source: Activity Records				
Method of Data Collection: Early Grade Mathematics Assessment (EGMA)				
Reporting Frequency: Annually				
Individual(s) Responsible: Monitoring and Evaluation Team, YSLOs				
TARGETS AND BASELINE				
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		NA		
2		80%		
3		80%		
4		80%		
5		80%		
THIS SHEET LAST UPDATED ON:				
08/15/2021				

#6	Performance Indicator Reference Sheet
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods	
Name of Indicator:	
6. Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs	
Sub-IR 1.2: Youth have gained workforce readiness (socioemotional and “soft skills”)	
Indicator Type: Outcome	
Is this a PPR Indicator? Yes (EG. 6-13)	
DESCRIPTION	
<p>Precise Definition:</p> <p>‘Soft 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).</p> <p>The soft skills measured should have some evidence of influencing the activity's targeted outcome(s). For example, when applied to workforce development programming, measurement of soft skills for this indicator should prioritize skills that have some evidence of influence on positive workforce outcomes as stated in USAID’s “Key ‘Soft Skills’ that Foster Youth Workforce Success,” if they are relevant to programming. However, soft skills measurement can include other skills that are relevant for programming or are specifically in demand for a targeted sector.</p> <p>Soft skills are measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population. The assessment should have satisfactory psychometric validity and reliability and not be subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments may rely on self-reporting, though activities are encouraged to explore more reliable, less fakeable measurement options. Activities may also include retrospective items in their post-test assessments to begin generating evidence on whether this method yields more informative analyses of change; however, retrospective data will not be counted towards this indicator as currently defined.</p> <p>‘Improved’ is defined as a meaningfully higher composite score or better results (as defined by the program offered) at post-test in a longitudinal assessment. The amount of increase between baseline and endline that is “meaningful” will be determined and justified by the program. For Youth Advance, improvement in Soft Skills will be measured by comparing performance between the WRN skills pre and post-test. Any point improvement will count as improvement on the assessment.</p> <p>‘Percent of individuals’ is the number of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in soft skills programming multiplied by 100. Individuals with improved soft skills after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>Calculation:</p> <p>Numerator*=Number of individuals with improved skills at post-test</p> <p>Denominator*=Number of individuals participating in soft skills programming</p> <p>*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., 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 soft skills programs, endline assessments should occur at the end of the soft skills programming in which the individual participated.</p>	

#6	Performance Indicator Reference Sheet				
<p>'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market. 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, 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. 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 and this indicator may be used in conjunction with indicators associated with other funding sources such as the Bureau for Food Security, etc.</p> <p>'Participation' in a USG-funded program means that an individual has participated in at least 20% of the sessions or finished 20% of the modules 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, some but not all days of schooling, participated in some events, etc. In the case of UYA, this indicator captures youth who have participated in any of the three Pathways' trainings and finished at least 20% of the modules.</p>					
Unit of Measure: Percent of individuals					
Data Type: Percent					
Disaggregation: Age, gender, disability status					
PLAN FOR DATA COLLECTION					
Data Source: Activity Records					
Method of Data Collection: Soft Skills Assessment, EDC Work Readiness Assessment					
Reporting Frequency: Annually					
Individual(s) Responsible: Monitoring & Evaluation Team, YSLOs					
TARGETS AND BASELINE					
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled					
Rationale of Targets:					
DATA QUALITY ISSUES					
Date of Initial DQA: To be filled when first DQA completed					
Known Data Limitations: None to date					
PERFORMANCE INDICATOR VALUES					
Year	Baseline	Target	Actual	Notes	
1		N/A			
2		80%			
3		80%			
4		80%			
5		80%			
THIS SHEET LAST UPDATED ON:					
9/20/22					

#7	Performance Indicator Reference Sheet				
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods					
Name of Indicator:					
7. Percent of youth with increased access to mental health and psychosocial support services					
Sub-IR 1.3: Youth have healthy and productive behaviors					
Indicator Type: Outcome					
Is this a PPR Indicator? No					

#7	Performance Indicator Reference Sheet				
DESCRIPTION					
Precise Definition: Services include those provided by government hospitals or clinics, INGO and NGOs, and Clinic Days. Increased access will be measured by youth's self-reported ability to access such services across multiple items of an assessment and reported in a composite score based on the self-reported items in the assessment. 'Increased' is defined as a meaningfully higher composite score or better results (as defined by the program offered) at post-test in a longitudinal assessment. The amount of increase between baseline and endline that is "meaningful" will be determined and justified by the program. 'Percent of individuals' is the number of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in soft skills programming multiplied by 100. Calculation Numerator*=Number of individuals reporting increased access at post-test Denominator*=Number of individuals participating in programming Youth will be counted if they participated in at least 20% of the sessions or finished 20% of the modules. 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. In the case of UYA, this indicator captures youth who have participated in any of the three Pathways' trainings and finished at least 20% of the modules.					
Unit of Measure: Percent of individuals					
Data Type: Percent					
Disaggregation: Age, gender, disability status					
PLAN FOR DATA COLLECTION					
Data Source: Activity records					
Method of Data Collection: Soft Skills Assessment, Healthy Actions Assessment					
Reporting Frequency: Annually					
Individual(s) Responsible: Monitoring & Evaluation Team, YSLOs					
TARGETS AND BASELINE					
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled					
Rationale of Targets:					
DATA QUALITY ISSUES					
Date of Initial DQA: To be filled when first DQA completed					
Known Data Limitations: TBD					
PERFORMANCE INDICATOR VALUES					
Year	Baseline	Target	Actual	Notes	
1		NA			
2		80%			
3		80%			
4		80%			
5		80%			
THIS SHEET LAST UPDATED ON:					
08/04/2021					

#8	Performance Indicator Reference Sheet				
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods					
Sub-IR 1.3: Youth have healthy and productive behaviors					

#8	Performance Indicator Reference Sheet			
Name of Indicator:				
8. Percent of youth with increased access to and/or usage of family planning counseling and/or services				
Indicator Type: Outcome				
Is this a PPR Indicator? No				
DESCRIPTION				
<p>Precise Definition: [Indicators 8 and 9 in first AMELP have been combined into this present Indicator 8] 'Services' include those provided by government hospitals or clinics, INGOs and NGOs, and Clinic Days. Increased access will be measured by youth's self-reported ability to access such services across multiple items of an assessment and reported in a composite score based on the self-reported items in the assessment. Modern family planning methods include use of condoms, birth control pills, patches, injections, and IUDs. Increased usage will be measured by youth's self-reported use of family planning methods. Only those youth who say they are sexually active and who, at baseline, did not always use modern family planning methods, will be counted toward this indicator. Increased use will be based on self-reported items reflected in an assessment and reported as a composite score based on the items in the assessment.</p> <p>'Increased' is defined as a meaningfully higher composite score or better results (as defined by the program offered) at post-test in a longitudinal assessment, administered at the end of training and after participation in a health fair. The amount of increase between baseline and endline that is "meaningful" will be determined and justified by the program.</p> <p>'Percent of individuals' is the number of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in the program and attend the health fair multiplied by 100.</p> <p>Calculation Numerator*=Number of individuals reporting increased access at post-test. Denominator*=Number of individuals participating in programming and attending the health fair. Youth will be counted if they participated in at least 20% of the sessions or finished 20% of the modules. 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. In the case of UYA, this indicator captures youth who have participated in any of the three Pathways' trainings and finished at least 20% of the modules.</p> <p>Unit of Measure: Percent of individuals</p> <p>Data Type: Percent</p> <p>Disaggregation: Age, gender, disability status</p>				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: Soft Skills Assessment SRHR Section				
Reporting Frequency: Annually				
Individual(s) Responsible: Monitoring & Evaluation Team, YSLOs				
TARGETS AND BASELINE				
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		NA		

#8	Performance Indicator Reference Sheet			
2		80%		
3		80%		
4		80%		
5		80%		
THIS SHEET LAST UPDATED ON:				
08/04/2021				

[Added July 2023]

#9	Performance Indicator Reference Sheet
Project Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.	
Name of Indicator:	
9. EG 6-16 Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs	
Indicator Type: Outcome	
Is this a PPR Indicator? Yes (EG. 6-16)	
DESCRIPTION	
<p>'Employment' 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 definition on employment. For additional definitions related to employment, see Getting Employment to Work for Self-Reliance: A USAID Framework for Programming.</p> <p>'Individuals' 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. Individuals who were unemployed or out of the labor market at baseline should not be counted by this indicator since their 'new employment' is captured under EG.6-12: Percent of individuals with new employment following participation in USG-assisted workforce development programs.</p> <p>'Quality of employment' 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 Global Impact Investing Network (GIIN) Quality Jobs framework. This Quality Employment Brief 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 'improved quality of employment' if they report that, of the GIIN domains measured by a particular activity, they perceive their employment has improved in any of the domains that they feel are important to them 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</p>	

#9	Performance Indicator Reference Sheet
	<p>quality of employment as long as the domain in which they improved is important to them. Activities are not required to validate if an individuals' perception is accurate (e.g., activities do not 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> <p>(1) "Earnings and wealth" 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 do not need to quantify earnings and wealth to report on this domain.</p> <p>(2) "Health and well-being" 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 specific groups), violence—especially gender-based violence—at or on the way to work, workplace conditions, job fulfillment, well-being, healthy lifestyles, or other measures as appropriate.</p> <p>(3) "Job skills for the future" refers to the skills necessary to prepare the current and future workforce for rapid and evolving changes in work and workplaces. Activities should ask about specific skills (as opposed to relying on the respondent to identify job skills for the future), including skills in new technologies, soft skills, or technical skills, possible results of gaining those skills, such as promotions or career advancement, or other measures as appropriate.</p> <p>(4) "Job security and stability" refers to how certain or secure an individual perceives their work to be; it may be of particular concern for individuals facing additional disadvantages as a result of factors such as sex, race, ethnicity, gender identity, sexual orientation, disability, citizenship, or belief. Activities may ask about control over schedule, number of employers/clients, contractual work relationships, or other measures as appropriate.</p> <p>(5) "Rights, respect, and engagement in the workplace" refers to equity of opportunity and treatment in the workplace by ensuring that employment opportunities are not restricted on the basis of sex, race, ethnicity, gender identity, sexual orientation, disability, citizenship, or belief. Activities may ask about workplace policies, procedures, and practices related to promoting equity as well as mechanisms of engaging workers through unions, channels for communication with management, employee engagement, or other measures as appropriate.</p> <p>Quality of employment is measured by a longitudinal pre/post (panel) assessment of a representative sample of the participating population or of the entire participating population. Baseline data should be collected before an individual begins programming. Specific measurement tools should include questions on employment quality improvement in the domains that align with the activity's theory of change and are relevant for the local context or conditions. Domains should not be measured by a single question, but rather by a series of questions relevant to the domain, country context, and activity.</p> <p>Calculation:</p> <ul style="list-style-type: none"> · Numerator*: Number of individuals with employment at baseline who report improved quality of employment · Denominator*: The total number of individuals with employment at baseline who participated in USG-assisted workforce development programs <p>* Activities that rely on a sample of individuals rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc.). Numerators and denominators, extrapolated onto the activity population, must be reported.</p>

#9	Performance Indicator Reference Sheet			
<p>'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, 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. In UYA, 'Workforce development programs' refers to WRN (ie. All pathways are the target of this indicator).</p>				
<p>'Participation' 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. In UYA, 'Participation' means that an individual has participated in at least 20% of the sessions.</p>				
<p>'Following participation' 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>				
Unit of Measure: Percent change in individuals				
Data Type: Percent				
Disaggregation: Age group, Gender, Disability Status				
PLAN FOR DATA COLLECTION				
Data Source: Activity Records				
Method of Data Collection: WORQ pre/post survey				
Reporting Frequency: Annually				
Individual(s) Responsible: Monitoring & Evaluation Team, YSLOs				
TARGETS AND BASELINE				
Baseline Timeframe: Cohort 2 2023; Additional cohorts as enrolled				
Rationale of Targets: Targets cannot be set until baseline is understood				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations:				
● None to date				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		TBD		
2		TBD		

#9	Performance Indicator Reference Sheet			
3		30%		
4		30%		
5		30%		
THIS SHEET LAST UPDATED ON:				
6/9/2023-4/17/2024				

#10	Performance Indicator Reference Sheet
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods	
Sub-IR 1.3: Youth have healthy and productive behaviors	
Name of Indicator:	
10. Percent of youth with improved attitudes related to their sexual and mental health	

#11	Performance Indicator Reference Sheet
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods	
Sub-IR 1.3: Youth have healthy and productive behaviors	
Name of Indicator:	
11. Percent of youth exhibiting positive social behavior change	

#12	Performance Indicator Reference Sheet
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods	
Sub-IR 1.3: Youth have healthy and productive behaviors	
Name of Indicator:	
12. Percent of youth acquiring skills on how to handle trauma related issues	

#13	Performance Indicator Reference Sheet
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods	
Sub-IR 1.3: Youth have healthy and productive behaviors	
Name of Indicator:	
13. Number of youth health volunteers mobilized	
Indicator Type: Output	
Is this a PPR Indicator? No	
DESCRIPTION	
Precise Definition: Youth health volunteers are individuals who will be responsible for supporting peer groups, many of whom are secured through the Liberia Youth Volunteer Corps. Mobilized means they have signed onto the project as youth health volunteers for UYA	
Unit of Measure: Number of individuals	
Data Type: Number	
Disaggregation: Gender	
PLAN FOR DATA COLLECTION	

#13	Performance Indicator Reference Sheet			
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		100		
2		200		
3				
4				
5				
THIS SHEET LAST UPDATED ON:				
08/04/2021				

#14	Performance Indicator Reference Sheet			
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods				
Sub-IR 1.3: Youth have healthy and productive behaviors				
Name of Indicator:				
14.Number of soon-to-graduate or recent college graduates in health professions trained in mental health				
Indicator Type: Output				
Is this a PPR Indicator? No				
DESCRIPTION				
Precise Definition: Number of soon-to-be or recent graduates who have completed the mental health training programs in evidence based psychological treatment approaches of most need within the country.				
Unit of Measure: Number of individuals				
Data Type: Number				
Disaggregation: Gender				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1				

#14	Performance Indicator Reference Sheet			
2				
3		60		
4				
5				
THIS SHEET LAST UPDATED ON:				
08/04/202104/17/2024				

#15	Performance Indicator Reference Sheet			
Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods				
Sub-IR 1.2: Youth have gained workforce readiness (socioemotional and “soft skills”)				
Name of Indicator:				
15. Number of vulnerable persons benefiting from USG supported social services				
Indicator Type:				
Is this a PPR Indicator?				
DESCRIPTION				
Precise Definition:				
Benefiting from USG supported social services means any youth who participate in any of the three pathways, whether they complete them or not.				
Youth will be counted if they participated in at least 20% of the sessions or finished 20% of the modules. 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. In the case of TYA, this indicator captures youth who have participated in any of the three Pathways' trainings and finished at least 20% of the modules.				
Unit of Measure: Number of individuals				
Data Type: Number				
Disaggregation: Gender				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		1,760		
2		4,000		
3		6,860		
4		6,580		
5		1,800		
THIS SHEET LAST UPDATED ON:				
10/ 20/2023				

#16	Performance Indicator Reference Sheet			
Intermediate Result 2: Employment Skills Strengthened for Improved Livelihoods				
Sub-IR 2.2: Increased access to market-relevant entrepreneurship training for youth self-employment				
Name of Indicator: 16.Number of youth trained in entrepreneurship				
Indicator Type: Output				
Is this a PPR Indicator? No				
DESCRIPTION				
<p>Precise Definition: Trained in entrepreneurship refers to youth who participate in any of the three pathways entrepreneurship packages that includes Be Your Own Boss (for all pathways, 1 and 2/3) and GROW for youth with existing micro-enterprises.</p> <p>Youth will be counted if they participated in at least 20% of the sessions or finished 20% of the modules specific to entrepreneurship. 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. In the case of UYA, this indicator captures youth who have participated in any of the three Pathways' entrepreneurship trainings and finished at least 20% of the modules.</p>				
Unit of Measure: Number of individuals				
Data Type: Number				
Disaggregation: Gender				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		0		
2		3,904		
3		6,192		
4		5,264		
5		1440		
THIS SHEET LAST UPDATED ON:				
08/04/2021-04/17/2024				

#17	Performance Indicator Reference Sheet			
Intermediate Result 2: Employment Skills Strengthened for Improved Livelihoods				
Sub-IR 2.1: Increased access to market-relevant vocational training for youth				
Name of Indicator: 17.Number of YSLOs and training providers trained in conducting LLMA's				
Indicator Type: Output				
Is this a PPR Indicator? No				

#17	Performance Indicator Reference Sheet			
DESCRIPTION				
Precise Definition: Number of YSLOs and training providers who complete the training on conducting LLMA.s.				
Unit of Measure: Number of individuals				
Data Type: Number				
Disaggregation: Gender				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		0		
2		7		
3		8		
4				
5				
THIS SHEET LAST UPDATED ON:				
08/04/2021				

#18	Performance Indicator Reference Sheet
Intermediate Result 2: Employment Skills Strengthened for Improved Livelihoods	
Sub-IR 2.3: Employers offer increased opportunities for youth to serve in apprenticeships, internships, or positions leading to employment	
Name of Indicator:	
18. Number of employers engaged through work-based learning opportunities in the formal or informal sector	
Indicator Type: Output	
Is this a PPR Indicator? No	
DESCRIPTION	
<p>Precise Definition: “Employers” include small, medium, and large employers. “Engaged” means a young person is involved with the employer such that they can develop skills and gain confidence directly within the workplace, through workplace observation, informational interviews, job shadowing, short work experiences and longer-term internships.</p>	
<p>Clarified Nov 8, 2022: One company may be engaged by both Resonance and YSLOs; in this case those entities need to be separated from YSLO records to avoid double-counting and count unique contribution from Resonance vs. YSLOs.</p>	
<p>Work-Based Learning for YSLOs will identify and engage employers, prepare and place youth for work-based learning opportunities (this can include workplace observation or job-shadowing/work exposure) and monitor youth during longer work experiences.</p>	
Unit of Measure: Number of individuals	

#18	Performance Indicator Reference Sheet			
Data Type: Number				
Disaggregation: Gender				
PLAN FOR DATA COLLECTION				
Data Source: Activity records Clarified Nov 8, 2022: Resonance tracking for those businesses that they have engaged + YSLO tracking (Grow Livelihoods tool) for the youth they have linked to businesses Resonance: Year 1 Target: 10; Year 2 Target: 15; Year 3 Target: 15 / LOP 30-40 large/mid sided employers				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		10		
2		40		
3		100		
4		100		
5		50		
THIS SHEET LAST UPDATED ON:				
08/15/2021				

#19	Performance Indicator Reference Sheet			
Project Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.				
Sub-IR 2.1: Increased access to market-relevant vocational training for youth				
Name of Indicator: 19.Number of individuals who complete USG-assisted workforce development programs / Number of youth trained in soft skills/life skills through USG-assisted programs (EG 6-14)				
Indicator Type: Output				
Is this a PPR Indicator? Yes (EG. 6-14)				
DESCRIPTION				
<p>Precise Definition:</p> <p>Workforce development programs refer to programs intended to affect outcomes related to the workforce or labor market. 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, capacity building for workforce development institutions (e.g., TVET or other formal education institutions, 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, 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.</p>				

#19		Performance Indicator Reference Sheet																																								
<p>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>Completion of a USG-funded program or trained in soft skills/life skills means that an individual has met the completion requirements of a workforce development program.</p> <p>[Revised by pathway Sept 20, 2022]</p> <ul style="list-style-type: none"> Pathway 1: Attended 80% of each of the Pathways training modules Pathway 2: Have achieved a 50% score on the Pathway Assessment (based on % attendance, post-test soft skills assessment, module quiz scores, % course assignments completed). 																																										
1: Attendance (30 points)			2: Written Assignments (40 points)			3: Quizzes (15 points)			4: Post-Test (15 points)			Total Score (Add grey)																														
1A. # of days attended	1B. Total # of training days	Points (1A + 1B x 30)	2A. # of assignments completed	2B. Total # of assignments	Points (2A + 2B x 40)	3A. Total points earned	3B. Total points possible	Points (3A + 3B x 15)	4A. Total points earned	4B. Total points possible	Points (4A + 4B x 15)																															
<p>'Individuals' include those who have completed 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). This indicator captures youth who have completed any of the three Pathway training programs.</p> <p>'Number of Individuals' is the number of individuals who complete workforce development programming. 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.</p> <p>UYA</p> <p>Unit of Measure: Number of individuals</p> <p>Data Type: Number</p> <p>Disaggregation: Age group, gender, disability status</p> <p>PLAN FOR DATA COLLECTION</p> <p>Data Source: Activity Records</p> <p>Method of Data Collection: Attendance Records, WBL Records</p> <p>Reporting Frequency: Annually, upon enrollment and completion of each cohort:</p> <p>Individual(s) Responsible: Implementation Partners</p> <p>TARGETS AND BASELINE</p> <p>Baseline Timeframe: N/A</p> <p>Rationale of Targets: N/A</p> <p>DATA QUALITY ISSUES</p> <p>Date of Initial DQA: To be filled when first DQA completed</p> <p>Known Data Limitations:</p> <ul style="list-style-type: none"> None to date <p>PERFORMANCE INDICATOR VALUES</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Baseline</th> <th>Target</th> <th>Actual</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>1,131</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td>2,745</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td>4,576</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td>4,408</td> <td></td> <td></td> </tr> </tbody> </table>													Year	Baseline	Target	Actual	Notes	1		N/A			2		1,131			3		2,745			4		4,576			5		4,408		
Year	Baseline	Target	Actual	Notes																																						
1		N/A																																								
2		1,131																																								
3		2,745																																								
4		4,576																																								
5		4,408																																								

#19	Performance Indicator Reference Sheet
THIS SHEET LAST UPDATED ON:	
08/15/2021	

#20	Performance Indicator Reference Sheet
Intermediate Result 2: Employment Skills Strengthened for Improved Livelihoods	
Sub-IR 2.3: Employers offer increased opportunities for youth to serve in apprenticeships, internships, or positions leading to employment	
Name of Indicator:	
20.Percent of Individuals who pass a context-relevant assessment in technical, vocational, or professional skill set following participation in USG-assisted programs	
Indicator Type: Outcome	
Is this a PPR Indicator? Yes (Supp-12)	
DESCRIPTION	
<p>Precise Definition:</p> <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. For UYA, "pass" means that the learner has achieved 50% or more correct answers on the WRN component of the soft skills assessment. Pathway 1 measurement will be sample-based, given the need to administer the WRN assessments verbally. All Pathway 2 youth will be administered the WRN assessment.</p> <p>'Individuals' are at an appropriate age—as per the country context—to participate in technical, vocational, or professional skills training.</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>	

#20	Performance Indicator Reference Sheet			
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.				
'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.				
'Participation' in a USG-funded program means that an individual has participated in at least 20% of the sessions or finished 20% of the modules 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, some but not all days of schooling, participated in some events, etc. For UYA, youth participating in WRN, WBL, and BYOB, youth participation is counted if the individual finished at least 20% of the WRN modules.				
Unit of Measure: Percent of individuals				
Data Type: Number				
Disaggregation: Age group, gender, disability status				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: Administration of WRN Credential Test post-training				
Reporting Frequency: Annually				
Individual(s) Responsible: Implementing Partners and EDC				
TARGETS AND BASELINE				
Baseline Timeframe: N/A				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: None to date				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1	TBD	N/A		
2		50%		
3		50%		
4		50%		
5		50%		
THIS SHEET LAST UPDATED ON:				
8/10/2023				

#21	Performance Indicator Reference Sheet
Intermediate Result 2: Employment Skills Strengthened for Improved Livelihoods	
Sub-IR 2.3: Employers offer increased opportunities for youth to serve in apprenticeships, internships, or positions leading to employment	
Name of Indicator:	
21. Percent increase in the number of services/facilities (YSLOs) with improved gender and disability responsive characteristics at the conclusion of training/programming	

#22	Performance Indicator Reference Sheet			
Intermediate Result 2: Employment Skills Strengthened for Improved Livelihoods				
Sub-IR 2.3: Employers offer increased opportunities for youth to serve in apprenticeships, internships, or positions leading to employment				
Name of Indicator: 22.Number of private sector entities engaging and providing increased support for youth livelihoods development				
Indicator Type: Output				
Is this a PPR Indicator? No				
DESCRIPTION				
<p>Precise Definition: Number of private sector entities engaging and providing increased support for youth livelihoods development Clarified Nov 8, 2022: The type of engagement may include events, trainings, and other such support, but is not restricted to work based learning (As counted in #18)</p> <p>One entity may be engaged by both Resonance and YSLOs; in this case those entities need to be separated from YSLO records to avoid double-counting and count unique contribution from Resonance vs. YSLOs.</p>				
Unit of Measure: Number of entities				
Data Type: Number				
Disaggregation: NA				
PLAN FOR DATA COLLECTION				
<p>Data Source: Activity records Resonance tracking for those entities that they have engaged + YSLO tracking (Grow Livelihoods tool) for the youth they have linked to entities Resonance: Year 1 Target: 5; Year 2 Target: 10; Year 3 Target: 15 / LOP 30-40 large/mid sized employers</p>				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		5		
2		15		
3		80		
4		100		
5		100		
THIS SHEET LAST UPDATED ON:				
08/15/2021				

Commented [SI1]: @Heaner, Gwen the reporting frequency for indicator 22 "Number of private sector entities engaging and providing increased support for youth livelihoods development" in the indicator table is "quarterly", however, it is annually in the PIRs. Should we maintain reporting as either quarterly or annually? Kindly advise.

#23	Performance Indicator Reference Sheet			
Intermediate Result 3: Enabling environment improved for youth productivity				
Sub-IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming				

Name of Indicator:

~~23. Percent of targeted local organizations with increased capacity to provide innovative programming for youth livelihoods development~~

#24	Performance Indicator Reference Sheet			
Intermediate Result 3: Enabling environment improved for youth productivity				
Sub-IR 3.1: Youth support networks strengthened for socio-economic resilience				
Name of Indicator:				
24. Number of youth with increased support from a mentor, religious leader, traditional leader, business leader, etc. at the conclusion of training/programming				
Indicator Type: Output				
Is this a PPR Indicator? No				
DESCRIPTION				
Precise Definition:				
Via participation in the program and connections made with trainers, employers, and others working with EDC, youth completing training are assumed to have increased access to mentorship and/or increased quality of mentorship.				
Unit of Measure: Number of individuals				
Data Type: Number				
Disaggregation: Age groups, gender, disability status				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: Attendance Records				
Reporting Frequency: Annually				
Individual(s) Responsible: Monitoring and Evaluation Team / YSLOs				
TARGETS AND BASELINE				
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		NA		
2		2,808		
3		5,488		
4		5,264		
5		1,400		
THIS SHEET LAST UPDATED ON:				
08/03/2023				

#25	Performance Indicator Reference Sheet
Intermediate Result 3: Enabling environment improved for youth productivity	
Sub-IR 3.3: Increased access to financial resources and savings and loan services for youth livelihoods	
Name of Indicator:	
25. Number of youth with increased access to youth financial services that include financial literacy, savings, and group-based and individual micro-loans	
Indicator Type: Output	
Is this a PPR Indicator? No	
DESCRIPTION	
Precise Definition:	
<p>This indicator tracks access to group-based savings, microfinance, or lending programs. Group-based savings programs are formal or informal community programs that serve as a mechanism for people in poor communities with otherwise limited access to financial services to pool their savings. The specific composition and function of the savings groups group vary and can include rotating loan disbursement. The definition is inclusive of all the different types of group-based savings programs. According to the World Bank, microfinance can be defined as approaches to provide financial services to households and microenterprises that are excluded from traditional commercial banking services. Typically, these are low-income, self-employed or informally employed individuals, with no formalized ownership titles on their assets and with limited formal identification papers.¹¹</p> <p>UYA Youth Advance assistance includes, but is not limited to, training and advocacy around how youth can access formal and informal financial services, which all youth completing BYOB training received, as well as support provided to the creation and management of saving and lending groups to which some youth are linked. [revised targets to reflect this definition Aug 2023]</p>	
Unit of Measure: Number of youth	
Data Type: Number	
Disaggregation: Gender, Age, Disability status, Duration (e.g., new client or continuing client)	
PLAN FOR DATA COLLECTION	
Data Source: Activity records	
Method of Data Collection: Data on youth is collected prior to beginning respective training pathway (pre-training), and again immediately after training (possibly again during administration of WORQ, 6 months after training).	
Reporting Frequency: Annually	
Individual(s) Responsible: Monitoring and Evaluation Team; YSLOs	
TARGETS AND BASELINE	
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled	
Rationale of Targets:	
DATA QUALITY ISSUES	
Date of Initial DQA: To be filled when first DQA completed	
Known Data Limitations: TBD	

¹¹ World Bank FINDEX <http://www.worldbank.org/en/programs/globalindex>

PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		0		
2		1,131		
3		2,745		
4		4,576		
5		4,408		
THIS SHEET LAST UPDATED ON:				
08/10/2023				

#26	Performance Indicator Reference Sheet
Intermediate Result 3: Enabling environment improved for youth productivity	
Sub-IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming	
Name of Indicator:	
26. Number of organizations with improved youth-responsive characteristics at the conclusion of training/programming	

#27	Performance Indicator Reference Sheet			
Intermediate Result 3: Enabling environment improved for youth productivity				
Sub-IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming				
Name of Indicator:				
27. Number of MHPSS service providers trained				
Indicator Type:				
Is this a PPR Indicator?				
DESCRIPTION				
Precise Definition:				
"MHPSS Service providers" refers to the broad variety of support that youth may receive, including from YSLOs, private sector partners, Pathway 3 beneficiaries, and youth volunteers, for which they receive mental health training and/or referrals to other mental health service providers as needed.				
Unit of Measure: Number of providers (individuals, organizations)				
Data Type: Number				
Disaggregation: Type of provider				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: Training records and attendance sheets				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		85		
2		165		
3		90		

4		60		
5		0		
THIS SHEET LAST UPDATED ON:				
04/28/2022				

#28	Performance Indicator Reference Sheet
Intermediate Result 3: Enabling environment improved for youth productivity	
Sub-IR 3.4: Increased capacity of youth-serving organizations to support innovative youth programming	
Name of Indicator:	
28. Number of USG-assisted MHPSS organizations and/or service delivery systems strengthened	

#29	Performance Indicator Reference Sheet			
Intermediate Result 3: Enabling environment improved for youth productivity				
Sub-IR 3.1: Youth support networks strengthened for socio-economic resilience				
Name of Indicator:				
29. Number of YDAs established with an operating committee including youth representatives				
Indicator Type: Output				
Is this a PPR Indicator? No				
DESCRIPTION				
Precise Definition:				
Number of YDAs established with an operating committee including youth representatives				
Unit of Measure: Number of associations				
Data Type: Number				
Disaggregation: NA				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		0		
2		3		
3		0		
4		N/A		
5		N/A		
THIS SHEET LAST UPDATED ON:				
08/15/2021				

#30	Performance Indicator Reference Sheet			
Intermediate Result 3: Enabling environment improved for youth productivity				
Sub-IR 3.3: Increased access to financial resources and savings and loan services for youth livelihoods				
Name of Indicator:				
30. Number of VSLAs established				
Indicator Type: Output				
Is this a PPR Indicator? No				
DESCRIPTION				
Precise Definition: Number of VSLAs established. VSLAs are group-based savings programs that are formal or informal community based and that serve as a mechanism for people in poor communities with otherwise limited access to financial services to pool their savings. The specific composition and function of the savings groups group vary and can include rotating loan disbursement. The definition is inclusive of all the different types of group-based savings programs. According to the World Bank, microfinance can be defined as approaches to provide financial services to households and microenterprises that are excluded from traditional commercial banking services. Typically, these are low-income, self-employed or informally employed individuals, with no formalized ownership titles on their assets and with limited formal identification paper				
Unit of Measure: Number of associations				
Data Type: Number				
Disaggregation: NA				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Quarterly				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		N/A		
2		100		
3		100		
4		100		
5		50		
THIS SHEET LAST UPDATED ON:				
08/15/2021				

#31	Performance Indicator Reference Sheet			
Intermediate Result 3: Enabling environment improved for youth productivity				
Sub-IR 3.2: Knowledge base strengthened to enable positive youth development				
Name of Indicator:				
31.Number of OCA/YPATs administered for YSLOs				
Indicator Type: Output				
Is this a PPR Indicator? No				
DESCRIPTION				

#31	Performance Indicator Reference Sheet			
Precise Definition: Number of OCA/YPATs administered for YSLOs				
Unit of Measure: Number of assessments				
Data Type: Number				
Disaggregation: NA				
PLAN FOR DATA COLLECTION				
Data Source: Activity records				
Method of Data Collection: TBD				
Reporting Frequency: Annually				
Individual(s) Responsible: Chief of Party				
TARGETS AND BASELINE				
Baseline Timeframe: NA				
Rationale of Targets:				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: TBD				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		10		
2		10		
3		0		
4		0		
5		0		
THIS SHEET LAST UPDATED ON:				
08/15/2021				

[Added July 2023]

#32	Performance Indicator Reference Sheet
Intermediate Result 3: Enabling environment improved for youth productivity	
Name of Indicator: 32. GNDR-8: Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations	
Sub-IR 3.3: Increased access to financial resources and savings and loan services for youth livelihoods	
Indicator Type: Output	
Is this a PPR Indicator? Yes (GNDR-8)	
DESCRIPTION	
<p>Precise Definition: This indicator is a count of the number of persons trained with USG assistance to advance gender equality or female empowerment objectives in the context of their official/formal role(s) within a public or private sector institution or organization.</p> <p>To be counted under this indicator, a person must have been trained in their role as an actor within a public or private sector institution or organization. Persons receiving training in their individual capacity, such as livelihoods training designed to increase individual or household income, should not be counted under this indicator. Public or private sector institutions or organizations include but are not limited to: government agencies forming part of the executive, judicial, or legislative branches; public and private health, financial, and education institutions; and civil society organizations such as rights advocacy groups, business associations, faith-based groups, and labor unions.</p>	

#32	Performance Indicator Reference Sheet			
To be counted under this indicator, persons must have participated in a training of at least 3 hours, with content designed to develop or strengthen the institution's/organization's capacity to advance gender equality or female empowerment objectives. Stand-alone gender trainings may be counted under this indicator, as well as trainings where gender is integrated within a broader sector training. In the latter case, the training must include a substantial focus on gender issues (e.g., gender issues are addressed throughout the training, there is a gender module that explores the relevant gender issues in depth, etc.).				
For UYA, training consists of any trainer or YSLO staff who has been trained to implement any UYA pathway, which always contain components of gender equity.				
Unit of Measure: Number of individuals				
Data Type: Number (integer)				
Disaggregation: Gender				
PLAN FOR DATA COLLECTION				
Data Source: Activity Records				
Method of Data Collection: Training Records				
Reporting Frequency: Annually				
Individual(s) Responsible: EDC				
TARGETS AND BASELINE				
Baseline Timeframe: N/A				
Rationale of Targets: N/A				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: None to date				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		147		
2		335		
3		100		
4				
5				
THIS SHEET LAST UPDATED ON:				
08/10/23				

[Added July 2023]

#33	Performance Indicator Reference Sheet			
Goal: Liberian youth in targeted areas have increased economic self-reliance and resilience.				
Name of Indicator:				
33. GNDR-2: Proportion of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment)				
Indicator Type: Output				
Is this a PPR Indicator?: Yes (GNDR-2)				
DESCRIPTION				
Productive economic resources include: assets - land, housing, businesses, livestock or financial assets such as savings; credit; wage or self-employment; and income.				
Programs include:				
<ul style="list-style-type: none"> • micro, small, and medium enterprise programs; • workforce development programs that have job placement activities; 				

#33	Performance Indicator Reference Sheet				
<p>• programs that build assets such as land redistribution or titling; housing titling; agricultural programs that provide assets such as livestock; or programs designed to help adolescent females and young women set up savings accounts.</p> <p>In UYA, 'programs' include both pathways.</p> <p>This indicator does NOT track access to services, such as business development services or stand-alone employment training (e.g., employment training that does not also include job placement following the training).</p> <p>The unit of measure will be a percentage expressed as a whole number.</p> <p>Numerator = Number of female program participants</p> <p>Denominator = Total number of male and female participants in the program</p> <p>The resulting percentage should be expressed as a whole number. For example, if the number of females in the program (the numerator) divided by the total number of participants in the program (the denominator) yields a value of .16, the number 16 should be the reported result for this indicator. Values for this indicator can range from 0 to 100.</p> <p>The numerator and denominator must also be reported as disaggregates.</p> <p><u>In UYA, 'participants' mean youth who attended at least 20% of sessions.</u></p>					
Unit of Measure: Number of female youth					
Data Type: Number					
Disaggregation: Age, Disability status, Duration (e.g., new client or continuing client)					
PLAN FOR DATA COLLECTION					
Data Source: Activity records					
Method of Data Collection: Data on youth is collected prior to beginning respective training pathway (pre-training), and again immediately after training (possibly again during administration of WORQ, 6 months after training).					
Reporting Frequency: Annually					
Individual(s) Responsible: Monitoring and Evaluation Team; YSLOs					
TARGETS AND BASELINE					
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled					
Rationale of Targets:					
DATA QUALITY ISSUES					
Date of Initial DQA: To be filled when first DQA completed					
Known Data Limitations: TBD					
PERFORMANCE INDICATOR VALUES					
Year	Baseline	Target	Actual	Notes	
1					
2		50%			
3		50%			
4		50%			
5		50%			
THIS SHEET LAST UPDATED ON:					
06/12/2021					

[Added July 2023]

#34	Performance Indicator Reference Sheet				
Intermediate Result 3: Enabling environment improved for youth productivity					

#34	Performance Indicator Reference Sheet
Sub-IR 3.4: Increased Capacity of youth serving organizations to support innovative youth programming	
Name of Indicator: 34. CBLD-9: Percent of USG-assisted organizations with improved performance	
Indicator Type: Outcome	
Is this a PPR Indicator?: Yes (CBLD-9)	
DESCRIPTION	
<p>This indicator measures whether U.S. government-funded capacity strengthening efforts have led to improved organizational performance in organizations receiving organizational capacity strengthening support.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Capacity encompasses the knowledge, skills, and motivations, as well as the relationships that enable an actor—an individual, an organization, or a network—to take action to design and implement solutions to local development challenges, to learn and adapt from that action, and to innovate and transform over time. Organizational capacity strengthening is a strategic and intentional investment in organizations to jointly improve their performance toward achieving locally valued and sustainable development outcomes. Capacity is a form of potential; it is not visible until it is used. Therefore, performance is the key consideration in determining whether capacity has changed. An organization is a group of people who work together in an organized way for a shared purpose. For additional information on what entities count as “organizations,” reference the CBLD-9 frequently asked questions (FAQs). <p>The unit of measure will be a percentage expressed as a whole number. Numerator = Number of organizations with improved performance. Denominator = Number of organizations pursuing performance improvement with U.S. Agency for International Development (USAID) support. The unit of measure is an organization, and a single organization should only be counted once in a fiscal year. Organizations can be counted in subsequent years, as long as their performance improved relative to the previous year.</p> <p>Denominator Calculations: Organizations should only be counted in the denominator if they have fulfilled all conditions in points (a) and (b) below:</p> <ul style="list-style-type: none"> The activity theory of change, award documents, work plan, or other relevant documentation reflects that resources (human, financial, and/or other) were intentionally allocated for organizational capacity strengthening. An organization demonstrates that it has undergone and documented a process of performance improvement, including the following four steps: <ul style="list-style-type: none"> Collaborating with the supporting organization and/or any other relevant stakeholders to jointly define desired input to define desired performance improvement priorities, Identifying the difference between current and desired performance Selecting and implementing performance improvement solutions (the capacity strengthening interventions), and Identifying and using a performance improvement metric (or metrics) by which the organization will monitor and measure changes in performance. Refer to “Selecting Metrics and Measurement Approaches” below for additional guidance. <p>Numerator Calculations for Organizational Performance Improvement: Organizations should only be counted in the numerator (number of organizations with improved performance) if they are eligible to be counted in the denominator (number of organizations pursuing performance</p>	

#34	Performance Indicator Reference Sheet				
<p>improvement with USAID support) and have additionally demonstrated measurable improved performance, as captured by one or more performance metrics. In other words, in addition to meeting conditions (a) and (b) above, organizations must also meet the following condition (c) to be counted in the numerator:</p> <ul style="list-style-type: none"> - An organization demonstrates that its performance on at least one key performance metric has improved. <p>The following are examples of organizations and programming that should not be counted under CBLD-9:</p> <ul style="list-style-type: none"> • Organizations receiving support that is not specifically tailored to their priorities. For example, a training or workshop offered to any interested local organizations does not, by itself, meet the criteria for CBLD-9, as it is not intentionally offered in response to specific organizations' performance improvement priorities. • Organizations that have received capacity strengthening support, but have not yet conducted measurement of performance change. Organizations should only be counted when CBLD-9 criterion by (measuring change in performance) has been met. An organization whose performance change has not yet been measured should not be counted under CBLD-9 for the given fiscal year. • Programming targeting individual professional development. Programming that primarily targets individual capacity strengthening (without intention to strengthen organizations) should not be counted. 					
Unit of Measure: Organization					
Data Type: Percent					
Disaggregation: County					
PLAN FOR DATA COLLECTION					
Data Source: Activity Records					
Method of Data Collection: OCA					
Reporting Frequency: Annually					
Individual(s) Responsible: EDC UYA Technical team/ Monitoring and Evaluation Team; YSLOs					
TARGETS AND BASELINE					
Baseline Timeframe: First cohorts 2021; Additional cohorts as enrolled					
Rationale of Targets:					
DATA QUALITY ISSUES					
Date of Initial DQA: To be filled when first DQA completed					
Known Data Limitations: TBD					
PERFORMANCE INDICATOR VALUES					
Year	Baseline	Target	Actual	Notes	
1		TBD			
2		60%			
3		60%			
4		60%			
5		60%			
THIS SHEET LAST UPDATED ON:					
08/10/2023-04/17/2024					

#35

Performance Indicator Reference Sheet

Intermediate Result 1: Basic education and foundational skills strengthened for improved livelihoods

Name of Indicator:

35.YOUTH-I: Number of youth trained in soft skills/life skills through USG assisted programs.

Sub-IR 1.2: Youth have gained workforce readiness (socioemotional and “soft skills”)

Indicator Type: Output

Is this a PPR Indicator? Yes (YOUTH-1)

DESCRIPTION

Precise 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.

‘Completion of a USG-funded program or trained in soft skills/life skills means that an individual has met the completion requirements of a workforce development program.

● Pathway 1: Attended 80% of each of the Pathways training modules

● Pathway 2: Have achieved a 50% score on the Pathway Assessment (based on % attendance, post-test soft skills assessment, module quiz scores, % course assignments completed).

1: Attendance (30 points)			2: Written Assignments (40 points)			3: Quizzes (15 points)			4: Post-Test (15 points)			Total Score (Add grey)
1A. # of days attend ed	1B. Total # of trainin g days	Points (1A ÷1B x30)	2A. # of assignm ents complet ed	2B. Total # of assign ments	Poin ts (2A ÷2B x40)	3A. Total points earne d	3B. Total points possib le	Poin ts (3A ÷3B x15)	3A. Total points earne d	3B. Total points possib le	Poin ts (3A ÷3B x15)	

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 15 - 35 years.

‘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.

‘Participation’ in a USG-funded program means that an individual has participated in at least 20% of the sessions or finished 20% of the modules 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, some but not all days of schooling, participated in some events, etc. In the case of UYA, this indicator captures youth who have participated in any of the three Pathways’ trainings and finished at least 20% of the modules.

This indicator is linked to two USAID 2022 Youth in Development Policy outcomes: (1) that youth fully participate in democratic and development processes, play active roles in peacebuilding and civil society,

#35	Performance Indicator Reference Sheet			
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, access equitable health services to live healthy lives, and contribute to household, community, and national wellbeing. A key linkage in the positive youth development theory of change, improved soft skills is an intermediate outcome linked to longer-term workforce outcomes across multiple sectors, like incidence of new employment and increased earnings. Evidence suggests that improved soft skills also support firm productivity and competitiveness.				
Unit of Measure: Number of individuals				
Data Type: Number (integer)				
Disaggregation: Age, gender, disability status				
PLAN FOR DATA COLLECTION				
Data Source: Activity Records				
Method of Data Collection: Attendance Records, WBL Records				
Reporting Frequency: Annually				
Individual(s) Responsible: Implementing Partners (YSLOs)				
TARGETS AND BASELINE				
Baseline Timeframe: N/A				
Rationale of Targets: N/A				
DATA QUALITY ISSUES				
Date of Initial DQA: To be filled when first DQA completed				
Known Data Limitations: None to date				
PERFORMANCE INDICATOR VALUES				
Year	Baseline	Target	Actual	Notes
1		N/A		
2		1,131		
3		2,745		
4		4,576		
5		4,408		
THIS SHEET LAST UPDATED ON:				
08/10/23				