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YOUTHPOWER LEARNING

POSITIVE YOUTH DEVELOPMENT MEASUREMENT TOOLKIT

A PRACTICAL GUIDE FOR IMPLEMENTERS OF YOUTH PROGRAMS

December 2016

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USAID's YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international youth development. We are leading research, evaluations, and events designed to build the evidence base and inform the global community about how to successfully transition young people into productive, healthy adults.

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ACRONYMS AND ABBREVIATIONS

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CDCS	Country Development Cooperation Strategy
CPYDS	Chinese Positive Youth Development Scale
CTCYS	Communities That Care Youth Survey
DDL	Development Data Library
F-indicators	Foreign Assistance indicators
IDIQ	Indefinite delivery indefinite quantity
IRB	Institutional Review Board
LGBTI	Lesbian, Gay, Bisexual, Transgendered, and/or Intersex
LMIC	Low- and middle-income countries
M&E	Monitoring and Evaluation
PMP	Performance and Monitoring Plan
PYD	Positive youth development
RFP	Request for Proposal
USAID	United States Agency for International Development
USG	United States Government
YP	YouthPower
YTP	Youth Theater for Peace

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TABLE OF CONTENTS

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Acknowledgements	3
Acronyms and Abbreviations	5
Toolkit Orientation Questions and Answers	13
Toolkit Icon Legend	14
Introduction	15
Toolkit Overview	16
Chapter 1: A Framework to Measure Positive Youth Development	21
Chapter 2: PYD Constructs and Illustrative Indicators	25
Chapter 3: Adapting PYD Measurement to Different Contexts	47
Glossary	57
Annex A: USAID and Positive Youth Development	59
Annex B: USAID's YouthPower Initiative	61
Annex C: Key Individuals Engaged During Indicator and Toolkit Development	63
Annex D: Overview of the PYD Field—Past and Present	65
Annex E: Positive Youth Development Illustrative Indicators	69
Annex F: Reference Sheets	75
Annex G: PYD Measurement Sources Table	115
Annex H: Study Design	117
Annex I: Ten Seminal Readings on Positive Youth Development	119

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TABLE OF FIGURES, TABLES AND BOXES

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Figure 1: USAID Program Cycle

Figure 2: PYD Measurement Framework

Figure 3: Relationship among the Definition, Domains and Features of PYD

Figure 4: Application of the PYD Measurement Framework for Selecting Primary Outcomes and Research Questions for the Youth Theater for Peace Program

Figure 5. Simple Logic Model for YTP using PYD Framework

Table 1: The Utility of the PYD Toolkit to Various Actors throughout the USAID Program Cycle

Table 2: PYD Framework Domains and PYD Program Features

Table 3: How to Use the PYD Framework to Define Your Primary Outcomes and Research Questions

Table 4: How to Use the PYD Framework to Select Program Features and Beneficiaries

Table 5: How to Use the PYD Framework for YTP in Kyrgyzstan

Table 6: How to Use the PYD Framework to Select Indicators

Table 7: Selecting PYD Indicators and Data Collection Methods

Table 8: How to Use the PYD Framework to Select PYD Indicators

Table 9: How to Use the PYD Framework to Analyze and Disseminate Data

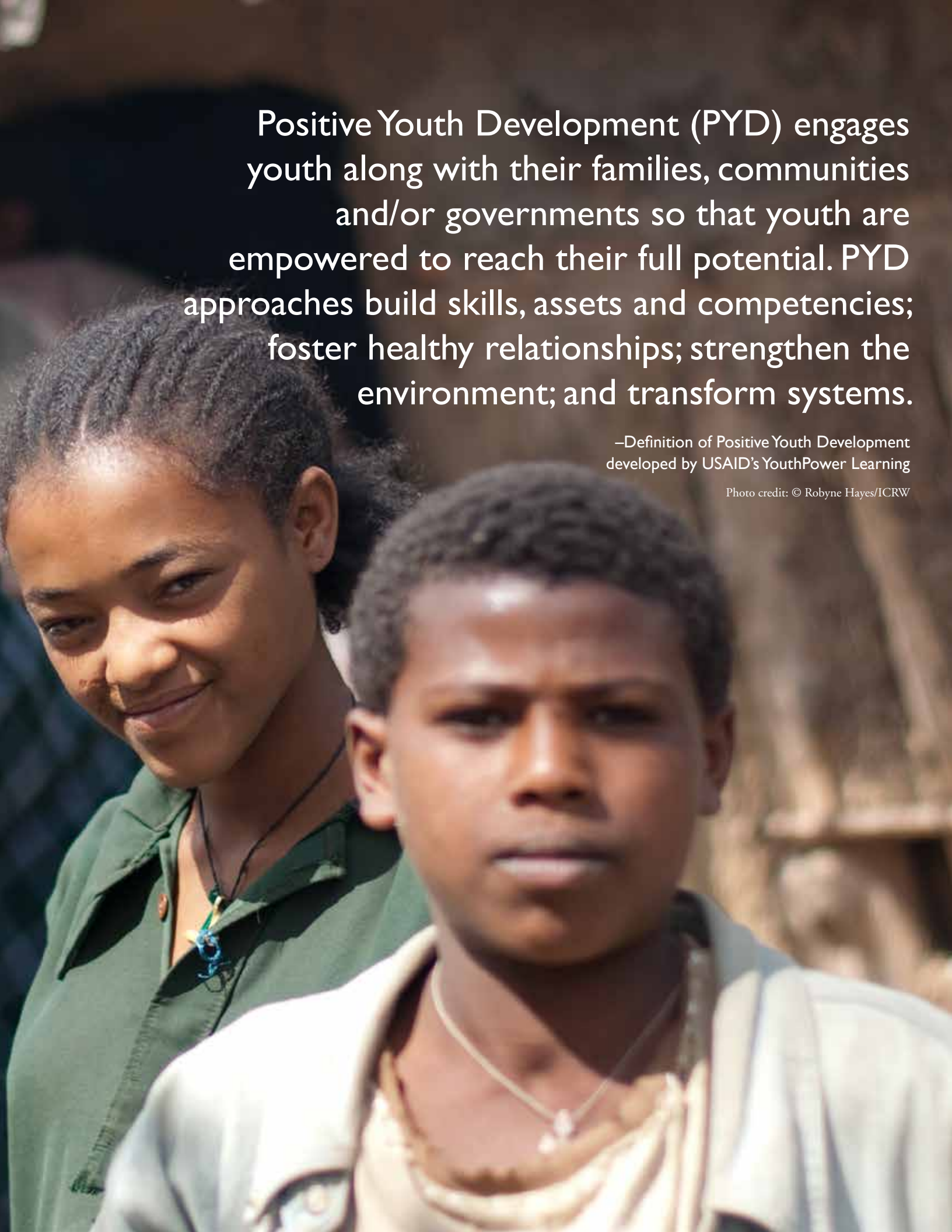
Box 1: Case Study Example: Youth Theater for Peace (YTP) in Kyrgyzstan

Box 2: Reflective questions to guide the development of learning strategies for youth programs

Box 3: Age, Developmental Stage and Life Stage Considerations in Action

Box 4: Gender Considerations in Action

Box 5: Key dos and don'ts for adapting measures to new contexts



Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

–Definition of Positive Youth Development developed by USAID's YouthPower Learning

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Welcome to the PYD Measurement Toolkit

In this toolkit, we provide implementers of youth programming a variety of references, resources, and tools on how to use a positive youth development (PYD) approach for evaluating youth-focused programming. A PYD approach to evaluation will measure whether youth are positively engaged in and benefiting from investments that ultimately empower them to develop in healthy and positive ways so that they can contribute to the development of their communities.

We begin this toolkit with an overview of PYD and explain how a PYD approach fits with youth-focused programming. While the toolkit was developed with the USAID program cycle in mind, it has broad applicability for other programs and donors. We introduce readers, who are primarily implementers of youth programming in low- and middle-income countries, to our PYD Framework that can be used to guide measurement of PYD, starting with program design through dissemination of and learning from findings.

The main section of the toolkit discusses PYD constructs and illustrative indicators for implementers. We take readers step by step through a series of phases that utilize the PYD Framework (including the illustrative indicators) to demonstrate how youth programs can be optimally designed using a PYD approach, and how program staff can measure PYD-related outcomes in their program to to assess impact on youth.

Finally, this toolkit offers a series of considerations for adapting the indicators and measures to local contexts. Given that the PYD field has mostly been developed and evaluated in high-income countries, it is essential that these measures be appropriately and thoughtfully adapted to low- and middle-income country contexts to effectively evaluate youth programming in various sectors from a PYD perspective.

We welcome feedback (info@youthpower.com) and hope you will find this toolkit useful.

Sincerely,

The YouthPower Learning Team

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TOOLKIT ORIENTATION QUESTIONS AND ANSWERS

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1. **Where can I find a definition of positive youth development?**

   YouthPower Learning, a USAID funded project, has developed a comprehensive definition of positive youth development (PYD), and it can be found on page 15. To learn more about positive youth development, go to www.youthpower.org

2. **Where do I go in the toolkit to understand more about how to conceptualize PYD measurement?**

   We introduce the PYD Measurement Framework in Chapter 1, which is dedicated to conceptualizing PYD measurement.

3. **Where can I go for a list of PYD indicators and their sources?**

   We developed a list of user-friendly, evidence-based illustrative indicators of PYD that youth programs in low- and middle-income countries can use. The table of PYD illustrative indicators, along with the reference sheets for indicators sources, is in Annexes E, F and G. More context for the illustrative indicators is provided through a case study approach in Chapter 2.

4. **Where can I go if I want to see an example of how to incorporate PYD measurement for program design, monitoring and evaluation?**

   We walk readers through the stages of measurement, monitoring and evaluation for programs using a case study approach in Chapter 2. In this case study approach, which is based on a real USAID program, we use the PYD Measurement Framework and the indicators to show how to incorporate PYD principles into measurement during all phases of program design, from developing the research questions to dissemination of PYD data.

5. **Where can I go if I am interested in adapting PYD measures to new contexts?**

   Chapter 3 orients readers to the important considerations needed for adapting PYD measures and principles in new contexts, including scale validation, developmental stage of youth, and gender.

6. **Where can I go if I want to learn more about how USAID is investing in young people?**

   For more information on USAID's investment in young people, including highlights from the 2012 Youth in Development Policy, see Annex A.

7. **Where do I go to learn more about YouthPower?**

   For more information on YouthPower, see Annex B and www.youthpower.org. A list of individuals involved in developing the toolkit and the indicators is available in Annex C.

8. **Where can I find more information about PYD in general and the current state of the field?**

   In Annex D, we briefly detail the historical context of PYD and the current state of the field, especially in terms of measurement. Further, a meta review of PYD in low- and middle-income countries is also being produced under YouthPower Learning.

There are internal and external hyperlinks in the document, denoted by underlined text.

Throughout this toolkit, three types of visual icons in the right-hand margin draw attention to specific text or resources that may be of interest:

USAID logo: This logo indicates a section of the toolkit that is of special interest to those at USAID, or those involved in the implementation of USAID programs.

RESOURCES logo: This logo represents additional reading or resources that go above and beyond what the toolkit is able to cover. For some resource icons, there will be a number inside the icon that is associated with a resource at the end of the chapter.

YOUTH ENGAGEMENT logo: This logo indicates additional information about how to involve youth in the process.

INTRODUCTION

What is Positive Youth Development?

Positive youth development (PYD) refers to a broad approach that aims to build the competencies, skills and abilities of youth that they need to grow and flourish throughout life. PYD is both a philosophy and an approach to adolescent development. As a philosophy, PYD views youth as precious assets to be nurtured and developed rather than as problems to be solved. The approach that flows from this philosophy works on building mutually beneficial relationships between youth and their family, peer groups, school, workplace, neighborhood, community, other government institutions, society, and culture to provide opportunities for youth to enhance their knowledge, interests, skills, and abilities.

Youth transition through a critical developmental phase, rapidly evolving socially, emotionally and physically within a complex world. Multiple factors influence how they develop and thrive or struggle. Recognizing youth development as a function of and interaction between complex environments and systems can help us better respond to youth and to program effectively. PYD addresses youth as assets to be developed, rather than problems to be managed.

While there are several definitions of PYD, YouthPower Learning has defined it as follows:

Positive youth development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.[1]

A PYD approach to programming has been shown to have a positive impact across an array of outcomes and sectors in the United States and other high-income countries, including the areas of sexual and reproductive health, mental health, education, crime, and violence (Catalano, 2002; Gavin et al., 2010; Roth 2003). While efforts are underway to review and collect more evidence about PYD internationally, donors, governments, practitioners and policymakers are increasingly looking to this approach to provide more holistic support for youth in low- and middle-income countries (LMICs).

For more information on the ten seminal readings on positive youth development, see resource section at the end of the chapter.

For more information on USAID's vision of youth and positive youth development in their work see Annex A.

For more resources on youth, please see section at the end of the chapter.

[1] YouthPower Learning developed this definition by building on the key elements of the USAID Youth in Development Policy, the academic and grey literature, and existing definitions and frameworks of PYD and in consultation with USAID, youth-serving and youth-led organizations, and PYD researchers and experts to ensure their usefulness and applicability across youth age groups (10 to 29), sectors, and settings in low- and middle-income countries (LMICs).

TOOLKIT OVERVIEW

Purpose of this Toolkit

The Positive Youth Development Measurement Toolkit provides guidance and resources for implementers of youth programming in LMICs to integrate PYD principles in their monitoring and evaluation (M&E) systems and effectively measure PYD outputs and outcomes within their programs.

The overall goal of this toolkit is to help programs effectively measure PYD outcomes in order to improve program performance over time, contribute to the body of evidence on PYD, and ultimately influence multi-sector outcomes and impact of youth programming.

This PYD measurement toolkit provides the following:

1. A framework for measuring PYD;
2. Resources and references for implementers and evaluators;
3. A set of illustrative PYD indicators that can be applied to and across various sectors; and
4. A discussion about the major considerations of adapting measures cross-culturally.

The toolkit can also help program implementers, evaluators and researchers contribute to building the evidence within and across sectors on two overarching research questions:

- What is the effectiveness of PYD programs in improving outcomes for youth in LMICs?
- What are the key PYD features associated with improved outcomes for youth?

Intended Audiences

The primary audiences of this toolkit are implementers, evaluators and funders of youth programs (both United States Government (USG) and non-USG). Other audiences include those in the broader PYD space such as academics or youth advocates interested in PYD measurement.

Implementers of youth programs can find information specific to USAID funded projects throughout this toolkit, where indicated in the text through use of the USAID logo. USAID, particularly USAID Mission staff, may find this toolkit useful in developing Request for Proposals/Applications (RFP/RFA) and similar requests to implementers. For example, this toolkit can be used to assist USAID staff in integrating youth programming and measurement into their Mission's Country Development Cooperation Strategy (CDCS). Additionally, the use of the toolkit can help to ensure that the development objectives, strategic goals, and intermediate results for each Mission program have incorporated some elements of PYD programs and measurement. The end result will likely be new strategies and plans that better address youth's needs and that integrate cross-cutting initiatives and strengthen monitoring and evaluation approaches.

The toolkit is relevant for all stages of USAID's program cycle. While the program cycle referenced here is specific to USAID, it can be applied or modified to other donors or implementing contexts. See Figure 1 for the Program Cycle and Table 1 for information on how the toolkit caters to various actors throughout the USAID program cycle.

Figure 1: USAID Program Cycle

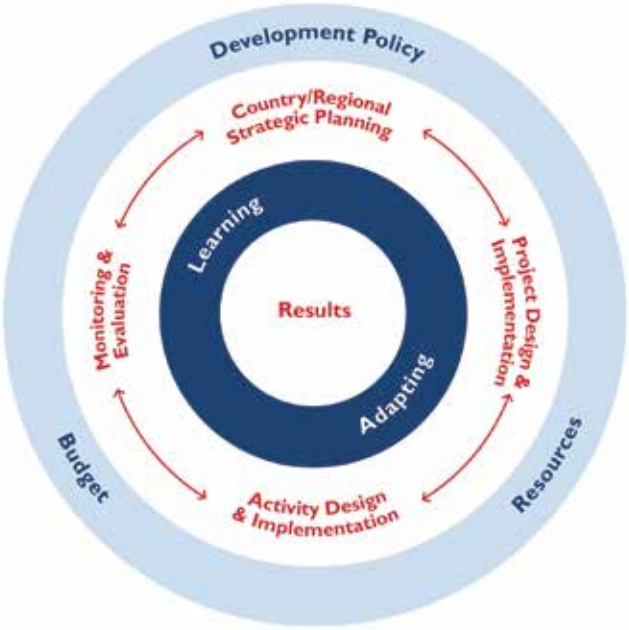

Table 1:
The utility of the PYD Toolkit to various actors throughout the USAID program cycle

USAID program lifecycle stage	How this toolkit can be used during each stage
Country Development Cooperation Strategies	Provides background on PYD and a framework that can be used in developing CDCSs. (Chapter 1)
Program Design and Implementation	Provides guidance on PYD and PYD measurement that can be used to develop requests for proposals (RFPs) and requests for applications (RFAs) for programs targeting youth; inform PYD and PYD-inspired program design, logic models and theories of change; and design M&E frameworks to assess PYD programs' processes and outcomes. (Chapter 1) For ongoing projects, this guide can be used to identify refinements and add-ons to program design during the annual work planning phase, logic models or theories of change. Often programs already have PYD components, and this toolkit can help determine which program elements should be identified as PYD.
Performance Monitoring and Evaluation	Provides a list of core, illustrative indicators for PYD. This guide provides a case study based on a real USAID program for youth that uses the PYD Framework throughout the entire research and evaluation process. (Chapter 2) Considerations and planning for program M&E should begin during program design – incorporated into RFP/RFAs, proposal development and implementation planning. For projects already underway, this guide can be used to refine existing M&E plans, identify existing PYD program features, and – if needed and possible – add some indicators to improve monitoring and evaluation of these features.

For more information about the USAID program cycle, see http://usaidprojectstarter.org/content/program-cycle

Continued from page 17

USAID program lifecycle stage	How this toolkit can be used during each stage
Learning and Adaptation	Provides guidance on analyzing PYD data and using findings to improve PYD programs. Also provides considerations for adapting illustrative indicators into new contexts. (Chapter 3) For projects already underway, the guide provides an opportunity to identify PYD learning and evidence components in these projects that can contribute to the overall learning and body of evidence on PYD.
Budget and Resources	Guidance on budgeting and resources is beyond the scope of this toolkit; however, all programs must appropriately budget for PYD measurement, especially evaluation of PYD programming. In addition, each budget should build in time to validate PYD measures in new contexts. USAID should promote the funding of this.

For more information about USAID's policy on budgets and evaluation, see https://www.usaid.gov/evaluation/policy

Methodology and Toolkit Overview

The YouthPower Learning Team created this PYD Measurement Toolkit and indicators through a series of reviews and consultations, drawing on the existing documentation and literature. The team obtained input from leading PYD experts, youth program implementers and a number of youth-serving organizations. Key activities included a review of what is currently available for PYD measurement in peer reviewed and grey literature, and an analysis as to how PYD measurement has been applied across various sectors and in LMICs. The team conducted numerous consultations to ensure this toolkit would be user-friendly and relevant.

More information about YouthPower can be found in Annex B.

Additionally, as the PYD measurement field has lagged behind theoretical advances, this toolkit contributes a robust collection of illustrative indicators.

The toolkit does not instruct how to conduct basic monitoring and evaluation, design youth programs, or develop sector-specific programs and indicators. However, additional resources and materials on specific areas of interest that are beyond the scope of the toolkit are included at the end of each chapter.

A list of key individuals we engaged during the development of the indicators and toolkit is listed in Annex C.

The toolkit is organized into three chapters:

Chapter 1 explains what PYD measurement means for youth programming. It also introduces the basic concepts of PYD and PYD measurement that are central to a PYD-focused program.

Chapter 2 provides the tools to operationalize the PYD Framework. It first explains the PYD Framework and how it is helpful to understanding PYD measurement. Next, it provides a list of PYD constructs and illustrative indicators and measures that are core to PYD-focused youth programs, emphasizing those funded by USAID. A case study is included to help walk the reader through the main steps of research and evaluation, using the key elements of the PYD Framework – i.e., the domains, features, and indicators – as guidance.

Chapter 3 describes the key considerations in adapting PYD measurement to new contexts. This chapter covers considerations such as developmental lifestage, gender and culture. It also discusses ethical implications of PYD measurement and how to engage young people in the measurement process. The chapter ends with a list of "dos" and "don'ts" for cross-context adaption of PYD measurement.

Following the chapters are several annexes that provide additional information on various topics, including the following:

Annex A: USAID and Positive Youth Development

Annex B: USAID's YouthPower Initiative

Annex C: Key Individuals Engaged During Indicator and Toolkit Development Phases

Annex D: Overview of the PYD Field—Past and Present

Annex E: Table of PYD Illustrative Indicators

Annex F: Reference Sheets

Annex G: PYD Measurement Sources Table

Annex H: Study Design

Annex I: Ten Seminal Readings on Positive Youth Development

Additional Resources for the Introduction

Essential Reading on Youth

1. The World Bank (2007). World Development Report: Development and the Next Generation.
2. USAID (2012). Youth and Development Policy.
3. The Andreas C Dracopoulos Ideas Lab and the Center for Strategic and International Studies. (2014) Global Youth Wellbeing Index.
4. Patton, G et al. (2016). Lancet Commission on Adolescent Health and Wellbeing.
5. Ten Seminal Readings on Positive Youth Development. *There are 10 articles recognized as key studies in establishing and furthering the field of positive youth development. They can be found in Annex I.*

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CHAPTER 1

A FRAMEWORK TO MEASURE POSITIVE YOUTH DEVELOPMENT

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Objectives of Chapter 1

After reviewing this chapter, you will:

- Be familiar with the PYD Measurement Framework; and
- Understand how the PYD Measurement Framework is linked to the programs.

Building on the key elements of the USAID Youth in Development Policy, the academic and grey literature, and existing definitions and frameworks of PYD, YouthPower Learning developed a definition of PYD that could be broadly applied across youth age groups (10 to 29), sectors and settings in low- and middle-income countries. The research team held numerous consultations with experts (see Annex C for a full list of names) to solicit feedback, and also undertook online surveys and presentations with a wide range of stakeholders, including USAID implementers, youth-serving and youth-led organizations, and PYD researchers and experts.

The final definition reflects the key elements of PYD and is both applicable for the developing world context and relevant for USAID:

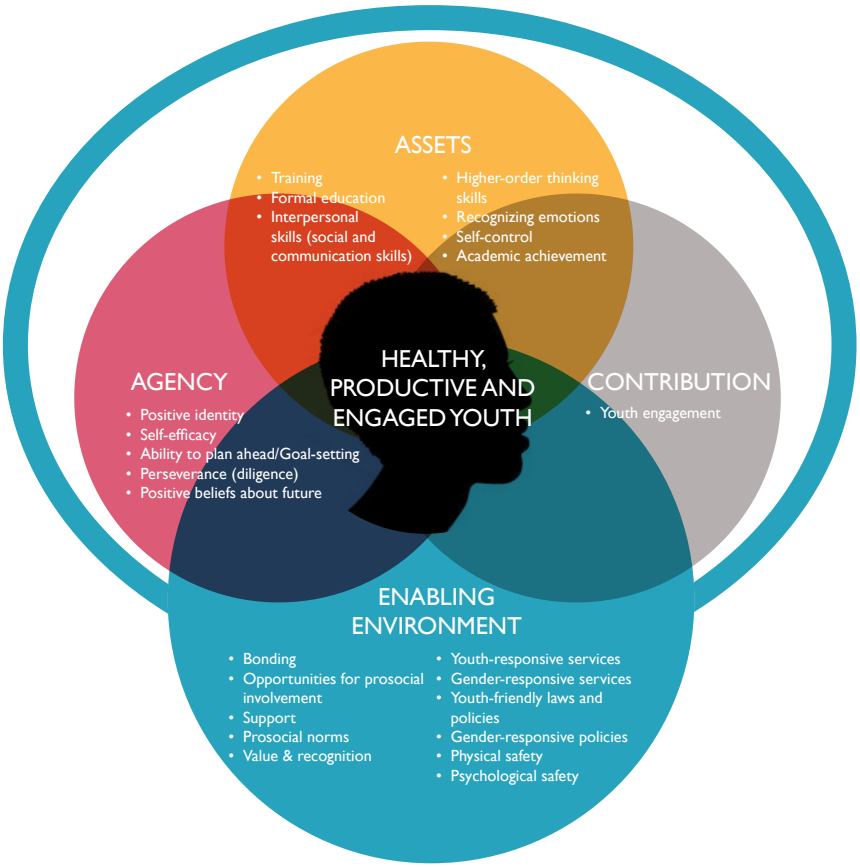
Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

Based on the definition of PYD, YouthPower Learning synthesized the PYD literature and organized PYD constructs into four critical components, or domains, that serve as the overarching PYD Framework. Figure 2 shows the theoretical connection among the four PYD domains used in the framework – Assets, Agency, Contribution and Enabling Environment – and to the final set of PYD constructs that map to illustrative indicators, which is further discussed in the next chapter.

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential.

This framework illustrates that to achieve the vision of healthy, productive and engaged youth, PYD programs, practices and policies must work with youth to improve their Assets, Agency, Contribution and Enabling Environment.

Figure 2: PYD Measurement Framework



This framework illustrates that to achieve the vision of healthy, productive and engaged youth, PYD programs, practices and policies must work with youth to improve their:

- **Assets:** Youth have the necessary resources, skills and competencies to achieve desired outcomes.
- **Agency:** Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes.
- **Contribution:** Youth are engaged as a source of change for their own and for their communities' positive development.
- **Enabling environment:** Youth are surrounded by an environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term "environment" should be interpreted broadly and includes: social (e.g., relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, programs services, and systems) and physical (e.g., safe, supportive spaces).

PYD Framework with Program Features

Seven features of PYD are essential for strong for programs (See Table 2). These features link directly to the four domains presented in the PYD Framework. Like the domains, these features are grounded in the literature, particularly the work of the National Research Council and Institute of Medicine, but are tailored for the context of a developing country. The PYD features can help to define what activities can be incorporated within each of the four PYD domains.

Table 2. PYD Framework Domains and PYD Program Features

PYD Domains	PYD Program Features	Key Activities
Assets	Skill building	Develop soft and life skills through skill building activities within individual, family, peer and community settings.
Agency[2]		
Contribution	Youth engagement and contribution	Allow youth engagement to take different shapes. This can include youth expression, youth involvement in community service and creating opportunities for youth decision-making at various levels of government. This can also include programs that provide structure for youth contribution or that support youth leadership.
Enabling Environment	Healthy relationships and bonding	Identify and link youth to positive adult role models, mentors, coaches, teachers, health care providers and community leaders. Ideally, youth have at least one caring and consistent adult in their lives. Healthy peer relationships are also particularly important to youth.
	Belonging and membership	Foster activities where youth feel included regardless of gender, ethnicity, sexual orientation, disabilities or other factors. Identify activities that provide positive sense of belonging (schools, sports, community service, faith-based youth group, etc.)
	Positive norms, expectations, and perceptions	Have clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles.
	Safe space	Create safe spaces that are tailored to the needs of youth – including physical infrastructure as well as emotional safety. Space can be defined in a variety of ways, including virtual. Many communities lack any space for youth to convene. Thus communities must be committed to providing youth with safe spaces to practice, engage, and learn creatively and collaboratively. An emotionally safe space is critical to learning.
	Access to age appropriate and youth friendly services; integration among services	Make information available to youth and families, connecting and integrating health and social services so there is a continuum of care and support at a community level.

[2] Agency is closely linked with empowerment. Agency connects youth to their environment and allows them to contribute. When linked to program features, the Agency domain plays a dual role, treating agency as a set of skills and/or a mechanism for change.

Additional Resources for Chapter 1

1. National Academy of Sciences (2004). Community Programs to Promote Youth Development
2. National Clearinghouse on Families and Youth for the Family and Youth Services Bureau (2007). Putting Positive Youth Development into Practice: A Resource Guide.
3. Guerra, N. G., & Bradshaw, C. P. (2008). "Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention." In N. G. Guerra & C. P. Bradshaw (Eds.), Core competencies to prevent problem behaviors and promote positive youth development. New Directions for Child and Adolescent Development, 122, 1–17.

CHAPTER 2

PYD CONSTRUCTS AND ILLUSTRATIVE INDICATORS

Photo credit: © Albert González Farran/ UNAMID

Objectives of Chapter 2

After reviewing this chapter, you will:

- Be familiar with the PYD constructs and relevant indicators for PYD outcomes;
- Understand how to use the PYD Framework throughout all phases of research; and
- Have a list of relevant PYD indicators from which you can choose.

From The PYD Framework to Measuring Core PYD Constructs

The PYD domains and features described in the previous chapter include important concepts such as life skills, engagement and bonding. Because these concepts are essential to the PYD Framework, it is important to monitor and evaluate them in the course of program development and implementation. These central concepts are referred to as "constructs" because they can be measured in a variety of ways rather than only one direct way. To effectively measure PYD outcomes, indicators should be selected that are practical to measure and pertain as directly as possible to the PYD concepts the program addresses.

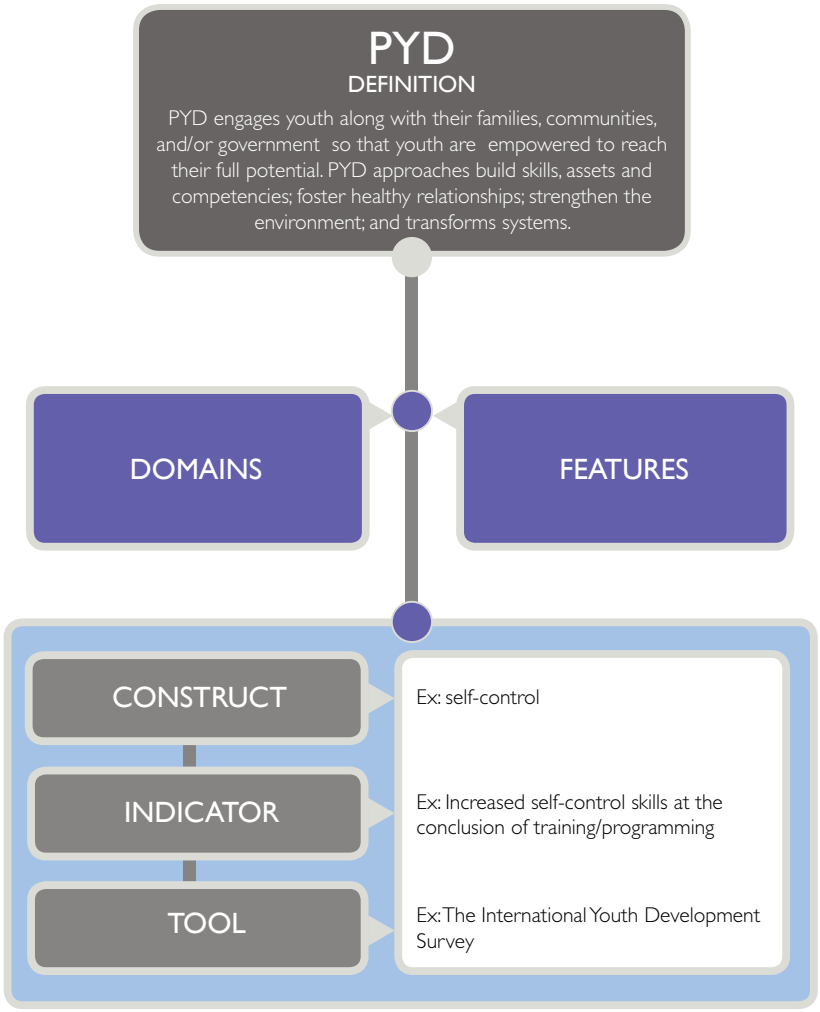
To effectively measure PYD outcomes, indicators should be selected that are practical to measure and pertain as directly as possible to the PYD concepts the program addresses.

This section provides a brief description of the process for selecting indicators to measure PYD constructs, and then describes ways to apply the PYD Framework at each phase of a program design and evaluation, including examples drawn from a case study of a PYD program.

Figure 3 visualizes the relationship among the PYD definition, domains and features, and terminology associated with measurement used in this toolkit.

The YouthPower Learning Team selected measurement sources for the indicators that were relatively low in cost, easy to use and either had already been used in the international context or had potential to be used in developing countries.

Figure 3: Relationship among the Definition, Domains and Features of PYD



For this PYD Measurement Toolkit, the YouthPower Learning Team selected core PYD constructs, corresponding illustrative indicators, and sources (tools) for measuring the indicators.

The Annexes provide the following resources:

- The PYD Illustrative Indicators Table (Annex E) includes the list of PYD illustrative indicators, organized within the domain by the PYD feature, construct and definition. The indicators in this toolkit are illustrative, and not all will apply to any given program. They do not represent an exhaustive set of all indicators associated with PYD, but rather a subset of indicators associated with core PYD constructs that are relevant to programs in LMICs.
- Annex F includes Reference Sheets for each measurement source for indicators listed in the PYD Illustrative Indicators Table. Reference sheets contain information such as the citation for the source, a brief description, target age group for the tool, and the relevant tool items that link to the illustrative indicators. Note that the measurement sources have only been validated in the specified countries listed. Further validation of measures in other countries not listed is strongly recommended.
- Annex G contains the PYD Measurement Sources Table showing which indicators map to which sources. To the extent possible, the YouthPower Learning Team selected measurement sources for the indicators that were relatively low in cost, easy to use, had good evidence of reliability and validity, and either had already been used in the international context or had potential to be used in developing countries.

How to Use the PYD Illustrative Indicators

The indicators included within this toolkit are designed to be used across multiple sectors and a variety of programs for youth, from sexual and reproductive health to democracy and governance. Often, these PYD indicators serve as intermediate indicators, linking activities from a PYD program to long-term outcomes in specific sectors, such as workforce development and democracy and governance. Two youth-specific Foreign Assistance Indicators (also called "F-indicators"), which are mandatory in USAID programs, and two pilot USAID youth indicators are also included within this toolkit.

Most of the selected illustrative indicators are designed to track change in PYD constructs and generally should be measured pre-intervention, immediately post-intervention and at future follow-ups (e.g. 3 months, 6 months, 1 and 2 years, or longer) depending on the funds and project life span.

While research shows that using PYD leads to improved outcomes in health and other areas (see Annex D for background on PYD), more research on PYD effectiveness in LMICs is needed. Use of these indicators in LMICs can provide additional data on how PYD approaches and outcomes can be linked to sector-specific outcomes. For example, by collecting PYD indicators that measure developmental outcomes for youth, evaluators may be able to show that select program activities lead to increased self-efficacy (a PYD construct), which in turn leads to increases in condom use (a health sector-specific outcome). PYD-related outcomes may be the primary outcome of interest for some programs. For instance, increasing self-efficacy among adolescent girls might be the goal of a youth program.

For more information about F indicators: http://www.state.gov/f/indicators/

How to Use the PYD Framework during Key Phases of Program Design and Evaluation: A Case Study

This section explains how to use the PYD Measurement Framework (i.e. **domains**, **features** and **constructs/indicators**) throughout the key phases of program design and evaluation, from defining the research questions to disseminating the evaluation findings. A case study is used through each phase to illustrate how this works with a real program example.

While we recognize the need for additional monitoring and evaluation indicators specific to sectoral outcomes, they are not the focus of this toolkit. Instead, this toolkit offers a suite of illustrative indicators focused on PYD specifically that can be applied across-sectors.

This case study follows these key phases of program design and research:

1. Define (or refine) key desired outcomes or research questions
2. Determine PYD features and beneficiaries of the program
3. Finalize the logic model
4. Decide what to measure, and how (study design and indicators)
5. Analyze the data, disseminate the findings and adapt your program

The sequence of these phases may vary depending on the availability and timing of information, and who is designing and implementing the program. For example, in some cases, a program implementer is able to define the primary outcomes of interest and the corresponding research questions; in other cases, funders define the primary outcomes and the implementer begins by selecting or designing program activities.

For more information on monitoring and evaluation, see resource section at the end of the chapter.

Box 1: Case Study Example: Youth Theater for Peace (YTP) in Kyrgyzstan

Case Study: Youth Theater for Peace (YTP) Program in Kyrgyzstan

From 2010 to 2014, IREX implemented the USAID-funded Youth Theater for Peace (YTP) program in four regions of Kyrgyzstan. The program employed a Drama for Conflict Transformation (DCT) approach to realize its goals and objectives: to empower youth and adults in conflict-prone communities to promote lasting conflict prevention and promote a culture of peace within their communities and beyond.

YTP used community theater to transform the attitudes and behaviors of youth, mentors and community members from adversarial groups by showing old conflicts from new perspectives and introducing novel solutions for peace. The program sought to encourage sustainable change by creating safe spaces for trust and dialogue. Additionally, the program established clear ground rules for participation, which were developed and acknowledged by all youth participants. Under the guidance of adults trained through the program, the DCT approach enabled youths to explore fictionalized conflict narratives within safe spaces where they could cast off their usual social roles to experiment "with the potential to learn rather than fail." YTP aimed to empower youth by giving them tools to express themselves and take action, respect diverse opinions and develop empathy, and understand conflict cycles and triggers.

Youth participants from different ethnic and religious backgrounds, as well as youth from communities experiencing conflict and conflict risk, came together to attend intensive camps, where they collaborated in facilitated activities to build bridges, engage with the "other," and consider non-violent conflict resolution strategies. Youth traded the roles of "director" and "actor" and experimented with scenarios in which no one is truly in charge. The youth then returned to their communities and led participatory plays, using dialogic theater techniques they learned. Through theater, youth had an opportunity to facilitate community-based reconciliation and reflection about conflict stories and paths to resolution.

The details about the YTP Program in this case study are loosely based on the real program. Some aspects of the program have been adapted to best explain the PYD Measurement Toolkit and apply a PYD approach.

For information on the Youth Theater for Peace Program, see resource section at the end of the chapter.

Phase One: Define (or Refine) Key Desired Primary Outcomes and Research Questions

Key Question

How can I use the PYD Measurement Framework to help me select the key primary outcomes and research questions?

Primary outcomes are what you hope to achieve at the end of your youth program and should be related to your overall program goal. The research question is likely to be whether the activities and outcomes of the program lead to a change in your primary outcomes of interest. Most of the primary outcomes for youth programs, including those funded by USAID, are sector-specific, e.g. increased access to vocational education, increased participation in the political process, increased use of contraception. However, some programs may have PYD-specific primary outcomes, for example, youth participating in civil society, or improved communication skills.

If you can refine or even choose the primary outcomes and research questions, the PYD Measurement Framework (see Table 3) can guide that process.

Table 3. How to Use the PYD Framework to Define Primary Outcomes and Research Questions

DOMAINS	FEATURES	CONSTRUCTS AND INDICATORS
Think about your program goal and review the four domains. As your key outcomes and research questions are developing, how do they relate to the four domains? Can you include more than one domain to increase impact on positive development?	By reviewing the seven PYD features, you can ensure that you are implementing program activities that have the greatest evidence for ensuring long-term impact. Look at the list of seven features. Consider your program goal, and think about which features would support those goals. Be complete but also be focused. Include features that you expect your program activities to affect.	Review the PYD Illustrative Indicators Table in Annex E to help refine your research questions or outcomes of interest. Develop your outcomes and research questions to take into account the most relevant constructs and indicators. Review the literature and explore similar programs to see which constructs have been shown to be associated with your key sectoral outcomes of interest.

Case Study: YTP Program in Kyrgyzstan (Phase One)

The stated goal of the YTP program was "to empower youth and adults in conflict-prone communities to stimulate lasting conflict prevention and promote a culture of peace within their communities and beyond." This overall goal is linked to two outcomes: conflict prevention and reducing violence. One can easily see elements of the PYD definition reflected in this goal; in fact, the goal itself is empowerment of young people. The program was designed to "facilitate community-based reconciliation and reflection about conflict stories and paths to resolution."

Figure 4 provides the specific ways in which the YPT case study could use the PYD Measurement Framework to select primary outcomes and research questions.

Figure 4: Application of the PYD Measurement Framework for Selecting Primary Outcomes and Research Questions for the Youth Theater for Peace Program

DOMAINS

The overall goal of YTP was to promote sustainable conflict prevention at the community level.

Elements of this program goal and key outcomes clearly map to the four domains:

ASSETS: The program will build youths' skills in conflict resolution.

AGENCY: Youth are empowered to use these skills to engage others.

CONTRIBUTION: Youth engage others for a positive change, resulting in members of the larger community seeing the value of peace and peaceful conflict resolution in their community.

ENABLING ENVIRONMENT: Adult mentors are trained to lead the program with youth.

The program focuses most intensively on building Assets and Agency for youth, through support in the Enabling Environment, to ensure that youth Contribute to the greater community for positive change.

FEATURES

As the program designers were deciding on what aspects of their program to focus on, they could have selected a wide range of PYD features, from skills building to youth engagement/contribution, to belonging and membership. More on how they actually selected features is described in the next Phase.

CONSTRUCTS AND INDICATORS

There are a number of constructs and indicators that, at first glance, appear useful and relevant to the program. For example, there are many indicators related to skill building. In this example, some type of interpersonal skills will be enhanced through program activity.

Translating these ambitious goals into measurable **primary outcomes*** might look like this:

- Youth have skills related to conflict resolution and communication
- Youth can engage others in their community about the value of peaceful conflict resolution
- Community members develop empathy and an appreciation for other points of view
- Community members see value in a peaceful resolution of cultural conflict
- Community members believe that youth can lead peaceful resolution of conflict

Research questions* that link to these outcomes may include:

- Does participating in a community Youth Theater camp lead to increased positive interaction among youth from different ethnic groups?
- Does participation in camps increase advocacy activities aimed at promoting peace in communities?

Phase Two: Determining PYD Features and Beneficiaries of the Program

Key Questions

Which PYD features should be included in my program, and who should be the target beneficiaries?

How are features and beneficiaries connected to the key outcomes of my program?

If your project is already designed or being implemented, identify which PYD features pertain to your project. If you are developing a new project or can modify an existing project, consider how all of the PYD features might have a positive impact on your goals. The seven PYD features are based on the most effective elements of a PYD program, and your program should aim to build youth skills, encourage engagement, and strengthen bonds with positive adults. Link the possible indicators of your proposed outcome with the PYD features to strengthen the PYD program design. Maintain the intentional linkage between the outcomes of interest and program activities.

Program activities can be geared toward a variety of beneficiaries. In most cases, youth are the primary beneficiaries of youth programming. However, the PYD Framework will help you identify other beneficiaries who play an important role in supporting youth. This is particularly true for programs targeted at improving the enabling environment.

Beneficiaries can include teachers, parents, mentors, support service staff (such as staff from a clinic or a vocational training center), policy makers and any other stakeholders who engage with youth. For example, a program could work with parents to improve healthy relationships

*Note that these primary outcomes and research questions are hypothetical for the case study example in this toolkit and differ from the stated objectives that IREX established and measured.

and bonding, or train staff from a health clinic to improve access to age appropriate and youth friendly services.

Table 4 below shows how you can use the PYD Measurement Framework to consider program features and beneficiaries.

Table 4. How to Use the PYD Framework to Select Program Features and Beneficiaries

DOMAINS	FEATURES	CONSTRUCTS AND INDICATORS
Once you have selected your features, see how they connect back to the domains.	Look at the list of seven features. Consider your program goal, and think about which features would support the primary outcomes of interest. Find program features listed here that you may be able to add, enhance or build on through your current program plan.	Review the **PYD Illustrative Indicators Table** for ideas. Sometimes it is easier to select indicators that reflect your program outcomes, and then consider the features to which they are connected. Consider using illustrative indicators that are measured with other types of program recipients or stakeholders, such as parents or teachers.

Programs with a strong PYD approach will incorporate multiple program features, across several domains, and involve program beneficiaries beyond youth whenever possible.

Case Study: YTP Program in Kyrgyzstan (Phase Two)

The team worked with a variety of beneficiaries and chose a number of PYD features for their program. They worked directly with youth to build their skills, which fit within the **Assets** and **Agency Domains**. They also trained adult mentors to help run the program, promoting healthy relationships and bonding between young people and older adults in the **Enabling Environment Domain**. The program worked at multiple levels, from the individual to the community.

The YTP program had five objectives for their programming:

- Objective 1: Create a safe space for dialogue and the emergence of trust
- Objective 2: Provide empowering tools for self-expression and action
- Objective 3: Develop empathy and an appreciation for other points of view
- Objective 4: Promote analysis of conflict cycles and triggers
- Objective 5: Encourage lasting behavior change

These objectives link back with the overall goal of the program, the primary outcomes and the research questions identified in Phase 1.

Table 5 reflects these objectives, connecting the PYD domains and program features, followed by a brief explanation of how and why that program feature was incorporated.

Table 5. How to use the PYD Framework for YTP in Kyrgyzstan

Domains	PYD Program Features	How YTP Incorporated This Feature and Why
Assets	Skill building	Program aimed to give youth tools to express themselves and take action **(Objective 2)**, respect diverse opinions and develop empathy, and understand conflict cycles and triggers. Youth learned how to use participatory theater to create dialogue. This not only gave youth improved theater skills, but also helped build their competencies by teaching them about broader concepts of trust, dialogue, and reconciliation.
Agency	Skill building	Through the new skills they learned, the program enhanced youths' confidence and self-efficacy to engage others on these topics, especially through participatory theater. The program also enhanced youths' skills to understand conflict cycles and triggers. **(Objective 4)**
Contribution	Youth Engagement and Contribution	Youth helped develop the participation roles, traded leadership roles during activities, and then had the opportunity to facilitate community-based reconciliation and reflection. All youth were given an opportunity to lead in different ways. The program involved youth from the onset and culminated with a community activity led by youth to stimulate lasting behavior change in the community. **(Objective 5)**
Enabling Environment	Safe Space	YTP created a safe space **(Objective 1)** on the stage for trust and dialogue, where facilitated interaction supplanted usual cultural norms. The program allowed participants to contribute, interact, express themselves and learn.
Enabling Environment	Belonging and Membership	Young program participants traded roles of "director" and "actor." The program encouraged participants to see things from different perspectives to create a sense of community in which participation is valued and engagement across groups is encouraged. **(Objective 3)** Adult mentors were also trained to support young participant in this process. Additionally, membership in school-based drama clubs created belonging and membership.
Enabling Environment	Norms, Expectations and Perceptions	All youth participants developed and acknowledged clear ground rules for program participation. The ground rules and activities conveyed norms of mutual respect, an expectation to listen and be listened to, and perceptions of safety and being respected by people from different groups. The adult mentors demonstrated these norms, expectations and perceptions.

Key Question

How can I use the PYD Measurement Framework to develop my Logic Model?

Now that you've selected primary outcomes and research questions, as well as program features and program beneficiaries, you have to make them fit together. The assumptions underlying the choice of features and beneficiaries should be realistic and connected, so that the desired outcomes are accomplished and research questions can be answered.

Many program designers and evaluators use a theoretical framework to organize how their program features will link to intermediate and longer-term outcomes. These frameworks are also the basis of M&E plans. These frameworks may be referred to as the Logic Model, Theory of Change, or Logframe. Often, these terms convey different things to different people, but the underlying objective is similar: to define the results and logical strategy underlying a program or project through "if… then" statements (If I do X, then I expect Y to occur).

This discussion is based on a Logic Model, but these guidelines can refer to all theoretical frameworks. The Logic Model documents and graphically illustrates the program's components, both those within the control of the project implementers (inputs, activities and outputs) and those outside the control of the implementers but still within their influence (outcomes and impact).

Strong evidence or theory of change is needed to lay out how the program activities are linked to outputs, outcomes and impact. A good practice for designing program logic models is to collaborate with as many key stakeholders as possible, seeking their input and addressing their concerns. Not only does this ensure their buy-in, but it also creates accountability across stakeholders for the program and its outcomes. Additionally, consult the literature to understand effectiveness of the interventions you are interested in using.

You can use the PYD Framework to create the logic model (Figure 5) by connecting the PYD domains and features (inputs and activities) with the PYD outcomes of interest, which are tied to the indicators. This will help illuminate outputs, outcomes and impacts, and ultimately the sector-specific or PYD outcomes of interest (outcomes and impacts)[3].

Case Study: YTP Program in Kyrgyzstan (Phase Three)

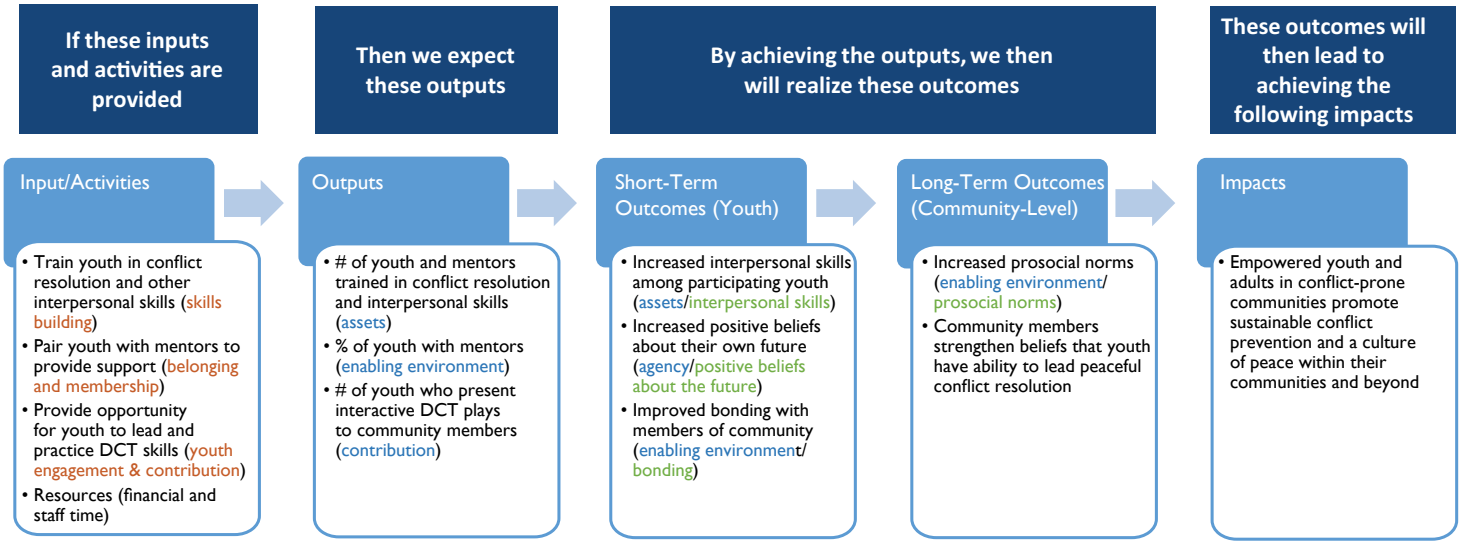
Figure 5 shows an abbreviated logic model for the YTP program in Kyrgyzstan. The program incorporated three assumptions necessary for its success. The first was that intensive camps would bring young people from antagonistic groups to a neutral territory, along with adult mentors, to engage in Drama for Conflict Transformation (DCT) activities. Using the PYD features, one can select key input activities that align with specific features of importance to achieving the project goal. In the Logic Model for the YTP program, this is represented by the **inputs** (i.e., resources like money and time), and more specific to PYD, the **activities** that align with PYD features like skills building (train youth in conflict resolution and other interpersonal skills) belonging and membership, and youth engagement and contribution.

For more information on logic models, see resource section at the end of the chapter.

Youth can and should be involved in the design of your program. Invite the youth to be part of the design team, and discuss your program ideas with target beneficiaries to make sure the features you select resonate with them.

[3]The term "impact" is often used in a logic model, but the word is generally reserved by evaluators to refer to the effects of a program determined with random assignment within an experimental design.

Figure 5. Simple Logic Model for YTP using PYD Framework



The second assumption was that facilitated exercises would allow young people to engage with people from other communities and explore non-violent resolutions to conflict.

Finally, the third assumption was that interactive theater presented by youth for their own communities would promote community-based reconciliation and create opportunities for community members to examine conflict situations and rehearse peaceful resolution strategies. This is first shown in the Logic Model by the **short-term outcomes** (youth participants recognize increased positive beliefs about their own future – agency), **long-term outcomes** (community and youth experience increased prosocial norms – enabling environment), and finally, the overall program goal (sustainable conflict prevention).

Using the PYD Framework helps to link the program assumptions to the short and longer term goals of the program and ensure the program is ready to measure its PYD aspects.

Phase Four: Decide What to Measure, and How (Study Design and Indicators)

Key Questions

Which PYD constructs do I want to measure?

Which PYD measurement sources (e.g. survey tools) do I use to measure my constructs of interest?

What research design best addresses the evaluation needs of my project?

After you complete the logic model and clarify the underlying assumptions of how your program features lead to your outcomes, you need to decide exactly what to measure and how you will measure it. There are two steps in this phase: deciding on indicators that pertain to the constructs of interest, and selecting the right sources of those indicators and data collection strategies.

Selecting indicators and measurement sources

Indicators show how and whether a program, project or activity is meeting the stated program objectives. Indicators will inform you if what you are trying to change is improving or not. The indicators you select for your PYD program should follow these guidelines (Table 6):

Table 6. How to Use the PYD Framework to Select Indicators

Indicators for PYD Program should	Details
Reflect the PYD constructs central to the goals and objectives of your project.	First, for each goal and objective in each stage of your logic model, consider what specific PYD construct(s) should be changing as a consequence of your program activities. Once the constructs are identified, it is a simple matter of consulting the tables provided in this toolkit to find a list of possible indicators for each construct. If you have a construct that is not listed in the PYD Illustrative Indicators Table, you may have to identify other indicators from another source or consider how your program can adapt one of the indicators provided in this toolkit. You may also need to create your own indicators. Not every indicator listed in the PYD Illustrative Indicators Table will be suited to your situation, and not every aspect of the program has to be measured. There may be PYD constructs implied by your logic model that are not central to your goals and therefore might not require being measured at all.
Use sources appropriate to that indicator.	Once you have selected your indicators, find the corresponding measurement source. This may be a subscale, a full scale, or a stand-alone indicator. Make sure that you understand what the source is measuring and from whom, how this source has been used before, and if it has been validated in similar settings with similar respondents. The best source for measuring your selected indicators is one that was developed or is available in the appropriate language, and has been used to measure the outcome on similar beneficiaries. Regardless of which indicators and measurement sources are selected, it is good practice to pilot indicators – especially in cultures where the measurement tools have not been used before. Piloting and testing multiple indicators that measure the same thing will help to establish the most valid measures for the project.

For more about validating measures in new contexts see Chapter 3.

Continued from page 35

Indicators for PYD Program should	Details
Reflect the appropriate level or stage of the program.	When selecting indicators, the measurement sources need to be at the right level (e.g., individual, community, facility) or phase of the project. For example, if you are trying to influence norms and attitudes of health care providers to be more youth-friendly, the source used to obtain information should be designed or adapted to collect data from health care providers or about health care providers. Some sources are designed to be used with individuals, and others are used to collect data at the program or facility level. Significant impact related to PYD outcomes may take years and is often not measurable until long after the project ends. After all, the great advantage of the PYD approach is that it gives young people what they need to be successful adults – and this takes time! However, evidence shows that many PYD concepts can be changed within the program and evaluation timeframe. Therefore, it is also important to select some indicators that can show meaningful change during and immediately after project implementation. One advantage of measuring PYD constructs is that they are more likely to indicate the expected changes (e.g., youth feel more empowered after being in the program) than are measures of more distal outcomes like lifetime involvement in community improvement.
Be the right type of indicator	Different indicators lend themselves to different measurement techniques. Output indicators are typically easier to measure and are often just counting program participation (e.g., **training**, the output indicator: "number of at-risk youth trained in social or leadership skills through USG-assisted programs"). Other indicators can be measured using records kept by other agencies or organizations. For instance **academic achievement**, the outcome indicator: "Increased academic achievement at the conclusion of training/programming (youth self-report or school report where available)," can be measured through outside assessment and documentation, such as grades or standard test scores. This depends on the standard tests available in the country of implementation.
Pertain to the targeted beneficiaries of the program.	The data collected as part of the M&E process should pertain directly to the beneficiaries. In most PYD programs, beneficiaries will be youth themselves; therefore, some of your data will be collected directly from youth. In addition to youth, other perspectives may be particularly enlightening to obtain as part of the research process, including from indirect beneficiaries (e.g. teachers and parents) and other stakeholders like community leaders.

Monitoring PYD Programs

Traditional program monitoring focuses on systematically documenting recruitment and retention of program beneficiaries to learn from experiences, have internal and external accountability of program inputs and results, and improve current and future program activities. For instance, if the program is designed to change perceptions of self or others, or to change attitudes or norms, these could be assessed with just a few questions several times

during implementation. If there are multiple sessions, classes, meetings, activities, etc., just asking a few questions about these PYD outcomes after each session could help pinpoint what the active ingredients of the program are. Because these measurement tools are for monitoring purposes it is not as important that they be established reliable and validated measures. Measures used in outcome evaluations that measure evidence of program efficacy, however, must be reliable and valid and administered before any program exposure (baseline) and after the program is complete (endline).

Qualitative measures such as notes from debriefing meetings with teachers/facilitators might also be useful for monitoring program effects on PYD constructs. What are their impressions of how many youth are experiencing change in the PYD constructs of interest? What is the nature of that change? If a program is long – over a full school year for example – doing a few focus groups or interviews in the middle might be used for this purpose as well.

Involving Youth in M&E

Measuring the impact of a program is important, but understanding how and why changes occurred, especially understanding this from youths' perspectives, is essential. Involving youth in the M&E process and using participatory methods will help to gain meaningful insight, and involving them in various stages of the data collection process can increase their agency while also ensuring the validity of the data collected. Youth have led the way in designing research questions, developing surveys, conducting focus groups, analyzing the data, and most importantly, interpreting the data. M&E methodologies like Most Significant Change are participatory and involve project stakeholders (particularly youth) in deciding the type of change to be recorded and analyzed, collecting stories throughout the project's life cycle, and selecting and analyzing the most significant of these stories. Youth involvement in M&E increases their accountability while also building their agency and engagement.

The Advantages and Challenges of Collecting Data with Youth

There are many opportunities and barriers to collecting data with youth, who can be considered both as respondents but also as data collection partners. Working with youth generally takes more time than with adults, which means that every phase of the research and program process will likely need more time than what is allocated. For example, project staff will need additional time to meaningfully include youth, which may also include training or capacity building for youth partners in the research or program design process. If the project team establishes youth advisory boards at the beginning of the project, the team will need to build flexibility into the timeline to recruit the best youth candidates ensure their participation in project decisions. Staff must also build in flexibility for pivoting if youth or other stakeholders suggest redesigning or adapting initial project plans. Other processes such as informed consent and data collection also take additional time with youth. Despite the lengthy process, working with youth will more often than not ensure that the program is designed to fit the needs of the youth being served, and will more likely achieve intended outcomes.

Another complexity of collecting data with youth is youth self-reporting. When measuring many PYD constructs such as knowledge, attitudes, perceptions and behaviors (e.g., **positive identity**) the most obvious way to do this is to collect self-reports by youth. Self-reporting can be done using written questionnaires/surveys; online surveys; or in-person interviews. There are many advantages to getting youth to self-report, most notably that they are the population whose behaviors you are likely changing! However, there are several limitations with youth self-reporting such as the problem of reporter bias. Beneficiaries in general who are trained or have received technical assistance will often overstate what they learned, how useful it was, and how they are going to use the knowledge and skills acquired through the training, especially immediately following the program. Or, program beneficiaries may not know "what they don't know" at the beginning of a program and may overestimate their knowledge at the

Want to know more about participatory monitoring with young people?

http://www.pathfinder.org/wp-content/uploads/2016/10/FOCUS-Tool-Series-1-Listening-to-Young-Voices-Part-1.pdf

For more information on research with youth, see http://www.savethechildren.org.uk/sites/default/files/docs/children_and_partipation_1.pdf

start of the project, which can result in underestimating the impact of a program. In addition, youth, especially very young adolescents, may not be mature enough to understand the questions you ask them, or may feel awkward or uncomfortable answering them.

Selecting a Study Design and Appropriate Data Collection Methods for Evaluating PYD Programs

General information about study design is beyond the scope of this toolkit; however, a basic overview of quantitative and qualitative design methodologies can be found in Annex H.

For more information on study design, see resource section at the end of the chapter.

A number of qualitative and quantitative M&E approaches can be used to measure the results of your PYD program. A **mixed methods approach** using both qualitative and quantitative strategies is often the most ideal design because it provides a balanced and richer (i.e., in-depth) analysis of the program. By using both qualitative and quantitative data, the evaluation can offer more practical and reliable insights on the program's results.

Demonstrating change in PYD constructs is essential to establish that the program is having some impact or result. At a minimum, obtaining baseline and endline data (i.e., data collected before and after program implementation) will ensure more rigorous measurement of change over time for targeted program beneficiaries.

When considering indicators and study design through a PYD lens, it is essential to understand that while youth are the focus, they should not be the only source of data. Collecting data from other stakeholders, such as their peers, parents, partners, teachers, or other adult mentors, will ensure that the analysis is more accurate and comprehensive. Collecting data from different sources and looking for consistencies and important points of departure is referred to as triangulation. If the data collection process includes such measures of triangulation, you are more likely to detect if your chosen indicators start to diverge from the reality they are supposed to represent. Triangulation also includes verification from sources considered independent and/or objective, such as direct observation, video and photo fixation, and geotagging. However, funders need to account for the fact that data triangulation, while important, can be costly. Finally, to ensure your work is appropriate to the local context, you should also examine multiple external data sources such as reports, contextual analysis, country data or data from international agencies.

Using the PYD Measurement Framework for the selection of indicators and study design

Although your PYD program likely has an end goal within a particular sector such as education, health, or employment, it is essential to measure the PYD constructs embedded in your program to determine if the program is working as intended. PYD programs are designed to work holistically to support healthy development across domains. Because of this, PYD programs should target and evaluations should include indicators for more than one PYD construct.

Table 7. Selecting PYD Indicators and Data Collection Methods

DOMAINS	FEATURES	CONSTRUCTS AND INDICATORS
Ensure you have at least one indicator for each relevant domain.	Ensure you have at least one indicator for each construct indicated by the relevant features.	Review the PYD Illustrative Indicators Table. Find the constructs relevant to your project and select indicators most suited to the beneficiaries and the level of analysis (individual, group, family, community, etc.) Include indicators of multiple PYD constructs. See how you can select different study methodologies, such as quantitative methods but also qualitative methods or tapping into existing data sources, to triangulate data.

Case Study: YTP Program in Kyrgyzstan (Phase Four)

This phase has two key steps: selecting appropriate indicators and measurements sources, and deciding on the right study design.

The YTP program team identified research questions and determined appropriate indicators and study design to best address them. This study design connected back to the logic model and the underlying theory of change: that program investments to build youths' assets and agency would lead to positive changes for themselves and others and gains at the community level. While it would have been ideal to measure prevalence of violence in the community, that indicator could take an extended period of time to show change even if the program was successful.

The YTP program evaluation team focused on measuring constructs that illuminate the PYD program features: **skill building, engagement and contribution, safe environments, belonging, and healthy relationships.** For example (see Table 8) the central constructs in skill building are youth interpersonal skills for conflict resolution (an **asset)** and self-efficacy (**agency**). The indicators selected are increased **interpersonal skills** and increased **self-efficacy** in the ability to effect positive change among the participating youth.

They chose to implement a quasi-experimental mixed methods study using pre- and post-test data collection methods primarily with young program participants, program staff and community members. They utilized in-depth interviews with young participants in the program, as well as a brief quantitative survey. The evaluation team chose in-depth interviews to ensure that youth feel open and safe to discuss difficult matters (as opposed to focus group discussions, which are best utilized for understanding norms within a community). To triangulate data and get another perspective on how youth changed as a result of the program, the team conducted key informant interviews with staff members who interacted frequently with program participants. Gathering data from another key stakeholder group besides youth was done to reduce potential bias and help offset other issues arising with youth self-reporting.

To understand the impact of the program on the primary outcomes, (i.e. changes in community attitudes), the team implemented a pre-post quantitative survey with members of the communities where program participants live.

Table 8 below shows how the PYD domains, features, select corresponding indicators and data collection methods for the YTP program evaluation could have looked:

Table 8. Selecting PYD Indicators and Data Collection Methods

Domain	PYD Feature	Constructs	PYD Indicators (selected/ adapted from the PYD Illustrative Indicators Table)	Measurement Strategy
Assets	Skill building	Interpersonal skills	Increased interpersonal skills among participating youth	Brief quantitative survey with young program participants In-depth interviews with young program participants Key Informant Interviews with program staff
Agency	Skill building	Higher-order thinking skills	Increased higher-order thinking skills to deal with conflict and other stressors	Brief quantitative survey with young program participants In-depth interviews with young program participants Key informant interviews with program staff
Contribution	Youth engagement & contribution	Youth engagement	Increased participation in civil society activities among participating youth	Brief quantitative survey with young program participants Sign-in sheets at community meetings to measure youth participation

Continued from page 40

Enabling Environment	Safe Space	Safety	Increased feeling of safety in their physical environment	Brief quantitative survey with young program participants In-depth interviews with young program participants Brief quantitative survey with community members on their attitudes
Enabling Environment	Belonging and Membership	Support	Increased support from mentor at conclusion of program	Brief quantitative survey with young program participants Key informant interviews with program staff
Enabling Environment	Belonging and Membership	Bonding	Improved bonding with members of community	Interviews with community members
Enabling Environment	Healthy relationships and bonding	Opportunities for prosocial involvement	Increased opportunities for prosocial involvement in the community	Brief quantitative survey with young program participants In-depth interviews with young program participants
Enabling Environment	Norms, expectations, and perception	Prosocial norms	Increased prosocial norms	Brief quantitative survey with young program participants In-depth interviews with young program participants and community members

For the YTP program in Kyrgyzstan, many more indicators could have been selected to measure inputs, outputs, outcomes, and impacts. The indicators shown above pertain only to the illustrative indicators presented in this toolkit; as previously discussed, consider other sectoral-based indicators not referenced in the PYD illustrative indicator table.

Phase Five: Analyze, Disseminate and Learn From the Data

Key Questions

How will I analyze the data that I collect?

How will I learn from and communicate the PYD story from my program?

Analysis and dissemination from PYD programs, in many ways, is similar to any other program. If the program is continuing, or being implemented in other countries, then the evaluation can be used to modify and improve the project design. The evaluation should include explanations that help interpret the results and recommendations for making targeted changes to the program or future program designs.

However there are a few key differences when considering analysis and dissemination of information from PYD programs, and this section will address some of those.

Analyzing data from programs using a PYD approach

Once the data are collected, the program staff analyze the data using techniques that are appropriate to the data collection methods (i.e. qualitative and quantitative methods). Each of these approaches and strategies for data collection and data sources will have been mapped out in the M&E Plan for the program. An indicator tracking table is one common and useful document to track results on the ground (for an example, see MCC tracking sheet template)

For more information on the indicator tracking table, see https://www.mcc.gov/resources/doc/guidance-on-the-indicator-tracking-table

PYD approaches for data analysis

There are numerous ways to analyze PYD program data. Qualitative data analysis frequently involves coding content into predetermined codes or developing themes that arise from the content itself. Creating codes that relate to the domains, features, constructs or indicators selected for your program is one way to analyze. For example, you can code information about how youth volunteer, participate and mentor others under "**Youth Engagement.**" This information could be useful not only for understanding how youth participate, but how this relates to your outcomes, and/or how you can engage youth in future programming. You could explore further and code specific constructs under a given domain to see if various themes arise that may influence where a program focuses its activities.

In conducting quantitative analysis, the data should be coded according to the sampling plan and research objectives, taking into account important elements of PYD. For example, you may group indicators within each domain: Assets (e.g. interpersonal skills, problem solving, knowledge), **Agency** (e.g. self-efficacy, planning, perseverance), **Contribution** (e.g. participation, leadership, mentoring others), and **Enabling Environment** (e.g. bonding to family, school, community, perceived safety). Because PYD is a holistic approach, many PYD indicators are likely related. Quantitative measures (scores, counts, %) of PYD indicators are likely to be correlated to each other. Prior to statistical testing of efficacy on outcomes or impact, the correlations among PYD indicators should be examined. It is sometimes necessary or advantageous to combine (aggregate) indicators within a domain into a single score, though this must be done thoughtfully so as not to obscure the important role of individual PYD constructs.

There are increasingly more options for low-cost data visualization and dashboard tools as well as other real-time mechanisms for sharing quantitative data. For example, one can publish incoming data to Google Sheets, configure real-time dashboards, manage user permissions, automate tasks with Zapier, and publish it all on websites. Another alternative that integrates with Microsoft Suite is PowerBI, a suite of analytics tools to quickly analyze data and develop dashboards.

For more information on how to use google sheets and Microsoft data, see http://www.gcflearnfree.org/googlespreadsheets/

https://powerbi.microsoft.com/en-us/

For those programs using youth self-reporting measures, such on their perceived communication skills, baseline scores likely will be high, followed by a decrease in scores at the beginning of the program. This is because youth often believe in their skills and abilities before a program starts, or do not quite understand what the question is asking, only to learn more about the skill in the program and meet others who excel at the skill, thus ranking themselves lower at midline or endline. Try to understand score patterns over time, either by collecting quantitative data at multiple points during and after program implementation, or supplementing with qualitative data that can help elucidate score patterns.

Analyses should always disaggregate by sex and by five-year age bands (10-14; 15-19; 20-24; 25-29), given that a PYD-focused approach should be gender- and age-appropriate. If feasible, narrower age bands can be useful, given that significant changes for youth occur over five years, especially between 10 and 14. In addition, as far as possible given the collected data, a more refined gender analysis should be considered taking into account the experiences of lesbian, gay, bisexual, transgendered, and/or intersex (LGBTI) youth, and how these may impact program effectiveness.

See Chapter 3 for more details on how and why to disaggregate by sex and age, as well as other considerations for PYD measurement.

PYD approaches for collaborating, learning and adapting

Collaborating, learning and adapting go hand-in-hand. Monitoring and evaluating PYD activities, outputs and short-term outcomes are critical for guiding program managers and implementers in how to improve their programs and activities. Implementers, in conjunction with funders, need to ask reflective questions when developing learning strategies about who learns and how it will be incorporated into program adaptation (see Box 2). A focus on learning is also critical for ensuring that youth programming meets the variable needs of youth and is appropriate for the environment within which they live.

Box 2: Reflective questions to guide the development of learning strategies for youth programs

- What are the program's learning needs? (Who decides this?)
- Who needs to know what? (Who decides what is important?)
- How can information be gathered? (By whom and for whom?)
- With whom will it be shared? (Why?)
- How can/will information be used for decision-making? (Who can act on the information? How and why?)

From: Valters, Cummings and Nixon (2016). https://www.odi.org/publications/10367-putting-learning-centre-adaptive-development-programming-practice

A dissemination and utilization strategy/plan should also be included in the M&E or research plan for any PYD program. If the design and implementation of an evaluation is participatory, well-explained, and properly managed and implemented, buy-in from and accountability toward the stakeholders who could utilize program evaluation results to support continued efforts is much more likely. By agreeing to organize regular review sessions with the funder(s) and key stakeholders, including youth, and how program learning should be used to inform program changes, implementers can ensure a more timely uptake of findings. Depending on the timing and purpose of the evaluation and its objectives, the findings should be central to informed decisions about whether or what project elements to continue or scale up, or how to improve it, or whether a similar project or specific elements should be implemented in the future. Findings about what has not worked well are as important as findings about what has worked well. Reviews can take many forms, but the more participatory and inclusive, the better. One successful trend in participatory reviews is a data party, where key stakeholders convene discuss and interpret draft findings, and provide input into final conclusions and recommendations, before any reporting is finalized.

The outcome of these different reviews can be shared through newsletters, briefs, webinars, videos, websites, communities of practice (COPs), and even social media to reach a broad audience. Special attention should ensure outreach specifically to youth and stakeholders in their immediate environment. Journal articles are another important and rigorous form of sharing findings. For a more immediate sharing of results, implementers and researchers should also leverage local gatherings of key stakeholders or host less formal events like brown bag lunches. Other forums would include relevant conferences or other gatherings with stakeholders to share learnings and best practices. A detailed dissemination plan should be developed that accounts for different stakeholders and their preferred channels of communication and information formats. Important audiences for the dissemination are youth program implementers, youth policy makers, local communities, youth organizations and funders of youth programs. If the target audiences are youth and youth-serving organizations, and/or if they are in remote locations, less traditional dissemination methods through text messages, social media, radio, etc. should be considered.

PYD dissemination processes should involve young people. Youth advisory boards have become one method that implementing partners or researchers can use to ensure that youth are part of the data analysis and interpretation process, have input into how research results are disseminated, and facilitate modifications of program activities. Youth can also help to identify key audiences and formats for dissemination, as well as take the lead in presenting key results.

For more information about USAID promotes learning pathways, see http://usaidprojectstarter.org/content/learning-pathways.

For more information on USAID's Development Data Library see https:/www.usaid.gov/data).

Youth participation in these activities can lead to long-term engagement in a knowledge sharing process that allows an accurate representation of the findings and alternative ideas on the dissemination methods.

Learning is closely tied with monitoring, evaluation, and research (MER). Learning pathways ensure that MER activities support learning agendas. One pathway is to take findings from MER and incorporate them into project whereby design teams gather MER to inform their strategy and formulate their development hypothesis. Another pathway incorporates learning into program and project management approaches, allowing mid-course corrections and application to learning in the program or project activities.

USAID staff and implementing partners will use these findings from collecting information against PYD indicators in a variety of ways, including:

- **USAID:** The USAID Bureaus and the Mission Offices in the targeted countries will be able to select the most appropriate indicators for their PYD programs. Also, they can use the M&E results from M&E to revise the project or program if it is still being implemented, or to improve its future iterations. USAID will also use the results to report to Congress and to the senior management at the Agency, which will enable them to assess the progress being made for its Youth in Development Policy.
- **Implementing Partners:** Implementing partners can use results from the indicators not only for reporting purposes, but also for tracking results and ideally for improving their projects or programs.
- **Additional Stakeholders:** The results from the indicators for PYD programs should also be shared with other interested stakeholders in country (like governments, civil society and youth) and worldwide through publications, presentations, conferences, and training events.

USAID has a requirement to share any data collected with its funding at Development Data Library (DDL). These data may also be used by the USAID-funded projects and by the Missions. Any project associated with YouthPower is expected to post reports on www.youthpower.org, and all other projects are welcome to share their findings related to PYD on the same website.

Table 9 below shows how you can use the PYD Framework to think about analysis and dissemination.

Table 9. How to Use the PYD Framework to Analyze and Disseminate Data

DOMAINS	FEATURES	CONSTRUCTS AND INDICATORS
Are there ways to code the data by domain, or group measures into domains?	How can you use data to understand how well the PYD features were implemented and how each feature was associated with improvements in outcomes?	Data analyses must be appropriate to the type of measure (text, video, proportions, mean levels, counts) and the data source (individual participants, community members, students clustered in classrooms within schools, etc.).

Continued from page 44

Begin the narrative about PYD, using the PYD definition and a description of the four domains, and discuss how your program worked in each of the relevant domains.	In the narrative, talk about which program features you implemented, the quality of the implementation, and which features were most effective in achieving an impact in young people's lives.	Make sure you represent the indicators accurately. Data can provide powerful conclusions, but it is important to present the analysis within the appropriate context, "tell a story," and use dissemination channels and formats that are tailored to the audiences. How can you convey data and results to youth in particular? Use a collaborative process with stakeholders, including youth, to ground the findings, recommendation and conclusions.

Case Study: YTP in Kyrgyzstan (Phases Five and Six)

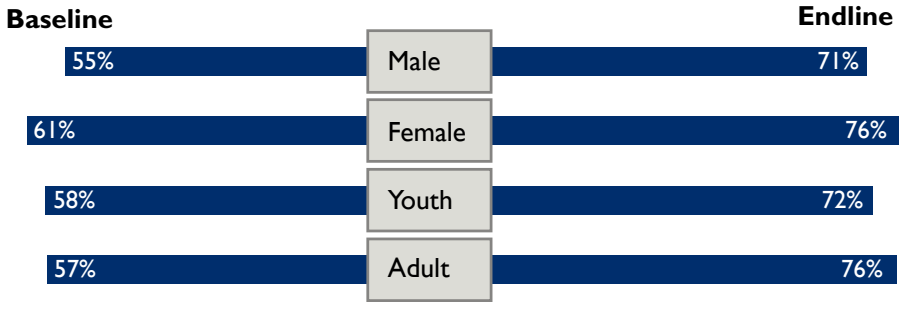
The short description below is a brief example of how the YTP team could have communicated the results. There are numerous ways to display, share, and communicate results; this is one example:

> The nearly 330 youth and adults who participated in this program learned new skills, such as conflict resolution and public speaking. Through these **skill building** activities, these participants acquired Assets and built their own **Agency**. Surrounded by an **Enabling Environment** of supportive adults who supported **healthy relationships and bonding** with youth, program participants were able to **Contribute** to their community by **engaging with others** to teach about peaceful conflict resolution.
>
> Program participants repeatedly practiced these skills through the use of innovative theater techniques, which allowed them to build their confidence for speaking about the importance of peaceful conflict resolution and cultural acceptance in their own communities. At the end of the program, 100 percent of youth participants reported increased interpersonal skills—confidence in their ability to resolve interpersonal disagreement and conflict in a peaceful way (versus only 55 percent of the comparison group). At the conclusion of the training, 40 percent of youth participants expressed an increased positive belief about their own future. Youth who participated in the program created, directed, and acted in over 33 school-based drama clubs with an estimated 50,000 audience members, engaging community members in discussions about conflict.
>
> As a result of the program, there were significant changes in community members' belief that community conflicts would be resolved peacefully (increased prosocial norms). In addition, after the program, 75 percent of community members believed that youth have the ability to lead peaceful conflict resolution, as compared to only 57 percent at the start of the program.

The graphic below demonstrates one way to show the distribution of opinions about youths' ability to lead peaceful resolution, by gender and age.

Ability to lead peaceful resolution of conflicts by gender and age

More community members reported an ability to lead peaceful resolution of conflicts in the community at endline than at baseline across all subcategories for gender and age



To disseminate the results, YTP organized town hall meetings where youth presented the results, thereby increasing their contribution and ownership of the program and the research results.

Additional Resources for Chapter 2

1. IREX (2011). Youth Theater for Peace Program Evaluation. https://www.irex.org/resource/youth-theater-peace-program-evaluation

PYD measurement

2. USAID (2013). Scan and Review of Youth Development Measurement Tools.
3. CDC (2005). Measuring Violence-Related Attitudes, Behaviors and Influences Among Youth: A Compendium of Assessment Tools.
4. YouthPower Action. (2016). Measuring Soft Skills in International Youth Development Programs: A Review and Inventory of Tools.

Cross-sectoral youth development

5. USAID (2013). State of the Filed Report: Holistic, Cross-Sectoral Youth Development.
6. USAID (2014). Youth in Development: Effective approaches and action-oriented recommendations for the field.
7. Youth Investors Funders Group (2015). Investing to Improve the Well-Being of Vulnerable Youth and Young Adults Recommendations for Policy and Practice.

Life Skills/Soft Skills

8. Forum for Youth Investment (2016). Preparing Youth to Thrive: Promising Practices for Social and Emotional Learning, Forum for Youth Investment.
9. USAID Workforce Connections (2015). Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields.
10. Kautz,T., et al. (2014), Fostering and Measuring Skills: Improving Cognitive and Non-cognitive Skills to Promote Lifetime Success
11. IREX (2012). 21st Century Youth Competencies Assessment.

Monitoring and Evaluation

12. MEASURE Evaluation. (2007, revised 2016) M&E Fundamentals: A Self-Guided Mini-course.
13. World Bank. (2007) Monitoring and Evaluation (M&E): Some Tools, Methods and Approaches
14. W.K. Kellogg Foundation (2004) Logic Model Development Guide.
15. InterAction. (2012) Impact Evaluation Guidance Note And Webinar Series
16. USAID (2010). TIPS on Selecting Performance Indicators
17. Better Evaluation (2011). Equal Access Participatory Monitoring and Evaluation Toolkit.

Dissemination and adaptation

18. USAID Program Cycle
    a. USAID Learning Lab
    b. Collaboration, Learning and Adapting: Framework and Key Concepts
    c. USAID (2016) ADS Chapter 201: Program Cycle Operational Policy
19. UNICEF (2004). Bridging the gap: The role of monitoring and evaluation in Evidence-based policy making.

CHAPTER 3

ADAPTING PYD MEASUREMENT TO DIFFERENT CONTEXTS

Photo credit: © Albert González Farran/ UNAMID

Objectives of Chapter 3

After reviewing this chapter, you will:

- Understand some of the challenges and considerations of adapting scales to new contexts, and potential ways to mitigate these challenges;
- Be introduced to the ethical responsibilities of doing research with youth; and
- Know more about how to engage youth in the research process for PYD programs.

This chapter introduces the major considerations that are needed in adapting the PYD indicators to different contexts. It starts with a section on methodological issues that affect adaptation of measures, followed by a larger section on key considerations. Next, this chapter will cover ethical issues for PYD measurement, including a section on how to engage young people as researchers and evaluators. It concludes with a list of "dos and don'ts" for adaptation across contexts.

Measurement

Many of the measures included in this toolkit are scales that were originally developed in English-speaking countries. For implementers of youth programs, including USAID, staff, time and resources must be invested to validate and pilot test PYD tools. To be used as intended, scales must be both validated and assessed for reliability. Scale reliability is the degree to which the items on the scale are measured consistently and predictably, both across items and over time. Scale validity is the extent to which the scale measures what it says it will measure. Further details about scale reliability and validity are beyond the scope of this toolkit, but there are key aspects that should be considered for adaptation of measures. Changes and revisions to measures must be done with careful consideration to preserve the integrity of the original items while ensuring their relevance for the target population and purpose.

For more information on scale measurement, see resource section at the end of the chapter.

Cross-cultural adaptation is a process that looks at both language (i.e. translation) and cultural adaptation of measures (i.e. culturally relevant content) for use in another setting (Beaton et al., 2000). The cross-cultural adaptation of measures for use in a new country, culture, and/ or language requires use of multiple validation methods to reach equivalence between the original source and the adapted version of the measure. There are several challenges to adapting and developing measures that are reliable and valid for diverse populations with regard to item complexity, item ordering, item wording, and response choice categories. If measures are to be used across cultures, the items must both be translated well and adapted culturally to maintain the content validity or meaning of the measure. If the questions don't mean the same thing in the two different languages, a translated question may elicit a very different response from what was originally intended. An instrument lacking content validity results in poor reliability of the data and a tool that fails to measure its intended constructs. Even within the same culture, subculture differences in ethnicity, and dialects or languages can influence conceptual equivalence.

A formal review process can be established by which expert judges review the measures, identify problematic areas, document their findings and suggest revisions. Several qualitative (cognitive interviews, interviewer and respondent debriefing, back translation) and quantitative (statistical tests) approaches can be used in the review process. Simply deleting items do not reflect the cultural context is not recommended because this could reduce the reliability of the measure, and/or compromise the scoring method (making it impossible to compare to other evaluations using the same measure). Whenever possible, it is best to collect test cases or small batches of data from informants similar (in gender, age, experience, etc.) to those to be used as sources of data for the evaluation (e.g. small number of students from a school not participating in the project) including all of the original items. This allows for some testing of the impact of retaining or removing problematic items. It also allows you to ask respondents if they understood the questions and to provide feedback on their interpretation.

Key Considerations for Adapting Measures into New Contexts

There are key aspects to consider when selecting and developing indicators – which are meant to be applicable to the majority of youth programming, across program activities, program outcomes, and context – for a PYD program. They can be organized into the following categories:

- Age, developmental stage, and life stage considerations
- Gender considerations
- Cultural considerations
- Language and literacy considerations
- Physical and social position considerations

These considerations will likely be relevant at all phases of the program lifecycle, including program design (e.g. relevant target population of youth), program implementation (e.g. reach, coverage and accessibility of program activities), program outcomes (e.g. what is relevant and feasible for programs to see change in), evaluation design (e.g. who should be targeted for the surveys to measure the outcomes), and measurement (e.g. having realistic indicators to measure the right people and the right outcomes).

All the aforementioned considerations – age, developmental and life stage, gender, culture, language and literacy, and political and social position – are intertwined. Though presented separately in this chapter, they should be assessed as a package of considerations, and the linkages among them acknowledged.

For more information about Age, Developmental Stage, and Life stage, see resource section at the end of the chapter.

Age, Developmental Stage, and Life Stage Considerations

Adolescence is defined by the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF) as between 10-19 years with two distinct stages: early adolescence (ages 10-14) and late adolescence (ages 15-19). These age spans are arguably connected with some of the most significant physical and psychological changes in a person's development.

USAID programming engages a broad range of youth between 10 and 29 years old with the critical understanding that the transition from childhood to adulthood varies across and within countries. Emerging adulthood has been described as the phase of life from late teens to the late twenties when an individual acquires some of the characteristics of adulthood. Understanding the distinctions between the stages within adolescence and emerging adulthood, and taking them into account in targeted programming that is responsive to youths' needs, will be crucial to developing more effective programs and creating conditions in which youth can thrive.

Project results should be disaggregated into multiple age ranges (at a minimum five-year age bands e.g., 10-14, 15-19, 20-24, 25-29). There are many diverse needs for youth at different ages and PYD programming should customize the programs accordingly. It may not be appropriate, for example, to offer job training to youth aged 10-14, but youth from ages 15-29 may. Monitoring and evaluation will need to reflect these variations and should be able to measure and report results in various age ranges--even more narrowly than the five-year age bands, if possible. Furthermore, M&E should be designed so that it can be customized to account for diverse needs among age groups.

In addition, youth experience many different factors that may affect them, including socioeconomic status, marital status, school enrollment etc. Young people are a diverse, transitioning group: they are moving in and out of educational systems, getting and leaving various jobs, learning to grow up, and becoming parents. A 17 year-old girl who is married, pregnant with her second child, and not in school in a rural area may have very different needs and assets than a single, 17 year old girl who lives with her parents in a large city and is preparing to be admitted to a university.

Box 3: Age and Lifestage Considerations in Action

Age, Developmental Stage and Life Stage Considerations in Action: In the PYD Illustrative Indicators Table in Annex E, there is a construct of "ability/plan ahead/ goalsetting. This attribute is crucial for all youth; however, it will not be manifested equally among all youth. How a 10-year-old plans will likely look quite different from how a 24-year-old youth plans; life goals and abilities to achieve those goals may vary greatly depending on lifestage.

Gender Considerations

Gender considerations are essential to effective PYD programming and M&E. There are significant differences in developmental changes and social experiences among girls, boys and LGBTI individuals during adolescence. In many countries, women, men, girls, boys and sexual minority youth and adults have different needs and face different social, economic, and cultural barriers that can affect their ability to access and benefit from services and programs.

The effects of gender norms, discrimination, poverty and abuse can leave some groups more vulnerable to negative consequences than others (Lloyd & Young, 2009). The best time to plan for addressing gender considerations is prior to program development. Conducting a gender analysis can identify the inequalities, constraints, opportunities, and unintended consequences that contribute to or affect how male, female and LGBTI individuals access and benefit from a service or program, as well as issues that may affect program outcomes. By identifying important gender-related issues before a program is developed or implemented, implementers can foresee and address gender-related issues proactively and ensure that they stratify the data appropriately.

Ensuring that M&E frameworks and approaches are gender-sensitive requires an assessment with a focused gender lens in all phases of research. During the M&E phase, ensure that assessment tools are measuring gender-related issues, work equally well for males, females and LGBTI individuals, and that data can be disaggregated by gender and analyzed to determine gender differences related to program impact.

After you identify gender-related issues associated with the targeted outcomes, you can develop measures that assess gender dynamics, norms, roles or attitudes. Gender-sensitive indicators account for the status and roles of gender over time and therefore measure whether gender equity is being achieved. In general, gender-sensitive indicators are gender-specific, account for existing gender differences in the targeted outcome, and address risk and vulnerability factors for each group separately. Developing gender-sensitive indicators will allow programs and governments to view male, female, and LGBTI individuals' access to, utilization of, and retention in programs and services separately and to identify and address

any issues one group is facing that causes them to be less likely to access or benefit from services over time. Gender-sensitive indicators can also be related to both quality and quantity of programs and services. For example, indicators of attendance, utilization, participation and decision-making may all differ by gender.

While collecting and analyzing gender-disaggregated data is extremely useful at any stage of the program, it is a critical part of M&E activities because it identifies quantifiable differences between gender groups. Without gender-disaggregated data, vital information is missed about differences and gaps among girls, boys, women, men, and LGBTI individuals and important opportunities to adapt programs to meet their unique needs can be overlooked. Disaggregated data also provide valuable information to countries and donors about gender-related barriers in various sectors.

For more information about gender transformative and PYD programming see resource section at the end of the chapter.

Within the PYD Measurement Framework, the YouthPower Learning Team identified gender-responsive services and gender equitable laws and policies as critical components of positive youth development. However, program developers and implementers should identify gender issues within programs and access gender-related issues across the PYD constructs. Regularly monitoring and analyzing sex-disaggregated data will also help to improve access, services and outcomes for everyone. Choosing measures that assess gender-related issues will take into account how gender impacts targeted outcomes, and analyzing program impact based on gender will provide information on whether the program affected participants differently.

For more on gender considerations, including the full report from IRH's work in Uganda and a link to the Search Institutes DAP tools, see resource section at the end of the chapter.

Box 4: Gender Considerations in Action

Gender Considerations in Action: Georgetown University's Institute for Reproductive Health (IRH) and the Search Institute collaborated to test whether developmental assets, measured by the Developmental Assets Profile (DAP), are significantly associated with sexual and reproductive health (SRH) indicators; and if these associations differ for girls versus boys. IRH added SRH indicators to the original 55-item DAP survey, which was implemented among 10 to 14-year-old in-school girls and boys in Northern Uganda.

The DAP measures eight categories of assets covering social assets or resources in the community or family; and individual assets, such as attitudes or qualities. There were 38 significant correlations between DAP assets and 8 SRH outcomes, 16 of which were for girls only and 8 for boys only. One of the key constructs measured was having a trusted adult to talk to about body changes during puberty and about romantic feelings. This construct was significantly associated with higher levels of DAP assets for girls and for boys, but only half as many boys as girls had someone with whom they could talk.

These findings highlight the importance of ensuring programs are sensitive to the differential vulnerabilities of both boys and girls; in this case, addressing boys' limited social support. For further information on gender transformative PYD programs, please refer to the gender checklist which is intended for use by development practitioners who want to ensure their programs incorporate good practices for gender transformative and positive youth development (PYD) programming.

Cultural Considerations

Culture is a broad term that encompasses mores, practices, religious beliefs and customs that guide what is socially acceptable in a community. Culture defines what kinds of activities are perceived as being appropriate or taboo. For example, in some communities, it is not considered appropriate to physically interact with a partner in public to show romantic affection; in other communities, looking someone in the eye is seen as disrespectful.

Most cultures have norms around how young people interact with and engage others in society, and often they differ from other age groups. Some of the core PYD constructs – such as communication, recognizing emotions and decision-making – will take different forms for young people according to their surrounding culture. Program implementers must

review every item in a scale or measurement tool so they can assess whether the items are asking about a practice or belief that is culturally relevant and appropriate. For example, the Chinese Positive Youth Development Scale (CPYDS) has a subscale that measures emotional competence by assessing how an individual recognizes and manages emotions. One item in the subscale states, "When I am unhappy, I can appropriately show my emotions." Cultures interpret, express and experience emotions in different ways, and when choosing a measure, one has to ensure that the items reflect the target population. When adapting measures during the testing and piloting phase for the indicators, individuals from the population can provide valuable feedback on item relevance. In some cases, the entire scale may not be appropriate for a particular context.

Language and Literacy considerations

The majority of tools and measures for PYD are in English. However, most USAID and other foreign assistance programs take place in contexts where national and local languages other than English are used, necessitating translation of these tools and measures. While some measures and tools have been translated to and validated in other languages, program designers and implementers will likely need to do their own translation.

To ensure the question items will be understood in a comparable way within and across countries that use different languages and dialects, have a translation procedure that yields equivalent versions of the questions across a variety of settings and cultures. However, note that strict translation does not necessarily capture the underlying concept to be measured. Each time a measure is translated, it will need to be validated in that language to ensure that the items in that measure still reflect the same underlying construct. Further tests should be conducted on the psychometric properties of the adapted questionnaire after the translation is complete (Beaton et al., 2000). Pilot testing within the target population is essential for establishing cultural equivalence, reliability and validity of any translated measurement tool.

Literacy issues will also impact which measures you use, and how. In many places of the world, a young person's age does not correspond with a certain level of literacy. Just because a youth is 15 and still in school does not mean s/he can read and write. It is essential to understand the target population of these measures and ensure the measures can be successfully implemented to get the data you need. Administering survey questions verbally when the survey was designed to be written may produce different results. This is especially true if measuring something sensitive, taboo or complicated. Again, testing, making changes, and testing again is essential.

Physical and Social Position considerations

Where youth are in the world – both physically and socially – directly influences their ability to participate in programs and understand the questions embedded in the measures you use to collect data from them. Geographic considerations include whether young people are living in rural or urban areas, or whether they are living in refugee camps or war zones. The surrounding environment will affect how they understand program activities and consider questions asked of them.

Social class, too, matters for PYD measurement. It goes beyond wealth quintile, including social/ethnic caste and power systems. Again, youth of different class systems, and in different positions in that class system, may differentially receive the program, and thus differentially change as a result of PYD programming. M&E personnel must thoughtfully consider which measures are selected and how those measures are administered to those youth of different physical and social positions.

There are many other types of youth to consider when measuring PYD for your program, such as ethnically diverse youth, LGBTI youth, youth living in refugee settings, youth with mental health issues, youth with disabilities, etc. Much of this is beyond the scope of this toolkit.

For more on language and literacy considerations and youth, see resource section at the end of the chapter.

For more on working with refugees, please see resource section at the end of the chapter.

For more information on other considerations for PYD measurement in multiple settings, see resource section at the end of the chapter.

For more on ethics, research and youth, please see resource section at the end of the chapter.

Other Considerations for PYD Measurement

Ethical Considerations

Ethical considerations are paramount to any program with young people, especially minors. The basic ethical principles that must be considered are respect for persons (individuals should be treated as autonomous agents), beneficence ("do no harm" and maximize possible benefits), and justice (those who bear the burden of the research ought to receive the benefit of the research). For all programs and research involving young people, the principle of "do no harm" is paramount. Young people are especially vulnerable and their welfare must be safeguarded. For example, minors have diminished autonomy, are entitled to protection, and the potential of harm for minors is often greater than for adults.

Even more stringent guidance should be put in place when conducting human subject research involving youth. Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. A human subject is a living individual about whom an investigator conducting research obtains data through intervention or interaction with the individual and/or Identifiable private information. All human subject research should have a thorough protocol that undergoes ethical review by an established Institutional Review Board (IRB) or Ethical Review Committee (ERC). The process is required for projects funded by the U.S. government and is also required in many countries. Many colleges, universities, think tanks, pharmaceutical companies, and medical and government agencies have IRB/ERC and can provide good guidelines on protection of human subjects. IRB approval timelines need to be factored into research planning. It could take months after the development of data collection protocols and measures are complete to receive approval.

In general, research that involves youth under the age of 18 years will be flagged as "research with minors" and reviewed more stringently, as minors are considered a vulnerable population and more regulations/laws apply. Reviewers will evaluate whether it is appropriate to involve minors in the research and whether the manner in which you recruit, consent and collect data from participants will cause any undue burden or increase young people's risk. Reviewers assess all data collection instruments, including survey and interview questions and focus group or observational protocols, to make these determinations.

All research with young people will require informed consent, or, in the case of minors, parental informed consent and minor assent. Assent indicates a willingness to participate and an ability to understand the proposed research for people too young to provide informed consent. In the case where young people are below the age of legal consent and not emancipated, they will be required to give assent as appropriate given age and mental capacity. Assent generally needs to be accompanied by informed consent from a parent or guardian for all research involving minors. Keeping young people safe during research is critical and will also increase the likelihood of getting reliable and valid data from them.

It is possible that some of the measures you select will involve asking young people about sensitive issues. During the interview, some of the questions may cause the young person to become emotionally distressed. It is also possible that the young person may reveal personal information during an interview, such as being a victim of rape or violence. This type of information must be reported to authorities and must be appropriately addressed by the researchers. Most research protocols ask the researchers to outline potential risks to participants and ways the researchers plan to mitigate this risk.

Youth Engagement

Because meaningful youth engagement is a key component of PYD programs, it is important to consider how to measure the level and value of their participation. This measurement not only helps track the results of such engagement on youth and other program outcomes, but also helps ensure that the opportunities provided for participation are constructive

and substantial. USAID's report on youth engagement in development (2014), supports the notion that youth participation occurs when youth are informed, consulted, provide leadership, and participate in decision-making. A measurement feedback loop that includes indicators of such activities is essential to ensuring that youth are partners in the programs that serve them.

Youth involvement in programming can take place at all phases including design, implementation and evaluation. While program developers often consult youth to assess their experiences and needs for design purposes, fewer include youth in actively participating or leading implementation or evaluation activities. Training youth for active participation has direct skill building benefits in addition to many other benefits. There are a number of resources that talk about how to engage youth more effectively and others that provide information on youth participatory evaluation strategies.

For more information on youth engagement, see resource section at the end of the chapter.

While youth should be involved in program design, implementation and M&E, it is also important to also be aware of what is being asked of them. Most youth around the world are busy, and taking time away from school, family, friends or work to help, oftentimes without pay, can be a burden.

Although much programming works directly for and with youth, training the adults in their lives – including program staff – is essential. This is especially true for PYD programs, which shifts the paradigm of not only how to involve youth in and design programs, but also how society views youth. A PYD approach demands that youth voices be heard, that they have agency and can make their own decisions, and that they are fully valued and respected. Around the world, many adults are not accustomed to some of these fundamental ideas of PYD, including staff who are implementing youth programing. Therefore, training them to understand and buy into a PYD approach will be critical to the success of the program.

Box 5: Key dos and don'ts for adapting PYD measures to new contexts

Do:

- Budget time, financial resources, and if needed, technical assistance to the adaptation process.
- Consider how age, development and life stage, gender, language and literacy, culture, and geographic and social position will impact measurement in your program.
- Assess literacy and adapt measurement, as needed.
- Understand the ethical issues or potential harm that may arise in measurement, and have plans to mitigate them.
- Include youth as much as possible in the measurement process.
- Train your staff and other key adult stakeholders in PYD principles
- Consult with many appropriate sources while considering adaptations.
- Test, adapt, and test again before using an adapted measure in your evaluation.

Don't:

- Simply cut and paste measures that you find into a survey.
- Remove items from a scale without full consideration of scale validity and reliability.
- Translate from one language to another and assume the measure will be equally valid in both languages.
- Involve youth as an afterthought.

Additional resources for Chapter 3

Validation and Reliability of Scales

1. DeVellis, R.F (2016). Scale Development: Theory and Applications (Applied Social Research Methods), 4th Edition.
2. Save the Children (forthcoming). The Children Reliability Protocol.

Age, Developmental Stage, and Life Stage

3. NIH (2011). The Teen Brain: Still under Construction.
4. Child Trends (2015). The Developing Brain: Implications for Youth Programs.
5. FHI 360 (2016). Looking through the Lens of Adolescent Development to Strengthen Secondary Education.

Gender, Culture, Language and Literacy

6. YouthPower Learning (2016). Does Your Program Reflect Gender Transformative or Positive Youth Development Practices? A Checklist.
7. Measure Evaluation (2016). Guidelines for Integrating Gender into an M&E Framework and System Assessment.
8. Health Communication Capacity Collaborative (2014). Gender Transformative Approaches, An HC3 Primer.
9. Institute for Reproductive Health (2014). Developmental Assets and Sexual and Reproductive Health among 10 to14 Year Olds in Uganda.
10. Search Institute, (n.d) Developmental Assets Profile

Ethical and other key considerations

11. BRYCS (2009). Growing Up in a New Country: A Positive Youth Development Toolkit for Working with Refugees and Immigrants.
12. Youth.gov (n.d.). LGBT Youth - A resource repository on Youth.gov
13. USAID (n.d.). LGBT Vision for Action: Promoting and Supporting Inclusion of Lesbian, Gay, Bisexual, and Transgendered Individuals (Chapters 4 and 6)
14. USAID (n.d.). Advancing disability inclusive development?
15. EQUIP1 (2011). Access to Quality Education for Children and Youth With Disabilities in Conflict, Crisis and Stable Countries
16. Search Institute (2010). Strong Staff, Strong Students: Professional Development in Schools and Youth Programs.
17. Schenk, K. and Williamson J. (2005). Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources.
18. UNICEF (2016). What we know about ethical research involving children in humanitarian settings: An overview of the principles, the literature and case studies

Youth Engagement

19. YouthPower Learning (2016). Youth Engagement Community of Practice. Join the CoP at YouthPower.org
20. USAID (2014). Youth Engagement in Development: Effective Approaches and Action-Oriented Recommendations for the Field.
21. Restless Development (2012). Literature Review: What evidence is there to suggest that engaging young people in development enhances or limits development outcomes across different contexts and in different geographical locations?

22. Dolan, P., et al. (2015). Youth as Researcher Training Manual. UNESCO, Child and Family Research Centre.
23. Powers, J. and Tiffany, J.S. (2006). Engaging Youth in Participatory Research and Evaluation. J Public Health Management Practice, 2006, November (Suppl), S79–S87
24. DFID (2010). Youth Participation in Development Guide
25. YouthPolicy (2010). Youth Participation in Development – A Guide for Development Agencies.
26. DFID (2016). Putting young people at the heart of development: The Department for International Development's Youth Agenda.

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GLOSSARY

Photo credit: © David Snyder/ICRW

Domains
In this toolkit, domains refer to the four larger, overarching themes of a PYD approach. Under each domain, there are a number of key constructs for PYD, and associated indicators.

Feature
An approach or activity that a program can implement with youth.

Indicator
A specific, observable and measurable characteristic used to demonstrate changes or progress in a program toward a specific outcome. In this toolkit, the indicators map to specific PYD constructs.

Construct
An attribute of a person or group of people that often cannot be measured directly, but can be assessed using a number of indicators or variables (for example, self-regulation).

Tool
A scale, index or method of measuring indicators.

Youth
Individuals between the ages of 10 and 29, which is the age band for youth and young people in USAID programs.

Photo credit: © Robyne Hayes/ICRW

ANNEX A:

USAID AND POSITIVE YOUTH DEVELOPMENT

With more than half of the global population under the age of 30 and a majority residing in low- to middle-income countries (LMICs), USAID believes that young people are not simply program beneficiaries but valuable assets in society. USAID launched its seminal Youth in Development Policy in 2012, making a commitment to strengthen youth participation and partnership by integrating youth issues into its programming and engaging young people across Agency initiatives (USAID, 2012). Based on a Positive Youth Development approach, the Youth in Development Policy represents a paradigm shift toward viewing youth as assets and resources, and working with them comprehensively across various sectors rather than focusing on single-sector issues.

https://www.usaid.gov/policy/youth.

In the policy, USAID identifies critical priorities for mainstreaming youth across program portfolios. The policy provides guidance on how to intentionally target youth development efforts based on the recognition that, historically, young people have been central to bringing about social, political and economic change to their countries. Furthermore, USAID seeks to strengthen and ensure the effectiveness of youth programming by moving investments from single sector, problem-focused responses toward cross-sectoral PYD investments that help countries support youth in reaching their full potential.

While many youth development programs focus on young people in the 15 to 24 year age range, USAID recognizes that youth programs are likely to engage a broader cohort of 10- to 29-year-olds. This expanded age range recognizes that the transition from childhood to adulthood varies across and within countries and sectors. In its Youth in Development Policy, USAID asks all Missions to consider how youth should be supported to be actively involved in and lead initiatives that contribute to their well-being and the development of their societies.

What does PYD mean for USAID and its Missions?

Both the PYD field and USAID's Youth in Development Policy recognize youth participation as vital to development. Youths' full participation in development efforts can contribute to more sustainable investments to end cycles of poverty; to build resilient, democratic societies; to improve health and nutrition outcomes; and to strengthen economies (Scales, Roehlkepartain & Fraher, 2012). USAID Missions can enact and reinforce the broader Agency's efforts to empower youth by advancing programs which: 1) recognize that youth participation is essential for effective programming; 2) invest in youth's assets; 3) foster healthy relationships by involving mentors, families and communities; 4) account for differences and commonalities among youth; 5) pursue gender equality; 6) harness youth innovation and technology; and 7) create second-chance opportunities for youth. Investments in youth translate to benefits for society by increasing youth's connections to civil society and helping youth make successful transitions to adulthood (World Bank, 2007). The PYD approach can inform evidence-based design of future USAID youth-focused programing, and it can inform evaluation design for such programs.

What does PYD mean for implementers of USAID programming?

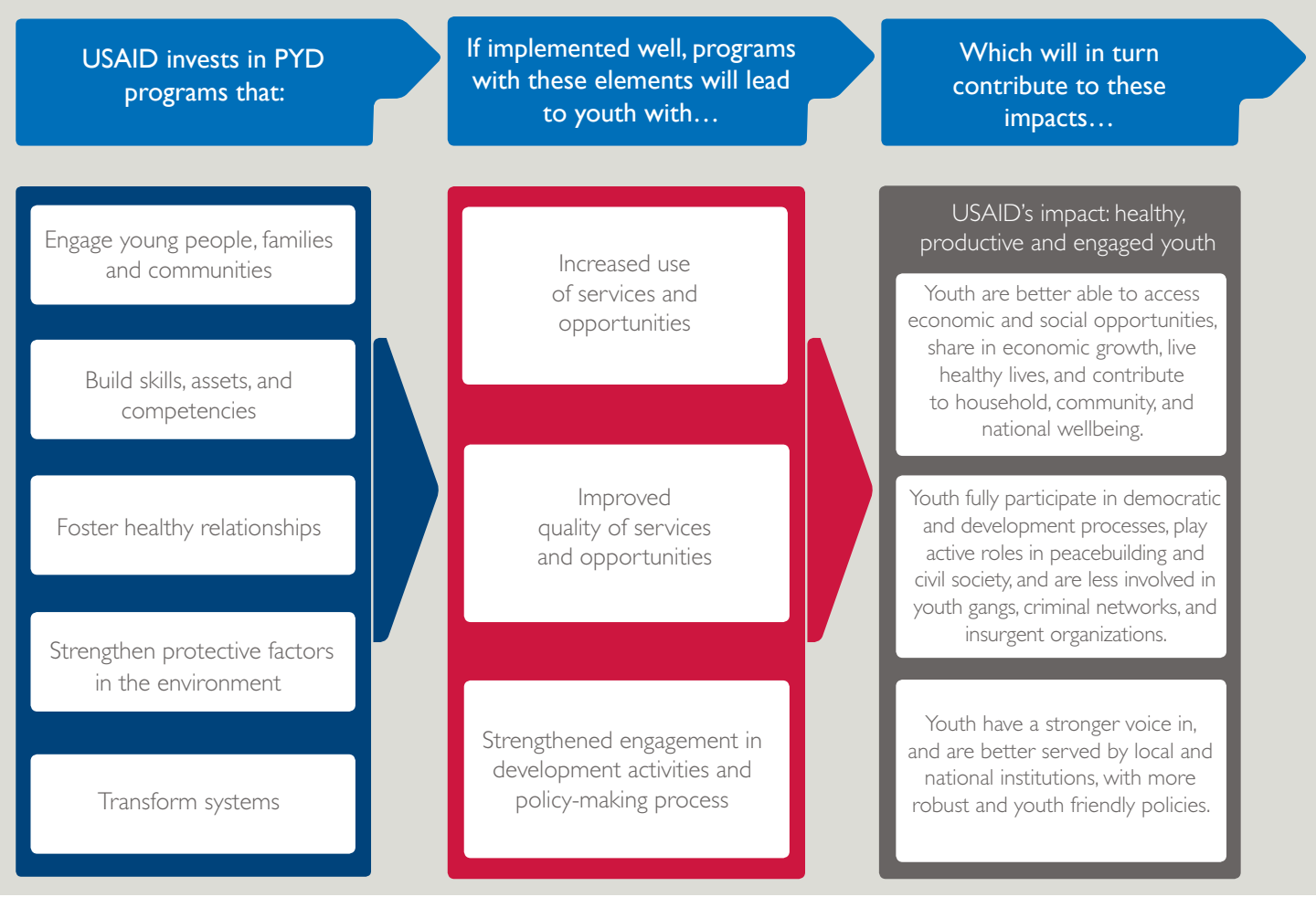
Programs that utilize a PYD approach have increasingly demonstrated that building the intellectual, physical, social, and emotional competence of youth is a more effective

development strategy than one that focuses solely on correcting problems (Scales, Roehlkepartain, & Fraher, 2012). Incorporating a PYD approach during program design and using indicators of positive development to evaluate the program can help to assess trends in positive outcomes over the life of a project. When applied across multiple projects and sectors, implementers can ensure PYD program effectiveness within and across sectors, provide evidence for increased funding, and set the stage for program sustainability and scale-up. Implementers can incorporate and measure PYD in youth programming to improve program performance over time, contribute to the body of evidence on PYD, and ultimately influence multi-sector outcomes and impact.

Theory of Change for USAID's investments in Positive Youth Development

Building on USAID's Youth in Development Policy, the definition of PYD **Figure A** visualizes how investments in PYD programming lead to long-term impacts for young people. The blue arrows reflect the key elements of the PYD definition. If programs include these elements and are implemented well, they are expected to produce the Intermediate Results (IRs) outlined for YouthPower, in the red boxes. These, in turn, contribute to the overall impact of healthy, productive and engaged youth, as envisioned in the USAID Youth in Development Policy. Change can be measured across four broad domains, which will be discussed next.

Figure A: Theory of Change: How investments in PYD programming lead to lasting change for young people



ANNEX B:

USAID'S YOUTHPOWER INITIATIVE

One of USAID's means to achieve the objectives established in the Youth in Development Policy is through YouthPower. USAID's YouthPower program strengthens local, national, and global systems to achieve sustainable, positive youth outcomes in health, education, and political and economic empowerment. The program consists of two complementary, Agency-wide global indefinite delivery indefinite quantity (IDIQ) contracts, **YouthPower: Implementation** and **YouthPower: Evidence and Evaluation**. These IDIQs are mutually reinforcing, with task orders under each IDIQ learning from and integrating the experiences of other task orders.

YouthPower uses a PYD approach to implement programs within and across sectors. As a USAID agency-wide project, YouthPower seeks to improve the capacity of youth-led and youth-serving institutions and engage young people, their families and communities so that youth can reach their full potential. As a whole, YouthPower supports cross-sectoral PYD investments by focusing on improving the capacities and enabling the aspirations of youth so that they can contribute to and benefit from more stable and prosperous communities. **YouthPower: Implementation** focuses on the design and implementation of PYD programming and policies; capacity-strengthening of youth-serving institutions, including governmental and civil society organizations; and promotion of increased youth engagement in development efforts. **YouthPower: Evidence and Evaluation** focuses on research and evaluation of youth programming; assessment to inform program design; and dissemination of knowledge in the field of PYD. **YouthPower Learning**, as the foundational project within YouthPower: Evidence and Evaluation, leads research, evaluations, and events designed to build and disseminate the evidence base for what works in PYD. To improve PYD practice, YouthPower Learning develops guidance for measuring PYD, builds the evidence of PYD practice, and organizes and disseminates results of activities from across YouthPower. The Learning Network, including a website and communities of practice, engages and informs the global community to help advance solutions to improve young lives.

Photo credit: © Victoria Ahmed/CAFOD

ANNEX C:

KEY INDIVIDUALS ENGAGED DURING INDICATOR AND TOOLKIT DEVELOPMENT

YouthPower Learning Team

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Dr. Laura Lippman, FHI 360
Ms. Aleksandra Markovich, Management Systems International
Ms. Sonia Moldovan, Research Triangle Institute
Dr. Kristin Moore, Child Trends
Dr. Maby Palmisano, Creative Associates International
Mr. Alex (Oleksandr) Rohozynsk, Development Alternatives, Inc.
Ms. Rachel Surkin, IREX
Ms. Katy Vickland, Creative Associates International
Members of the Youth Engagement Community of Practice, YouthPower Learning

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ANNEX D:

OVERVIEW OF THE PYD FIELD – PAST AND PRESENT

The field of youth development has moved away from a problem behavior-based approach—which focused narrowly on adolescent behavioral health problems, including delinquency and violence, mental health problems, risky sexual behavior and substance use—to a strengths-based approach, which focuses on promoting protective factors and positive outcomes for youth in areas such as health and education (Catalano & Hawkins, 2002; Pittman, O'Brien & Kimball, 1993). Studies of programs that take this more positive approach to youth development are relatively new and have been primarily conducted in high-income countries, including Australia and, most commonly, in the United States (Patton 2000; 2006).

In 1990, the Search Institute put forth a list of 40 assets or skills, experiences, relationships and behaviors which were deemed essential to positive development for children and youth (Benson et al., 1998). Progress was made in the early 2000s in defining developmental assets, and in clarifying and honing the essential components of what was becoming known as a PYD framework. Richard Lerner developed the Five Cs model, which focuses on developmental assets organized into five core constructs (Lerner, 2004). A sixth C was later added as Contribution. Additionally, research by Catalano and colleagues (2002) identified 18 core concepts essential to PYD, which were organized under the domains of positive skills/competencies, agency and enabling environment. The National Research Council and the Institute of Medicine also identified components or features of successful PYD programs (Eccles & Gootman, 2002). The table below summarizes the key constructs, concepts and features of leading PYD models and frameworks from the literature of the 1990s and 2000s and shows the various ways that different scholars in the United States have conceptualized PYD.

Evolution of PYD Models and Frameworks in the United States	
Developmental Assets Profile (Benson et al., 1998)	Focus on 40 developmental assets across eight broad areas of human development: • Support • Empowerment • Boundaries & Expectations • Constructive Use of Time • Commitment to Learning • Positive Values • Social Competencies • Positive identity
Five Cs Model of PYD (Lerner 2002, 2004)	Focus on developmental assets Core constructs: • **Competence**: social, cognitive, behavioral, emotional and moral • **Confidence:** self-efficacy, self-determination, belief in the future and clear and positive identity • **Connection:** bonding • **Character:** prosocial norms, spirituality • **Caring:** empathy and sympathy for others.

Continued from page 65

18 Core constructs of PYD (Catalano et al., 2002)	• Social, emotional, behavioral, cognitive and moral competencies • Clear and positive identity • Strength of character • Self-efficacy • Self-determination • Belief in the future • Positive emotions • Bonding • Positive norms • Opportunities for positive social involvement • Recognition for positive behavior • Spirituality • Resiliency • Life satisfaction
Key features of successful PYD programs from the National Research Council & the Institute of Medicine (Eccles & Gootman, 2002)	• Opportunities for skill building and mastery • Supportive adult relationships • Engagement not only in community activities, but in program design, implementation and evaluation • Clear expectations for behavior, as well as increasing opportunities to make decisions, to participate in governance and rule-making and to take on leadership roles as one matures and gains more expertise • A sense of belonging and personal value • Opportunities to develop social values and norms • Opportunities to make a contribution to their community and to develop a sense of mattering • Strong links between families, schools and broader community resources • Physical and psychological safety

From *YouthPower Learning (2016). Positive Youth Development Measurement Toolkit: A practical guide for implementers of USAID youth programming.* Washington, DC: U.S. Agency for International Development.

The framework of developmental assets posits a theoretically based and research-grounded set of opportunities, experiences, and supports that are related to promoting school success, reducing risk behaviors, and increasing positive outcomes (Catalano, 2002). Research has demonstrated that the more of these assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to be prepared for life (Catalano, 2002; Scales, Roehlkepartain & Fraher, 2012). Youth with the most assets are more likely to do well in school, be civically engaged, and value diversity (Scales, Roehlkepartain, & Fraher, 2012). Studies of LMICs have found a direct correlation between developmental assets and better literacy, numeracy, and availability of human, social, financial, and physical capital to generate income (Scales, Roehlkepartain, & Fraher, 2012).

Current Application of PYD Measurement

In the PYD field, it has been difficult to agree on what defines positive youth development and consequently how to measure it (Peterson and Seligman 2004). Different measures highlight slightly different elements of youth development and use slightly different labels (Almerigi, Theokas & Lerner, 2005). In spite of the challenges, three seminal contributions to the PYD measurement field have emerged: the Developmental Assets Survey from the Search Institute (P L. Benson, Scales & Syvertsen, 2011), the Five Cs Model of PYD (Lerner, et al., 2005), and the Communities That Care Youth Survey (CTCYS) (Glaser, Van Horn,

Arthur, Hawkins & Catalano, 2005). The Search Institute's Developmental Asset framework is among the most popular asset-building approaches and has been validated in LMICs. The CTCYS assesses a wide range of risk factors and nine protective factors (Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002) and has been validated in some LMICs (Baheiraei et al., 2014; Catalano et al., 2012; Shek Daniel & Yu, 2011).

Based on these earlier efforts and the PYD constructs identified in earlier reviews, Daniel Shek and colleagues developed and validated a 90-item survey instrument designed to measure 15 PYD constructs among Chinese youth (CPYDS). This instrument has subsequently been found to provide stable estimates of the 15 dimensions measured which fit into four higher-order factors (i.e., cognitive-behavioral competencies, pro-social attributes, positive identity and general positive youth development qualities). Given these findings, the CPYDS is one of the very few validated measures of PYD constructs in a non-Western culture.

Gaps in the PYD Field

Despite what is known about PYD in terms of what it is, how to measure it, and what works, there are still significant gaps in understanding. Four areas have been identified for further research in the field of positive youth development measurement (Lippman et al, 2009; Guerra et al., 2013):

- **Develop a positive youth development framework for LMICs.** Nearly the entire history of PYD has been in the Western context. Little attention has been paid to PYD in low-in come and middle-income countries for a variety of reasons. In these countries, economic conditions have somewhat delayed the recognition of adolescence as a life stage distinct from adulthood. As these countries develop economically, with population shifts to urban centers, there is a growing recognition of need for supports specifically designed to foster positive development among young people.
- **Develop reliable, valid and culturally adaptable and customized measures for PYD for diverse populations.** While a number of comprehensive PYD measurement frameworks exist, as referenced previously, many of these cannot be holistically applied in low- and middle-income settings.
- **Develop a standard set of common indicators that can be used across various sectors.** Common indicators within programs would make it easier to compare effectiveness across programs and countries.
- **Invest in rigorous evaluation for programs to increase the evidence base for PYD programs internationally.** The research developed in high-income countries has recently begun to be applied to LMICs through translation of existing approaches and developing and testing new preventive interventions in these countries. However, only a few of them have been evaluated for impact on relevant outcomes (Scales et al., 2013; Shek Daniel & Yu, 2011). Youth-focused programs must be evaluated rigorously to yield information for policymakers and other stakeholders for terminating, revising, or scaling up specific interventions.

Implications for USAID and other donors

Building the assets and skills of adolescents has potentially both immediate and long-term positive effects on the mental and physical health, economic development, and overall well-being of adolescents, their families and communities (Patton et al., 2016). However, while the adolescent experience has many shared elements globally, there are important variations in the needs and vulnerabilities of adolescents according to age, gender, and developmental stage, as well as cultural, socio-economic and environmental factors. It is therefore crucial that interventions take into account the distinct and diverse age-specific and context-specific needs of youth to create conditions in which youth can thrive (Patton et al., 2016).

There is also tremendous variation from culture to culture about whether adolescence is formally recognized as a distinct stage of life, and progression toward adulthood is often dependent on cultural and historical contexts (Patton et al., 2016). This, in part, reflects the tremendous diversity of the youth experience globally, as well as in cultural and social conceptualizations of how transitions are made between adolescence and adulthood (Crocket & Silbereisen, 2000). As a result, few programmatic and policy approaches have effectively and comprehensively addressed the needs of all youth, and rarely reach the most marginalized, including very young youth, those living in extreme poverty, married youth, out-of-school youth, and others.

USAID seeks to strengthen and ensure the effectiveness of youth programming by moving investments from single-sector, problem-focused responses toward cross-sectoral PYD investments that help countries support youth in reaching their full potential. Building on the theoretical and empirical work on positive youth development and USAID's Youth and Development Policy, YouthPower Learning developed a conceptual framework of positive youth development that is contextually relevant and provides a basis for the use of positive indicators across multiple sectors in LMICs. A targeted PYD approach will enable USAID to understand what components work best for specific segments of youth across sectors.

ANNEX E:
POSITIVE YOUTH DEVELOPMENT ILLUSTRATIVE INDICATORS

Guidance for Using Positive Youth Development Illustrative Indicators	
Purpose of the indicators	• To help program implementers identify PYD indicators that can be used across multiple sectors. Use of these indicators in low-to-middle income countries can provide additional data on how PYD approaches and outcomes can be linked to sector-specific outcomes. Often, these PYD indicators serve as intermediate indicators, linking activities from a PYD program to long-term outcomes in specific sectors, such as workforce development, democracy and governance. • To provide implementers of USAID youth programs with two youth-specific Foreign Assistance Indicators (i.e. "F-indicators"), which are mandatory. In addition, we provide two pilot USAID youth indicators. • Reference Sheets for each measurement source for indicators listed in the PYD Illustrative Indicators Table contain information such as a brief description, target age group for the tool, the relevant tool items that link to the illustrative indicators and the citation for the source (Annex F).
When to use the indicators	• During program design and Monitoring and Evaluation (M &E) preparation to guide the situational/needs analysis to inform the Theory of Change. • During the development of the M&E plan to identify sources of data to inform the development of project/program baseline and follow-up. • During M&E, to monitor and evaluate progress towards achieving specific outcomes and outputs.

Positive Youth Development Illustrative Indicators[1]

FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
DOMAIN: ASSETS			
Skill building	Training	Training in skills specific to vocation, employment or financial capacity (e.g. money management, business development and marketing).	• Number/proportion (%) of youth enrolled in vocational or other training • Number/proportion (%) of youth who completed vocational or other training
Skill building	Formal education	Exposure to formal education.	• Number/proportion (%) of youth who have completed primary education • Number/proportion (%) of youth who have completed secondary education • Number/proportion (%) of youth who have completed post-secondary/ tertiary education • Number of months youth attended school • Number/proportion (%) of youth enrolled in education • Number/proportion (%) of youth re-enrolled in education

[1] These PYD illustrative indicators should be reviewed with the PYD Measurement Toolkit. In addition, most of the illustrative indicators provided corresponds to a specific tool that can be found in Annex F of the Toolkit.

Continued from page 69

Skill building	Interpersonal skills (social and communication skills)	The range of skills used to communicate and interact with others, including communication (verbal and non-verbal and listening), assertiveness, conflict-resolution and negotiation strategies. These are skills that help to integrate feelings, thinking and actions to achieve specific social and interpersonal goals.	• Increased interpersonal skills at the conclusion of training/programming*
Skill building	Higher-order thinking skills	The ability to identify an issue, absorb information from multiple sources and evaluate options to reach a reasonable conclusion. It includes problem-solving, planning, decision-making and critical thinking.	• Increased higher-order thinking skills at the conclusion of training/programming*
Skill building	Recognizing emotions	The ability to identify and respond positively to feelings and emotional reactions in oneself and others.	• Increased ability to recognize and respond positively to emotions at the conclusion of training/programming*
Skill building	Self-control	The ability to delay gratification, control impulses, direct and focus attention, manage emotions and regulate one's own behaviors.	• Increased self-control skills at the conclusion of training/programming*
Skill building	Academic achievement	Knowledge and mastery of academic subjects such as math, written and spoken language, history, geography and sciences.	• Increased academic achievement at the conclusion of training/programming*
		DOMAIN: AGENCY	
Skill building	Positive identity	Positive and coherent attitudes, beliefs and values that one holds about him/herself and his/her future.	• Increased positive identity at the conclusion of training/ programming*
Skill building	Self-efficacy	Belief in one's abilities to do many different things well (particularly the things that are the focus of the intervention).	• Increased self-efficacy at the conclusion of training/programming*
Skill building	Ability to plan ahead/goal-setting	The motivation and ability to make plans and take action towards meeting a personal goal.	• Increased ability to plan and set goals at the conclusion of training/programming* • Number/proportion (%) of youth who developed a plan

Continued from page 70

Skill building	Perseverance (diligence)	The capacity to sustain both effort and interest in long-term projects regardless of perceived or real difficulties. Perseverance is the act of continual attempts to meet goals despite difficulties.	• Increased perseverance of effort at the conclusion of training/programming*
Skill building	Positive beliefs about the future	Having hope and optimism about one's future potential, goals, options, choices or plans.	• Increased positive beliefs about own future at the conclusion of training/ programming*
DOMAIN: CONTRIBUTION			
Youth engagement and contribution	Youth engagement	Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation or physical location.[2]	• Number/proportion (%) of youth participating in one or more of the following (select all that apply): Advocacy Mentorship (youth as mentors) Volunteering Youth-focused clubs Other activity: _____ • Number/proportion (%) of youth with leadership roles in one or more the following (select all that apply): Advocacy Mentorship (youth as mentors) Volunteering Youth-focused clubs Other activity: _____ • Number/proportion (%) of youth represented in_____ (i.e. youth council, municipal, local, Parliament, etc.) • Number/proportion (%) of youth participating in: _____ (i.e. community decision-making processes, program design, implementation, community service, etc.) • Number/proportion (%) of youth invited to contribute to _____ by local and national youth serving organizations or institutions (i.e. advisory boards, panels, teams, program planning, etc.)

[2] Definition developed by the YouthPower Youth Engagement Community of Practice

DOMAIN: ENABLING ENVIRONMENT			
Healthy relationships and bonding	Bonding	The emotional attachment and commitment made to social relationships in the family, peer group, school or community.	• Improved bonding with members of family at the conclusion training/programming* • Improved bonding with members of peer group at the conclusion of training/programming* • Improved bonding with members of school at the conclusion of training/programming* • Improved bonding with members of community at the conclusion of training/programming*
Healthy relationships and bonding	Opportunities for prosocial[3] involvement	Opportunities for positive interactions and participation in family, peer groups, school, or community.	• Increased opportunities for prosocial involvement in family at the conclusion of training/programming* • Increased opportunities for prosocial involvement in peer groups at the conclusion of training/programming* • Increased opportunities for prosocial involvement in school at the conclusion of training/programming* • Increased opportunities for prosocial involvement in the community at the conclusion of training/programming*
Belonging and membership	Support	The perception that one is cared for and supported by family, peer group, school or community.	• Increased family support at the conclusion of training/programming * • Increased peer support at the conclusion of training/programming * • Increased support at the conclusion of training/programming * • Increased support from_____ (mentor, religious leader, traditional leader etc.) at the conclusion of training/programming* • Number/proportion (%) of youth with mentors at the conclusion of training/programming.
Norms, expectations, and perceptions	Prosocial[3] norms	Youth hold healthy beliefs and clear standards for positive behavior and prosocial engagement.[3]	• Increased prosocial norms at the conclusion of training/programming *
Norms, expectations, and perceptions	Value and recognition	Youth believe that they are of value in society and their positive contributions are recognized and rewarded.	• Increased youth report of positive value and/or recognition by adults at the conclusion of training/programming*

[3] The term prosocial refers to voluntary actions that primarily benefit others and can involve cooperativeness, helpfulness, sharing and empathy.

Continued from page 72

Norms, expectations, and perceptions	Youth-friendly laws and policies	Youth have a stronger voice in, and are better served by, local and national institutions, with more robust and youth-friendly policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent.	• Number of youth-friendly laws and policies • Number/proportion (%) of youth who report living in a society with youth-friendly laws and policies
Norms, expectations, and perceptions	Gender-responsive policies	Societies in which young people live have balanced and fair gender norms and policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent.	• Number of laws, policies or procedures that include balanced and fair gender norms based on policy review • Number/proportion (%) of youth who report living in a society with balanced and fair gender norms.
Access to age appropriate and youth-friendly services; integration among services	Youth-responsive services	Services are based on a comprehensive understanding of what young people want and need and aim to deliver safe, affordable, accessible and essential care.	• Increased number of services/facilities with improved youth-responsive characteristics at the conclusion of training/programming • Increase in the youth-responsive characteristics for a single service/facility at the conclusion of training/programming
Access to age appropriate and youth-friendly services; integration among services	Gender-responsive services	Services intentionally allow youth-identified gender issues to guide services, creating through every stage of programming (site selection, staff selection, program development, content and material) an understanding of how gender affects the realities of young people's lives.	• Increase in the number of services/facilities with improved gender-responsive characteristics at the conclusion of training/programming • Increase in the gender- responsive characteristics for a single service/facility at the conclusion of training/programming
Safe space	Physical safety	Youth feel safe in their immediate environment. Physical environment is free from violence, conflict and crime.	• Increased feeling of safety in their physical environment * • Reduced rates of _____ (i.e. bullying, psychological distress, interpersonal violence, gender-based violence, abuse etc.)*
	Psychological safety	Youth feel free to express their ideas, thoughts and feelings in their environment.	• Increased feeling of psychological safety in their environment*

*In order to measure changes over time, these indicators generally should be measured before the intervention, immediately after the intervention and then, if possible, (depending on the funds and project life span) at future follow-up(s) (e.g. 3 months, 6 months, 1 year post-intervention, or longer). Statistically significant differences in the levels of each indicator between baseline and follow-up(s) should be reported.

Foreign Assistance and Pilot USAID Youth Indicators

FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
FOREIGN ASSISTANCE INDICATORS[4]			
Skill building	Training	For definition, please refer to Annex F in the PYD Measurement Toolkit.	Number of youth at risk of violence trained in social or leadership skills through United States Government (USG) assisted programs.
Norms, expectations, and perceptions	Youth-friendly laws and policies	For definition, please refer to Annex F in the PYD Measurement Toolkit..	Number of laws, policies or procedures adopted and implemented with United States Government (USG) assistance designed to promote and improve youth participation at the regional, national or local level.
PILOT USAID YOUTH INDICATORS[5]			
Skill building	Self-efficacy	For definition, please refer to Annex F in the PYD Measurement Toolkit.	Number of youth who report increased self-efficacy at the conclusion of United States Government (USG) assisted training/programming
Youth engagement and contribution	Youth engagement with civil society	For definition, please refer to Annex F in the PYD Measurement Toolkit.	Number of youth who participate in civil society activities following social or leadership skills training or initiatives from United States Government (USG) assisted programs.

[4] The Foreign Assistance indicators (i.e. F indicator) will be used by USAID implementers of youth programming to monitor progress towards the Agency 2012 Youth in Development Policy

[5] The Pilot USAID Youth indicators will be used use to monitor progress towards the Agency 2012 Youth in Development Policy

ANNEX F:

REFERENCE SHEETS

Annex F compiles tools that can be used to help program implementers measure PYD effectiveness within youth-focused programs. Most of the tools identified are relatively low in cost, easy to use, have good evidence of reliability and validity and either have already been used in the international context or have potential to be used in developing countries. Each reference sheet should be used in conjunction with the PYD Measurement Toolkit, specifically the PYD Illustrative Indicators Table (Annex E) and the PYD Measurement Sources Table (Annex G).

The measures and indicators in the PYD Measurement Toolkit are designed to be used across multiple sectors and within a variety of programs for youth – from those implementing a sexual and reproductive health program to those implementing a democracy and governance program. In most cases, the toolkit includes more than one measure for any particular indicator. Selecting a measure or measures should be based on its appropriateness to the context (culture, age, gender, circumstances of participants) and any previous evidence of validity in this context. Many of the measures are scales that were originally developed and validated in English-speaking countries. Most scales have been validated with a fixed set of specific items to measure a construct. **It is not recommended to delete or change items from a scale.** However, there might be rare situations where some of the items are not relevant or appropriate and program implementers need to consider modifications. In these cases, changes and revisions made to measures must be done with careful consideration to preserve the integrity of the original items while ensuring their relevance for the target population and purpose. Scales revised in this matter require new validation. It is important to note that some items in scales may need to be reverse coded during scoring. Most of the selected indicators are designed to track change in PYD constructs and generally should be measured pre-intervention, immediately post-intervention and at future follow-ups (e.g. 3 months, 6 months, 1 and 2 years, or longer) depending on the funds and project life span. Statistically significant differences in the levels of each indicator between baseline and follow-up(s) should be reported. Further details about adaptation of measures can be found in the PYD Measurement Toolkit.

Section 1 contains information on the measurement sources including a brief description, target age group for the tool, the relevant tool items that link to the illustrative indicators and source citation. Section 2 lists illustrative indicators that were created by the YouthPower Learning Team and the Youth Engagement Community of Practice. Section 3 presents two youth-specific Foreign Assistance Indicators (also called "F-indicators"), which are mandatory in USAID programs. Two pilot USAID youth indicators are also included.

Complementing YouthPower Learning's comprehensive PYD Measurement framework, YouthPower Action has conducted two forthcoming studies focused specifically on "soft skills" for cross-sectoral youth development. Based on a systematic review of the evidence and stakeholder consultation, YouthPower Action has recommended a set of key soft skills supported by a strong research base as being important elements of workforce development, violence prevention and sexual and reproductive health. These skills are applicable across sectors and diverse world regions. In addition, YouthPower Action has identified and systematically reviewed a range of measurement tools that can be used to assess key soft skills in international youth program settings, and developed a comprehensive inventory of such tools. More information about the YouthPower Action research can be found at https://www.fhi360.org/resource/key-soft-skills-cross-sectoral-youth-outcomes and http://www.childtrends.org/publications/key-soft-skills-that-foster-youth-workforce-success-toward-a-consensus-across-fields/.

SECTION 1

NAME OF TOOL: The Chinese Positive Youth Development Scale (CPYDS)

Developer: Daniel Shek, The Hong Kong Polytechnic University

Brief Description of Tool: The CPYDS contains 90 items, which are grouped into 15 sub-scales measuring aspects of positive youth development.

Constructs Measured:

PYD Construct from the PYD Measurement Toolkit	CPYDS Scale Constructs
1. Interpersonal Skills (social and communication skills)	1. Social Competence
2. Higher-order thinking skills	2. Cognitive Competence
3. Recognizing emotions	3. Emotional Competence
4. Positive identity	4. Clear and positive identity
5. Self-efficacy	5. Self-efficacy
6. Positive beliefs about future	6. Beliefs in the future
7. Prosocial norms	7. Prosocial norms

Targeted Age Group: Ages 12-18 years

Availability of Tool: Developer has provided permission to use.

Locations and Languages in which tool has been used: Hong Kong, Macau – English, Chinese

How to Administer: Self-report questionnaire administered directly to youth. Tool can also be completed in interview format.

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CPYDS scale item:

Response Options for all CPYDS subscales: Strongly Disagree = 1; Disagree = 2; Slightly Disagree = 3; Slightly Agree = 4; Agree = 5; Strongly Agree =6

1. Interpersonal Skills: Increased interpersonal skills at the conclusion of training/programming

CPYDS subscale on Social Competence

1. I can actively talk to a stranger.
2. I know how to communicate with others.
3. I understand the rules and expectations in interacting with others.
4. I can interact with others in a harmonious manner.
5. I enjoy joining social activities.
6. I know how to differentiate good and bad friends.
7. I know how to listen to others.

2. Higher-Order Thinking Skills: Increased higher-order thinking skills at the conclusion of training/programming

CPYDS subscale on Cognitive Competence

1. I believe there is a solution for any problem.
2. I know how to see things from different angles.
3. I will try new ways to solve my problems.
4. I know how to find the causes of and solutions to a problem.
5. I know how to develop plans to achieve my objectives.
6. I can differentiate the good and bad aspects of things.

3. Recognizing Emotions: Increased ability to recognize and respond positively to emotions at the conclusion of training/programming

CPYDS subscale on Emotional Competence

1. I am a pleasant person.
2. When I am unhappy, I can appropriately show my emotions.
3. When I am angry, I can rationally describe my feelings.
4. When I have conflict with others, I can manage my emotions.
5. I can see the world from the perspectives of other people.
6. I will let other people know my emotions.

4. Positive identity: Increased positive identity at the conclusion of training/programming

CPYDS subscale on Clear and Positive Identity

1. I can do things as good as others.
2. Compared with my classmates, I am satisfied with my performance.
3. I am satisfied with my body and appearance.
4. I feel that I am welcomed by others.
5. I am a person with self-confidence.
6. I am a filial person.
7. I know my strengths and weaknesses.

5. Self-efficacy: Increased self-efficacy at the conclusion of training/programming

CPYDS subscale on Self-efficacy

1. I have little control of things that happen in my life.
2. I do not have any solutions for some of the problems I am facing.
3. I cannot do much to change things in my life.
4. When I face life difficulties, I feel helpless.
5. I feel my life is determined by others and fate.
6. I believe things happening in my life are mostly determined by me.
7. I can finish almost everything that I am determined to do.

6. Positive Beliefs about Future: Increased positive beliefs about their own future at the conclusion of training/programming

CPYDS subscale on Beliefs in the Future

1. I have confidence to solve my future problems.
2. I have confidence to be admitted to a university.
3. I have confidence that I will be a useful person when I grow up.
4. I do not expect to get what I want.
5. I can see that my future is unpleasant.
6. It is not possible for me to have satisfaction in future.
7. It is very probable that I will not get things that I want in future.

7. Prosocial Norms: Increased self-reported prosocial norms at the conclusion of training/programming

CPYDS subscale on Prosocial norms

1. I care about unfortunate people in the society.
2. If there are opportunities, I will take up voluntary work.
3. I agree that everybody should be constrained by laws.
4. It is my pleasure to obey school rules.

Scoring Information for all scales: Scale score is average of items.

REFERENCES:

Shek, D.T.L., Siu, A.M.H., Lee, T.Y., Cheng, H., Tsang, S., Lui, J., and Lung, D. (2006). Development and validation of a positive youth development scale in Hong Kong. *Int. J. Adolesc. Med. Health 18(3),* 547–558.

Shek, D. L., & Ma, C. S. (2010). Dimensionality of the Chinese Positive Youth Development Scale: Confirmatory Factor Analyses. *Social Indicators Research, 98,* 41-59.

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NAME OF TOOL: The Communities That Care Youth Survey (CTCYS)

Developer: The Social Development Research Group (SDRG) at the University of Washington (United States)

Brief Description of Tool: The Communities that Care Youth Survey was designed to assess adolescent prevention needs in order to support strategic community prevention planning. It measures adolescent problem behaviors such as drug use, delinquency, and violence and the risk and protective factors that predict those problems in communities. The CTCYS has been used in the Community Youth Development Study (CYDS) which was an efficacy trial of the Communities that Care operating system in reducing youth drug use and problem behaviors at the community level. Many of the CTCYS measures have been used in the International Youth Development Study Youth Survey.

Constructs Measured:

PYD Construct from the PYD Measurement Toolkit	CTCYS Scale Constructs
1. Opportunities for prosocial involvement	1a. Opportunities for pro-social involvement -Family 1b. Interaction with prosocial peers 1c. Opportunities for pro-social involvement - School 1d. Opportunities for prosocial involvement-Community
2.Value and recognition	2a. Rewards for prosocial family involvement 2b. Rewards for prosocial peer involvement 2c. Rewards for prosocial school involvement 2d. Rewards for prosocial community involvement
3. Bonding	3a. Family attachment 3b. Commitment to school 3c. Neighborhood attachment

Targeted Age Group: Ages 11-18 years

Availability of Tool: Publicly available at no cost through the Center for Substance Abuse Prevention in the office of the United States Government's Substance Abuse and Mental Health Services Administration (http://store.samhsa.gov/product/Communities-That-Care-Youth-Survey/CTC020).

Locations and Languages in which tool has been used: This tool is well validated in the United States, Australia, Croatia, Cyprus, Germany, the Netherlands, the United Kingdom, Iran, India, Trinidad & Tobago and South Africa. It has been translated in multiple languages including Persian, Dutch and South African languages.

How to Administer: Self-report questionnaire administered directly to youth (paper)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CTCYS scale item:

1a. Opportunities for Prosocial Involvement-Family: Increased opportunities for prosocial involvement in family at the conclusion of training/programming.

CTCYS subscale on Opportunities for Prosocial Involvement – Family

Instructions: Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. If I had a personal problem, I could ask my mom or dad for help.
2. My parents give me lots of chances to do fun things with them.
3. My parents ask me what I think before most family decisions affecting me are made.

Scoring Information: Scale score is average of 3 items (possible range 1-4). Higher score indicates higher opportunities for prosocial family involvement.

1b. Opportunities for Prosocial Involvement – Peers: Increased opportunities for prosocial involvement in peer groups at the conclusion of training/programming.

CTCYS subscale on Interaction with Prosocial Peers

Response Options: None of my friends (0) 1 of my friends (1) 2 of my friends (2) 3 of my friends (3) 4 of my friends (4)

1. In the past year (12 months), how many of your best friends have:
   .....participated in clubs, organizations or activities at school?
   .....made a commitment to stay drug free?
   .....liked school?
   .....regularly attended religious services?
   .....tried to do well in school?

Scoring Information: Scale score is average of 5 items (possible range 0-4). Higher score indicates higher interaction with prosocial peers.

1c. Opportunities for Prosocial Involvement – School: Increased opportunities for prosocial involvement in school at the conclusion of training/programming.

CTCYS subscale on Opportunities for Prosocial Involvement – School

Instructions: Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. In my school, students have lots of chances to help decide things like class activities and rules.
2. Teachers ask me to work on special classroom projects.
3. There are lots of chances for students in my school to get involved in sports, clubs, or other school activities outside of class.
4. There are lots of chances for students in my school to talk with a teacher one-on-one.
5. There are lots of chances to be part of class discussions or activities.

Scoring Information: Scale score is average of 5 items (possible range 1-4). Higher score indicates higher opportunities for prosocial involvement at school. Note: If one of the items was not completed, the scale score can be calculated as the mean of the 4 completed items. If two or more items are missing then the scale score cannot be calculated.

1d. Opportunities for Prosocial Involvement-Community: Increased opportunities for prosocial involvement in community at the conclusion of training/programming.

CTCYS subscale on Prosocial Involvement – Community

Instructions: Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you

Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. There are lots of adults in my neighborhood I could talk to about something important.
2. Adults in my community create organized activities for people my age.
3. Adults in my community provide ways for people my age to develop new skills.
4. People my age are given useful roles in this community.
5. In my neighborhood, kids can help decide which activities are provided and how they are run.
6. In my neighborhood, adults pay attention to what kids have to say.
7. There are a lot of chances in my community for someone my age to get a good education.

Scoring Information: Scale score is average of 5 items (possible range 1-4). Higher score indicates higher opportunities for prosocial involvement at school.

2. Value and Recognition: Increased youth self-report of positive value and recognition at the conclusion of training/ programming.

2a. CTCYS subscale on rewards for Prosocial Family Involvement

Response Options:
Items 1 and 2: Never or Almost Never (1) Sometimes (2) Often (3) All the Time (4)
Items 3 and 4: NO! (1) no (2) yes (3) YES! (4)

1. My parents notice when I am doing a good job and let me know about it.
2. How often do your parents tell you they're proud of you for something you've done?
3. Do you enjoy spending time with your mother?
4. Do you enjoy spending time with your father?

Scoring Information: Scale score is average of 4 items (possible range 1-4). Higher score indicates higher levels of prosocial family involvement.

2b. CTCYS subscale on rewards for Prosocial Peer Involvement

Response Options: No or Very Little Chance (1) Little Chance (2) Some Chance (3) Pretty Good Chance (4) Very Good Chance (5)

What are the chances you would be seen as cool if you…
1. .....worked hard at school?
2. .....defended someone who was being verbally abused at school?
3. .....regularly volunteered to do community service?

Scoring Information: Scale score is average of 3 items (possible range 1-5). Higher score indicates higher levels of prosocial peer involvement.

2c. CTCYS subscale on rewards for Prosocial School Involvement

Instructions: Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. My teacher(s) notices when I am doing a good job and lets me know about it.
2. I feel safe at my school.
3. The school lets my parents know when I have done something well.
4. My teachers praise me (tell me I'm doing well) when I work hard in school.

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of prosocial school involvement.

2d. CTCYS subscale on rewards for Prosocial Community Involvement

Instructions: Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. There are people in my neighborhood who are proud of me when I do something well.
2. There are people in my neighborhood who encourage me to do my best.
3. My neighbors notice when I do a good job and let me know about it.

Scoring Information: Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher levels of prosocial community involvement.

3a. Bonding: Improved bonding with members of family at the conclusion of training/programming

CTCYS subscale on Family Attachment

Instructions: Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. Do you feel very close to your mother?
2. Do you share your thoughts and feelings with your mother?
3. Do you feel very close to your father?
4. Do you share your thoughts and feelings with your father?

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of family attachment.

3b. Bonding: Improved bonding with members of school at the conclusion of training/programming

CTCYS subscale on Commitment to School

Response Options:
Item 1: None (5) 1 (4.33) 2 (3.67) 3 (3) 4-5 (2.33) 6-10 (1.67) 11 or more (1)
Item 2: Never (1) Seldom (2) Sometimes (3) Often (4) Almost Always (5)
Item 3: Very Interesting and stimulating (5) Quite Interesting (4) Fairly Interesting (3) Slightly Boring (2) Very Boring (1)
Item 4: Very Important (5) Quite Important (4) Fairly Important (3) Slightly Important (2) Not at all Important (1)
Items 5, 6 and 7: Never (1) Seldom (2) Sometimes (3) Often (4) Almost Always (5)

1. During the past four weeks [school was in session], how many whole days have you missed because you skipped or "cut/wagged"?
2. How often do you feel that the schoolwork you are assigned is meaningful and important?
3. How interesting are most of your courses/school subjects to you?
4. How important do you think the things you are learning in school are going to be for your later life?

5. In the past year [Since the last survey], how often did you: Enjoy being in school?
6. In the past year [Since the last survey], how often did you: Hate being in school?
7. In the past year [Since the last survey], how often did you: Try to do your best work in school?

Scoring Information: Scale score is average of 7 items (possible range 1-5). Higher score indicates higher levels of commitment to school.

3c. Bonding: Improved bonding with members of community at the conclusion of training/programming

CTCYS subscale on Neighborhood Attachment:

Instructions: Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options:
Item 1: NO! (4) no (3) yes (2) YES! (1)
Items 2 and 3: NO! (1) no (2) yes (3) YES! (4)
1. I'd like to get out of my neighborhood.
2. If I had to leave, I would miss the neighborhood I live in.
3. I like my neighborhood.

Scoring Information: Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher neighborhood attachment.

REFERENCES:

Arthur, M.W., Hawkins, J.D., Pollard, J.A., R.F. & Baglioni, A.J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. The Communities That Care Youth Survey. *Eval Rev, 26,* 575-601.

Hawkins, J.D., et al. (2014). Youth problem behaviors 8 years after implementing the communities that care prevention system: A community-randomized trial. *JAMA Pediatrics, 168(2),* 122-129.

NAME OF TOOL: The International Youth Development Survey (IYDS)

Developer: The IYDS youth survey is largely based on the Communities That Care Youth Suvey (CTCYS) that was extended and adapted for use in Australia.

Brief Description of Tool: The International Youth Development Youth Survey is based on the CTCYS.

Constructs measured:

PYD Construct from the PYD Measurement Toolkit	IYDS Scale Constructs
1. Self-control	1a. Emotional control 1b. Impulsivity
2. Academic achievement	2a. Academic success (Youth-self-report) 2b. Academic success (Teacher report)
3. Positive identity	3. Optimism
4. Support	4. Poor family management
5. Prosocial Norms	5. Belief in the moral order

Targeted Age Group: Ages 10-18 years

Availability of Tool: Permission by developer needed.

Locations and Languages in which tool has been used: IYDS has been used in the United States, Australia, India. Available in English.

How to Administer: Self-report questionnaire administered directly to youth (paper, online or telephone interview)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of IYDS scale item:

1. Self-control: Increased self-control skills at the conclusion of training/programming.

1a. IYDS subscale on Emotional Control

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. I know how to relax when I feel tense.
2. I am always able to keep my feelings under control.
3. I know how to calm down when I am feeling nervous.
4. I control my temper when people are angry with me.

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher emotional control. Note: If one of the items was not completed, the scale score can be calculated as the mean of the 3 completed items. If two or more items are missing then the scale score cannot be calculated.

1b. IYDS subscale on Impulsivity

Response Options:
Item 1: NO! (4) no (3) yes (2) YES! (1)
Items 2 and 3: NO! (1) no (2) yes (3) YES! (4)

1. It's important to think before you act.
2. I rush into things, starting before I know what to do.
3. I answer without thinking about it first.

Scoring Information: Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher impulsivity. Note: If one of the items was not completed the scale score can be calculated as the mean of the 2 completed items. If two or more items are missing then the scale score cannot be calculated.

2a. Academic Achievement: Increased academic achievement at the conclusion of training/programming

IYDS subscale on Academic success (youth report):

Response Options:
Item 1: Very poor (1) Poor (1.75) Average (2.5) Good (3.75) Very good (4)
Item 2: NO! (1) no (2) yes (3) YES! (4)

1. Putting them all together, what were your grades/marks like last year?
2. Are your school grades better than the grades/marks of most students in your class?

Scoring Information: Scale score is mean of 2 items (possible range 1-4). Higher score indicates higher academic success. Note: If one of the items was not completed the scale score cannot be calculated.

2b. IYDS subscale on Academic success (teacher report):

Item 1: Very poor (1) Poor (1.75) Average (2.5) Good (3.75) Very good (4)
Item 2: NO! (1) no (2) yes (3) YES! (4)

1. Putting them all together, what were <<STUDENT'S>> grades/marks like last year?
2. Are <<STUDENT'S>> school grades better than the grades/marks of most students in your class?

Scoring Information: Scale score is mean of 2 items (possible range 1-4). Higher score indicates higher academic success. Note: If one of the items was not completed the scale score cannot be calculated.

3. Positive Identity: Increased positive identity at the conclusion of training/programming (youth self-report)

IYDS subscale on Optimism:

Response Options: Never (1) Rarely (2) Sometimes (3) Often (4) Almost Always (5)
For the following questions, please think about yourself and your future:

1. When I think about the future, I feel optimistic.
2. I know what kind of person I am.
3. I really believe in myself.
4. Things usually turn out well for me.
5. I think the world and people in it are basically good.
6. I feel okay about the way I've handled myself so far.

Scoring Information: Scale score is mean of 6 items (possible range 1-5). Higher score indicates higher optimism. Note: If two or more of the items were not completed the scale score cannot be calculated.

4. Support: Improved family support at the conclusion of training/programming

IYDS subscale on Family Management:

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. My parents ask if I've gotten my homework done.
2. Would your parents know if you did not come home on time?
3. The rules in my family are clear.
4. When I am not at home, one of my parents knows where I am and who I am with.
5. My parents want me to call if I am going to be late getting home.
6. My family has clear rules about alcohol and drug use.
7. If you drank some alcohol (like beer, wine or liquor/spirits) without your parents' permission, would you be caught by your parents?
8. If you carried a weapon without your parents' permission, would you be caught by your parents?
9. If you skipped school without your parents' permission, would you be caught by your parents?

Scoring Information: Scale score is mean of 9 items (possible range 1-4). Higher score indicates higher levels of family management. Note: If four or more of the items were not completed the scale score cannot be calculated.

5. Prosocial norms: Increased prosocial norms at the conclusion of training/programming

IYDS subscale on Belief in the moral order

Response Options: YES, yes, no, NO

1. It is important to be honest with your parents, even if they become upset or you get punished?
2. I think sometimes it's okay to cheat at school.
3. I think it is okay to take something without asking if you can get away with it.
4. It is all right to beat up people if they start the fight.

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of family management. Note: If less than 3 items were not completed the scale score cannot be calculated.

REFERENCES:

Arthur, M.W., Hawkins, J.D., Pollard, J.A., R.F. & Baglioni, A.J. (**2002**) Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. The Communities That Care Youth Survey. *Eval Rev, 26,* 575-601.

Bond, l.T., Toumbourou, J., Patton, G., & Catalano, R. (**2000**). *Improving the Lives of Young Victorians in Our Community: a survey of risk and protective factors*, Melbourne: Centre for Adolescent Health.

McMorris, B. J., Hemphill, S. A., Toumbourou, J. W., Catalano, R. F., & Patton, G. C. (**2007**). Prevalence of substance use and delinquent behavior in adolescents from Victoria, Australia and Washington State, United States. *Health Education & Behavior, 34,* 634-650.

NAME OF TOOL: The Developmental Assets Profile (DAP)

Developer: Search Institute

Brief Description of Tool: Search Institute's Developmental Assets survey is a 58-item survey for youth that provides a brief, standardized description of young people's strengths and supports (developmental assets). The DAP measures 8 categories of developmental assets (including internal strengths and external supports) using reliable and valid scales. The DAP has been adapted for international settings and has acceptable reliabilities similar to US samples.

Constructs measured:

PYD Construct from the PYD Measurement Toolkit	DAP Scale Construct
1. Support	1. Support
2. Prosocial Norms	2. Boundaries

Targeted Age Group: Ages 9-18 years; Grade 4-12

Availability of Tool: Cost associated with use per report or according to need. Contact developer. (http://www.search-institute.org/surveys/DAP)

Locations and Languages in which tool has been used: Measure has been used in multiple countries: United States, Albania, Armenia, Azerbaijan, Bangladesh, Bolivia, Brazil, China, Colombia, the Dominican Republic, Egypt, Gaza, Iraq, Japan, Jordan, Lebanon, Mexico, Morocco, Nepal, the Philippines, Rwanda and Yemen. Available in multiple languages.

How to Administer: Self-report questionnaire administered directly to youth (paper or online)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of DAP scale item:

1. Support: Increased support at the conclusion of training/programming

DAP subscale on Support:

1. I ask my parents for advice.
2. I have parent(s) who try to help me succeed.
3. I have good neighbors who care about me.
4. I have a school that cares about kids and encourages them.
5. I have support from adults other than my parent(s).
6. I have a family that gives me love and support.
7. I have parent(s) who are good at talking with me about things.

2. Prosocial Norms: Increased prosocial norms at the conclusion of training/programming

DAP subscale on Boundaries and Expectations:

1. I have friends who set good examples for me.
2. I have a school that gives students clear rules.
3. I have adults who are good role models for me.
4. I have teachers who urge me to do well in school.
5. I have a family that provides me with clear rules.
6. I have parent(s) who urge me to do well in school.
7. I have neighbors who help watch out for me.
8. I have a school that enforces rules fairly.
9. I have a family that knows where I am and what I am doing.

REFERENCES:

Scales, P.C. (2011). Youth developmental assets in global perspective: Results from international adaptations of the Developmental Assets Profile. *Child Indicators Research. 4:619–645.*

Scales, P.C., E.C. Roehlkepartain, and K. Fraher. (2012). *Do Developmental Assets Make a Difference in Majority-World Contexts? A Preliminary Study of the Relationships Between Developmental Assets and Selected International Development Priorities,* Education Development Center.

NAME OF TOOL: Profile of Student Life—Attitude and Behavior (PSL-AB)

Developer: Search Institute

Brief Description of Tool: The PSL-AB survey measures eight principal asset domains: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity.

Construct Measured:

PYD Construct from the PYD Measurement Toolkit	PSL-AB Scale Construct
Physical Safety	Safety

Targeted Age Group: Ages 9-18 years

Availability of Tool: Cost associated with use per report or according to need. Contact developer. (http://www.search-institute.org/sites/default/files/a/A%26B%20Administration%20Manual%202012.pdf)

Locations and Languages in which tool is available: The measure was used in multiple countries (United States, Albania, Armenia, Azerbaijan, Bangladesh, Bolivia, Brazil, China, Colombia, the Dominican Republic, Egypt, Gaza, Iraq, Japan, Jordan, Lebanon, Mexico, Morocco, Nepal, the Philippines, Rwanda and Yemen). Available in multiple languages.

How to Administer: Self-report questionnaire administered directly to youth (paper or online)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of PSL-AB scale item:

1. Physical Safety: Increased feeling of safety in their physical environment

How often do you feel afraid of...

1. Walking around your neighborhood?
2. Getting hurt by someone at your school?
3. Getting hurt by someone in your home?

REFERENCES:

Bowers, E.P., et al. (2010). The Five Cs Model of Positive Youth Development: A Longitudinal Analysis of Confirmatory Factor Structure and Measurement Invariance. *Journal of Youth & Adolescence, 2010. 39,* p. 720–735.

Benson, P.L., et al. (1998). Beyond the 'Village' Rhetoric: Creating Healthy Communities for Children and Adolescents. *Applied Developmental Science, 1998. 2(3),* p. 138-159.

NAME OF TOOL: Fast Track

Developer: Conduct Problems Prevention Research Group (CPPRG)

Brief overview of tool: Fast Track is a comprehensive intervention project designed to look at how children develop across their lives by providing academic tutoring and lessons in developing social skills and regulating their behaviors. The scales within the program were created for the Fast Track Project.

Constructs measured: Interpersonal skills; Self-regulation; Safety

PYD Construct from the PYD Measurement Toolkit	Fast Track Scale Construct
1. Interpersonal skills	1. Social Competence scale: Prosocial communication skills (Teacher report)
2. Self-control	2. Social Competence Scale: Emotional self-regulation (Teacher report)

Targeted Age Group: Grades 3 and 4 in United States

Availability of Tool: Scale is downloadable for free from the website and can be used with permission from the developer (http://fasttrackproject.org/data-instruments.php).

Locations and Languages in which tool has been used: Used in the United States and available in English

How to Administer: Administered to parent, sibling and teacher

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of Fast Track scale item:

1. Interpersonal skills: Increased interpersonal skills at the conclusion of training/programming

Please rate each of the listed behaviors according to how well it describes the child.

Response Options: Not at all (0), A little (1), Moderately well (2), Well (3), Very well (4)

Fast Track subscale on Prosocial communication skills (Teacher report)

1. Resolves Peer Problems on His/Her Own
2. Very Good at Understanding Other People's Feelings
3. Shares Materials With Others
4. Cooperates with Peers without Prompting
5. Is Helpful to Others
6. Listens to Other Points of View
7. Can Give Suggestions or Opinions Without Being Bossy
8. Acts Friendly Towards Others

2. Self-control: Increased self-control skills at the conclusion of training/programming.

Please rate each of the listed behaviors according to how well it describes the child.

Response Options: Not at all (0), A little (1), Moderately well (2), Well (3), Very well (4)

Fast Track subscale on Emotional self-regulation (Teacher report)

1. Can Accepts Things Not Going His/Her Way
2. Copes Well with Failure
3. Accepts Legitimate Imposed Limits
4. Expresses Needs and Feelings Appropriately
5. Thinks Before Acting
6. Can Calm Down when Excited or All Wound Up
7. Can Wait in Line Patiently when Necessary
8. Is Aware of the Effect of His/Her Behavior on Others
9. Plays by Rules of the Game
10. Controls Temper When there is a Disagreement

Scoring information: Subscale scores are calculated as the average of responses. A score for the combined Prosocial/ Communication items and Emotional Regulation items can be calculated, If more than half of the items on a subscale score are missing responses, the score is not calculated. Measures with all responses missing are not scored.

REFERENCES:

Conduct Problems Prevention Research Group (CPPRG). (1990). Social Competence Scale (Teacher Version). Available from the Fast Track Project Web site, http://www.fasttrackproject.org

Conduct Problems Prevention Research Group (CPPRG). (1995). *Psychometric Properties of the Social Competence Scale – Teacher and Parent Ratings. (Fast Track Project Technical Report.)* University Park, PA, Pennsylvania State University.

NAME OF TOOL: California Healthy Kids Survey (CHKS)

Developer: The California Healthy Kids Survey – along with the California School Climate Survey and the California School Parent Survey – is part of the comprehensive Cal–SCHLS data system, developed for the California Department of Education.

Brief Description of Tool: The CHKS is a comprehensive student self-report tool for monitoring the school environment and student health risks. It was developed to assist school districts to accurately identify areas of student and school strengths and weaknesses, and address related needs. Some of the key areas assessed by the survey are school connectedness, developmental supports and opportunities, safety, violence and harassment, substance use, and physical and mental health. A large number of supplementary modules are offered in addition to the core survey. The scales below have been used in the Resilience and Youth Development module (RYDM) which assesses environmental and internal assets associated with positive youth development and school success.

Note of caution: The secondary school RYDM scales ex¬hibit low test-retest reliability, which suggests that the module is not well suited for examining student-level changes over time. The instrument was not designed to examine individual differences across students and should not be used this way.

Constructs measured:

PYD Construct from the PYD Measurement Toolkit	CHKS Scale Construct
1. Self-efficacy	1. Self-efficacy
2. Bonding	2. Caring relationships with peers

Targeted Age Group: Grade 7-12 in the United States

Availability of Tool: Scale is downloadable for free from the website and can be used with permission from the California Department of Education (http://surveydata.wested.org/resources/mshs-resilienceyd-1516_watermark.pdf).

Locations and Languages in which tool has been used: United States, Australia, China, Jamaica, South Africa and Turkey. Available in English and Spanish
How to Administer: Self-report questionnaire administered directly to youth (paper or online)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CHKS scale item:

1. Self-efficacy: Increased self-efficacy skills at the conclusion of training/programming. CHKS Subscale on Self-efficacy

Response options: Not At All True (1), A Little True (2), Pretty Much True (3), Very Much True (4)

How true do you feel these statements are about you personally?

1. I can work out my problems.
2. I can do most things I try.
3. There are many things I do well.
4. I can work with someone who has different opinions than mine.

Scoring information: Scale score is mean of items

2. Bonding: Improved bonding with members of a peer group at the conclusion of training/programming

CHKS subscale on Caring relationships with peers

Response options: Not At All True (1), A Little True (2), Pretty Much True (3), Very Much True (4)

I have a friend about my own age:
1. Who really cares about me.
2. Who talks with me about my problems.
3. Who helps me when I'm having a hard time.

Scoring information: Scale score is mean of 4 items

REFERENCES:

Hanson, T. L., & Kim, J. O. (2007). Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey (Issues & Answers Report, REL 2007–No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://surveydata.wested.org/resources/REL_RYDM2007034.pdf

NAME OF TOOL: The Flourishing Children Project (FCP)

Developer: Child Trends

Brief Description of Tool: The Flourishing Children Project is part of a major initiative by Child Trends to develop rigorous national indicators of flourishing among children and youth for inclusion in national surveys, research studies, and program evaluations.

Constructs Measured:

PYD Construct from the PYD Measurement Toolkit	FCP Scale Construct
1. Ability to plan ahead/Goal-setting	1a. Goal Orientation (Parent report) 1b. Goal Orientation (Adolescent report)
2. Perseverance	2a. Diligence (Parent report) 2b. Diligence (Adolescent report)

Targeted Age Group: Adolescents (12-17 years)

Availability of Tool: Publicly available at website for no cost (http://www.performwell.org).

Locations and Languages in which tool has been used: Administered in United States. Available in English.

How to Administer: Self-report questionnaire administered directly to youth and parents

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of FCP scale item:

1. Ability to plan ahead/Goal-setting: Increased ability to plan and set goals at the conclusion of training/programming

1a. The Flourishing Children Project subscale on Goal Orientation (Parent report)

Instructions: Please indicate how much these statements describe your child.

Response options: Not at all like my child (0), A little like my child (1), Somewhat like my child (2), A lot like my child (3), Exactly like my child (4)

1. My child develops step-by-step plans to reach his/her goals.
2. My child has goals in his/her life.
3. If my child sets goals, he/she takes action to reach them.
4. It is important to my child that he/she reaches his/her goals.
5. My child knows how to make his/her plans happen.

Instructions: Please indicate how often this happens.

Response options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

6. How often does your child have trouble figuring out how to make his/her goals happen?
7. How often does your child try a different approach if he/she has trouble reaching his/her goals?
8. How often does your child make plans to achieve his/her goals?

Scoring information: A total score is calculated with a maximum score of 32.

1b. The Flourishing Children Project subscale on Goal Orientation (Adolescent report)

Instructions: Please indicate how much these statements describe you

Response options: Not at all like me (0), A little like me (1), Somewhat like me (3), A lot like me (4), Exactly like me (5)

1. I develop step-by-step plans to reach my goals.
2. I have goals in my life.
3. If I set goals, I take action to reach them.
4. It is important to me that I reach my goals.
5. I know how to make my plans happen.

Instructions: Please indicate how often this happens.

Response options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

6. How often do you make plans to achieve your goals?
7. How often do you have trouble figuring out how to make your goals happen?

Scoring information: A total score is calculated with a maximum score of 28.

2. Perseverance: Increased perseverance of effort at the conclusion of training/programming

2a.The Flourishing Children Project subscale on Diligence (Parent Report)

Instructions: Please indicate how often this happens

Response Options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

1. Does your child work harder than others his/her age?
2. Does your child do as little work as he/she can get away with?
3. Does your child finish the tasks he/she starts?
4. Does your child give up when things get difficult?
5. Can people count on your child to get tasks done?
6. Does your child do what he/she says he/she is going to do?

Scoring information: A total score is calculated with a maximum score of 24.

2b.The Flourishing Children Project subscale on Diligence (Adolescent Report)

Instructions: Please indicate how often this happens

Response Options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

1. Do you work harder than others your age?
2. Do you do as little work as you can get away with?
3. Do you finish the tasks you start?
4. Is it hard for you to finish the tasks you start?
5. Do you give up when things get difficult?
6. Can people count on you to get tasks done?
7. Do you do the things that you say you are going to do?

Scoring information: A total score is calculated with a maximum score of 28.

REFERENCE:

Lippman, L.H., Moore, K.A., Guzman, L., Ryberg, R., McIntosh, H., Ramos, M., Caal, S., Carle, A., Kuhfeld, M. (2014) *Flourishing Children: Defining and Testing Indicators of Positive Development.* Springer Science and Business Media.

NAME OF TOOL: Multidimensional Scale of Perceived Social Support (MSPSS)

Developer: Zimet, G.D.

Brief Description of Tool: The MSPSS is a brief research tool designed to measure perceptions of support from 3 sources: Family, Friends, and a Significant Other. The scale is composed of a total of 12 items, with 4 items for each subscale.

Construct measured:

PYD Construct from the PYD Measurement Toolkit	MSPSS Scale Construct
1. Support	1a. Family Support 1b. Peer Support

Targeted Age Group: Ages 15-16 years

Availability of Tool: Publicly available at no cost

Locations and Languages in which tool has been used: Tool used in the United States and Ghana. Available in English.

How to Administer: Self-report questionnaire administered directly to youth

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of MSPSS scale item:

1a. Support: Increased family support at the conclusion of training/programming

1a. MSPSS subscale on Family Support

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Response Options:
Circle the "1" if you Very Strongly Disagree
Circle the "2" if you Strongly Disagree
Circle the "3" if you Mildly Disagree
Circle the "4" if you are Neutral
Circle the "5" if you Mildly Agree
Circle the "6" if you Strongly Agree
Circle the "7" if you Very Strongly Agree

1. My family really tries to help me.
2. I get the emotional help and support I need from my family.
3. I can talk about my problems with my family.
4. My family is willing to help me make decisions.

Scoring Information: Scale score is mean of 4 items.

1b. Support: Increased peer support at the conclusion of training/programming

1b. MSPSS subscale on Peer Support

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Response Options:
Circle the "1" if you Very Strongly Disagree
Circle the "2" if you Strongly Disagree
Circle the "3" if you Mildly Disagree
Circle the "4" if you are Neutral
Circle the "5" if you Mildly Agree
Circle the "6" if you Strongly Agree
Circle the "7" if you Very Strongly Agree

1. My friends really try to help me.
2. I can count on my friends when things go wrong.
3. I have friends with whom I can share my joys and sorrows.
4. I can talk about my problems with my friends.

Scoring information: Scale score is mean of 4 items.

REFERENCES:

Canty-Mitchell, J. & Zimet, G.D. (2000). Psychometric Properties of the Multidimensional Scale of Perceived Social Support in Urban Adolescents. *American Journal of Community Psychology, 28,* 391-400.

Zimet, G.D., Dahlem, N.W., Zimet, S.G. & Farley, G.K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 52,* 30-41.

Zimet, G.D., Powell, S.S., Farley, G.K., Werkman, S. & Berkoff, K.A. (1990). Psychometric characteristics of the Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 55,* 610-17.

NAME OF TOOL: The Jamaican Youth Survey (JYS)

Developer: Nancy Guerra, Kirk Williams, Julie Meeks-Gardener, Ian Walker-University of Delaware

Brief Description of Tool: The Jamaica Youth Survey measures youth knowledge, attitudes and behaviors, and practices in like skill areas, including: positive sense of self; self-control; moral system of beliefs; prosocial connectedness; and decision-making skills.

Construct Measured:

PYD Construct from the PYD Measurement Toolkit	JYS Scale Construct
1. Higher order thinking skills	1. Decision-making

Targeted Age Group: Ages 12-18 years

Availability of Tool: Publicly available at no cost

Locations and Languages: The tool has been used in Jamaica and is available in English

How to Administer: Self-report questionnaire directly to youth; developers recommend it be administered in person by a trained interviewer

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of JYS scale item:

1. Higher-order Skills: Increased higher-order thinking skills at the conclusion of training/programming

1. JYS subscale on Decision-making: (Items were adapted from the Cognitive Autonomy and Self-Evaluation (CASE) Inventory)

These next questions ask about making decisions, that is, the things that you make up your mind about.

Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

1. When I am making up my mind about something, I think about all the things that could happen (I think about the consequences of my decisions).
2. I think of all the bad things that could happen before I make up my mind about something.
3. I consider different choices before making up my mind about something.
4. I think about how the things I do will affect others.
5. I think about how the things I do will affect me in the long run (i.e. in the future or "down the road").
6. Sometimes I will take chances just for the fun of it.
7. When making up my mind about something, I like to collect a lot of information.
8. When I think about what I have made up my mind to do, I focus mainly on the good things that could happen (When I think about my decisions, I focus mainly on the positive consequences).

Scoring Option: For each of these items, respondents answered on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Higher scores indicate higher levels of competency.

REFERENCE:

Meeks-Gardner, J., Williams, K.R. &Nancy G. Guerra (2011). The Jamaica Youth Survey: Assessing Core Competencies and Risk for Aggression Among Jamaican Youth. *Caribbean Quarterly, 57(1),* 35-53.

NAME OF TOOL: Perceived Social Support Questionnaire (PSS)

Developer: Procidano, M.E. & Heller, K.

Brief Description of Tool: Scales were developed to asses an individual's perceived level of social support from family and friends. Measure is used as a part of a system of assessment tools as provided by the Centre of Addictions and Mental Health.

Construct measured:

PYD Construct from the PYD Measurement Toolkit	PSS Scale Construct
1. Support	1a. Support (Family) 1b. Support (Peer)

Targeted Age Group: Validated for older adolescents, 18 years and over

Availability of Tool: Free, but a license agreement must first be filled out (http://www.camh.net/Publications/Resources_for_Professionals/ADAT/adat_license.html).

Locations and Languages in which tool has been used: English, Swedish and Turkish.

How to Administer: Self-report questionnaire administered directly to youth.

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of PSS scale item:

1a. Support: Increased family support at the conclusion of training/programming

Response Options: Yes, No, Don't know.

PSS subscale of Family Support

1. My family gives me the moral support I need.
2. Most other people are closer to their family than I am.
3. I rely on my family for emotional support.
4. My family and I are very open about what we think about things.
5. My family is sensitive to my personal needs.
6. Members of my family are good at helping me solve problems.
7. I wish my family were much different.

1b. Support: Increased peer support at the conclusion of training/programming

Response Options: Yes, No, Don't know.

PSS subscale on Peer Support

1. My friends give me the moral support I need.
2. Most other people are closer to their friends than I am.
3. I rely on my friends for emotional support.
4. My friends and I are very open about what we think about things.
5. My friends are sensitive to my personal needs.
6. My friends are good at helping me solve problems.
7. I wish my friends were much different.

Scoring information: Measure is scored manually. Responses that indicate the perceived presence of social support are given a score of 1. The total score is then calculated by summing the points for all items. Higher scores indicate higher levels of perceived social support.

REFERENCES:

Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology, 11(1),* 1-24.

Eskin, M. (1993a). Swedish translations of the Suicide Probability Scale, Perceived Social Support from Friends and Family Scales, and the Scale for Interpersonal Behavior: A reliability analysis. *Scandinavian Journal of Psychology, 34(3),* 276-281.

Eskin, M. (1993b). Reliability of the Turkish version of the Perceived Social Support from Friends and Family Scales, Scale for Interpersonal Behavior, and Suicide Probability Scale. *Journal of Clinical Psychology, 49(4),* 515-522.

The table below lists illustrative Indicators that have been developed by the YouthPower Learning Team.

CONSTRUCT	INDICATOR	QUESTION	SCORING INFORMATION/DATA SOURCE
Training	Number/proportion (%) of youth enrolled in vocational or other training	Not applicable	Count the number of youth enrolled in vocational or other training.
	Number/proportion (%) of youth who completed vocational or other training	Not applicable	Count the number of youth who completed vocational or other training.
Formal Education	Number/proportion (%) of youth completed primary education Number/proportion (%) of youth completed secondary education Number/proportion (%) of youth completed post-secondary/tertiary education	How many years of education have you completed? (Youth report) How many years of education has youth completed? (Implementer report)	Count the number of youth who completed primary, secondary and tertiary education.
	Number of months youth attended school	Not applicable	School record
	Number/proportion (%) of youth enrolled in education	Are you currently enrolled in school (primary, secondary, or post-secondary)? (Youth report) Is youth currently enrolled in school (primary, secondary, or post-secondary)? (Implementer report)	Count the number of youth enrolled in school
	Number/proportion (%) of youth re-enrolled in education	Have you re-enrolled in school? (Youth report)	Count the number of youth who re-enrolled in school.
Academic Achievement	Increased academic achievement at the conclusion of training/ programming	Not applicable	School record
Ability to plan ahead/ goal-setting	Number/proportion (%) of youth who developed a plan	Not applicable	Count the number of youth who developed a plan.
Youth engagement	Number/proportion of youth (%) participating in one or more of the following (select all that apply): • Advocacy • Mentorship (youth as mentors) • Volunteering • Youth-focused clubs • Other activity: _____	Not applicable	Count the number of youth in activity.

Continued from page 100

	Number/proportion of youth (%) with leadership roles in one or more the following (select all that apply): • Advocacy • Mentorship (youth as mentors) • Volunteering • Youth-focused clubs • Other activity: _____	Not applicable	Count the number of youth in activity.
	Number/proportion of youth (%) represented in_____ (e.g. youth council, local government, Parliament, etc.)	Not applicable	Count the number of youth in activity.
	Number/proportion of youth (%) participating in _____ (e.g. community decision-making processes, program design, implementation, community service, etc.)	Not applicable	Count the number of youth in activity.
	• Number/proportion (%) of youth invited to contribute to _____ by local and national youth-serving organizations or institutions (e.g., advisory boards, panels, teams, program planning, etc.)	Not applicable	Count the number of youth invited to activity.
Support	Number/proportion (%) of youth with mentors at the conclusion of training/programming	Not applicable	Count the youth with mentors
Youth-friendly laws and policies	Number of youth-friendly laws and policies	Not applicable	Count the youth-friendly laws and policies.
	Number/proportion (%) of youth who report living in a society with youth-friendly laws and policies	Do you live in a society with youth friendly laws and policies? Yes/No	Count the youth who report living in a society with youth-friendly laws and policies
Gender-responsive policies	Number of laws, policies or procedures that include balanced and fair gender norms based on policy review	Not applicable	Count the laws, policies or procedures that include balanced and fair gender norms based on policy review
	Number/proportion (%) of youth who report living in a society with balanced and fair gender norms	Not applicable	Count the youth- who report living in a society with balanced and fair gender norms
Physical Safety	Reduced rates of _____ (i.e. bullying, psychological distress, interpersonal violence, gender-based violence, abuse etc.)	Not applicable	Publicly available data

Support	
Indicators	Increased support from _____ (mentor, religious leader, traditional leader etc.) at the conclusion of training/programming
Definition	The perception that one is cared for and supported by family, peer group, school or community.
Brief overview of indicator	Indicator was adapted from the Multidimensional Scale of Perceived Social Support. Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology*, 11(1), 1-24.
Data Source	**Response options:** Very Strongly Disagree (1), Strongly Disagree (2), Mildly Agree (3), Neutral (4), Mildly Agree (5), Strongly Agree (6), Very Strongly Agree (7) 1. My _____ (i.e. mentor, religious leader, traditional leader etc.) really tries to help me. 2. I get the emotional help and support I need from my _____ (mentor, religious leader, traditional leader etc.) 3. I can talk about my problems with my _____ (mentor, religious leader, traditional leader etc.) 4. My _____ (mentor, religious leader, traditional leader etc.) is willing to help me make decisions.
Scoring Information	Scale score is mean of 4 items.

Youth-responsive services	
Indicators	Increase in the youth-responsive characteristics for a single service/facility at the conclusion of training/ programming Increased number of services/facilities with improved youth-responsive characteristics at the conclusion of training/programming
Definition	Services are based on a comprehensive understanding of what young people want and need and aim to deliver safe, affordable, accessible and essential care.
Brief overview of indicator	Indicator was adapted from an indicator developed by Measure Evaluation that assesses youth-friendly services (https://www.measureevaluation.org/prh/rh_indicators/specific/arh/percent-service-delivery-points-providing-youth)
Data Source	Checklist of characteristics that make facilities/services "youth responsive" such as: 1) Location is convenient 2) Hours convenient for youth 3) Adequate space and sufficient privacy 4) Comfortable surroundings for youth 5) Cost of service is affordable 6) Staff have been specially trained to work with or to provide services to youth 7) Staff treat youth with respect 8) Staff honor privacy of youth 9) Staff honor confidentiality of youth 10) Staff allow adequate time for youth and adult interaction 11) Youth perceive they have sufficient involvement in decisions about themselves 12) Youth feel they can trust the staff of the service 13) Youth group discussions are available 14) Youth perceive that they are welcome regardless of their age and marital status 15) Youth perceive that staff will be attentive to their needs 16) Youth are aware of service availability for their needs and rights
Additional Data Source	Facility/Service records; facility inventories; interviews with youth and staff
Scoring Information	Implementers create this index by assigning a score to each item: 2 points for complete fulfillment of the condition, 1 point for partial fulfillment of the condition, and 0 for lack of fulfillment. Implementers may derive a total facility score if they first sum the actual item scores and then divide that result by the maximum number of points possible.

Gender-responsive services	
Indicators	Increase in the number of services/facilities with improved gender-responsive characteristics at the conclusion of training/programming Increase in the gender-responsive characteristics for a single service/facility at the conclusion of training/programming
Definition	Societies in which young people live have balanced and fair gender norms and policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent.
Brief overview of indicator	Indicator was adapted from an indicator developed by Measure Evaluation that assesses youth friendly services (https://www.measureevaluation.org/prh/rh_indicators/specific/arh/percent-service-delivery-points-providing-youth). Gender may refer to male, female, lesbian, gay, bisexual, transgender, intersex and other gender identities.
Data Source	Checklist of characteristics that make facilities/services "gender-responsive" such as: 1) Location is convenient 2) Hours convenient 3) Adequate space and sufficient privacy 4) Comfortable surroundings for specific gender 5) Specific gender perceive surroundings as a safe space 6) Staff have been specially trained to work with or to provide services to specific gender 7) Staff treat specific gender with respect 8) Staff honor privacy of specific gender 9) Staff honor confidentiality of specific gender 10) Staff allow adequate time for youth and adult interaction 11) Specific gender perceive they have sufficient involvement in decision about themselves 12) Specific gender feel they can trust the staff of the service 13) Specific gender discussions are available 14) Specific gender perceive that they are welcome regardless of their age and marital status 15) Specific gender perceive that staff will be attentive to their needs 16) Specific gender awareness of service availability for their needs and rights
Additional Data Source	Facility/Service records; facility inventories; interviews with youth and staff
Scoring Information	Implementers create this index by assigning a score to each item: 2 points for complete fulfillment of the condition, 1 point for partial fulfillment of the condition, and 0 for lack of fulfillment. Implementers may derive a total facility score if they first sum the item scores and then divide that result by the total number of points possible

Psychological safety	
Indicators	Increased feeling of psychological safety in their environment
Definition	Youth feel free to express their ideas, thoughts and feelings in their environment.
Brief overview of indicator	Indicator is related to psychological safety within the program. Indicator was adapted from Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly,* 44, 350.
Data Source	Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4) 1. If you make a mistake in the program it is often held against you. 2. Members in this program are able to bring up problems and tough issues. 3. People in this program sometimes reject others for being different 4. It is safe to take a risk in this program. 5. It is difficult to ask other members in this program for help. 6. No one in this program would deliberately act in a way that undermines my efforts. 7. Working with members of this program, my unique skills and talents are valued and utilized.
Scoring Information	For each of these items, respondents will answer on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Scale score is average of items.

Psychological safety	
Indicators	Increased feeling of psychological safety in their environment
Definition	Youth feel free to express their ideas, thoughts and feelings in their environment.
Brief overview of indicator	Indicator is related to psychological safety outside the program. Indicator was adapted from Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly,* 44, 350.
Data Source	Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4) 1. If you make a mistake in/in the _____ (i.e. school, family, group, etc.) it is often held against you. 2 Members in this _____ (i.e. school, family, group,) are able to bring up problems and tough issues. 3. People in this _____ (i.e. school, family, group, etc.) sometimes reject others for being different 4 It is safe to take a risk in this _____ (i.e. school, family, group, etc.) 5. It is difficult to ask other members of this _____ (i.e. school, family, group, etc.) for help 6. No one in this _____ (i.e. school, family, group, etc.) would deliberately act in a way that undermines my efforts 7. Working with members in this _____ (i.e. school, family, group, etc.), my unique skills and talents are valued and utilized.
Scoring Information	For each of these items, respondents will answer on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Scale score is average of items.

Foreign Assistance Indicator	
Indicator	**YOUTH-1 Number of youth at risk of violence trained in social or leadership skills through USG assisted programs**
Definition	Youth: Individuals aged 10 - 29 years of age Youth at risk of violence: For the purposes of this indicator, youth at risk of violence are individuals who have associated community and family level stressors that create incentives for them to participate in or leave them vulnerable to recruitment by gangs or violent extremist organizations (VEO) or be victims of violence perpetuated by these groups. These stressors include but are not limited to poverty, poor familial support, poor community participation, being out of school, low employability, having been a victim of violence, physically located in the gang or VEO community, or being marginalized, stigmatized, or discriminated against. Violence is inclusive of all forms, e.g. physical, psychological, and/or sexual. Social or leadership skills training: Training that focuses on skills that will enhance youth's ability to interact within their community. This training includes a focus on management, leadership, life and/or soft skills, and/or civic engagement. Training: For the purpose of this indicator, training is defined as an intervention/ session (virtual and/or in person) of at least one day that has learning objectives and focuses on enhancing a certain skill. A focus group or meeting can be considered under training if within the listed skills topics. Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted. Count each person once even if they receive multiple interventions.
Primary SPS Linkage	Cross-cutting Youth Indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth fully participate in democratic and development processes, play active roles in peace¬building and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations.
Indicator Type	Output
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual
Data Source	• Direct Observation (As 'at risk' youth may not be able to formally sign up for training activities, this should also be a data source) • Official Government Records • Official reports from Implementing Partner(s) • Qualitative methods such as Focus Groups or Interviews, and Surveys • Direct Observation (As 'at risk' youth may not be able to formally sign up for training activities, this should also be a data source) • Official Government Records • Official reports from Implementing Partner(s) • Qualitative methods such as Focus Groups or Interviews, and Surveys

Continued from page 106

Bureau Owner(s)	Agency: USAID Bureau and Office: Agency YouthCorps (GH/DCHA/E3) POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA)
Disaggregate(s)	Number of males age 10-14 Number of females age 10-14 Number of males age 15-19 Number of females age 15-19 Number of males age 20-24 Number of females age 20-24 Number of males age 25-29 Number of females age 25-29 Geographic location (urban versus rural)

Foreign Assistance Indicator	
Indicator	**YOUTH-2 Number of laws, policies or procedures adopted or implemented with USG assistance designed to promote youth participation at the regional, national or local level**
Definition	Youth: Individuals aged 10 - 29 years of age Laws, policies, and procedures that promote youth participation include but are not limited to areas of access (e.g. voting registration, access to loans, or creation of youth or youth--friendly departments), participation (e.g. ability to hold positions on boards or in community groups, run for office), and ability (e.g. to stay in school while pregnant), etc. USG assistance can be financial contributions as well as technical assistance. Technical assistance can include consultancy through individual meetings, virtual and/or in person, by a person or group that without which the law, policy, or procedure, would not have been adopted or implemented. One off meetings do not count unless high level launches or in depth advocacy, etc. For this indicator training is defined as an intervention/ session (virtual and/or in person) of at least two hours that focuses on enhancing a certain skill. Adopted means any law, policy, or procedure, at any government level, that is newly drafted or revised and has received official approval (legislation/decree) by the relevant authority (legislative or executive body), even if not yet implemented. Implemented means any law, policy, or procedure, at any government level, that is fully put into effect by the relevant authority. (This includes implementing the effective repeal of a policy that acts to hinder youth participation.) For a law, policy, or procedure to be considered implemented, it must be fully and effectively implemented by meeting the following criteria: (1) The policy must be in force in all intended geographic regions/locations and at all intended administrative levels with all intended regulations/rules in place; (2) Any ongoing activities or tasks required by the policy (e.g., various kinds of inspection, enforcement, collection of information/fees) are being executed at least 80% of the time. For example, a new business registration procedure that has been rolled out to just four of six intended provinces would not meet these criteria (not full), nor would a new customs law that is on the books but is not being regularly enforced at the border (not effective). Partially implemented laws, polices, and procedures will not be counted as implemented. A policy is defined as a high-level overall plan embracing the general goals and acceptable procedures, e.g. legal frameworks, regulations, or institutional arrangements. A law is defined as a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority. A procedure is defined as a series of steps followed in a regular definite order, e.g. a legal or administrative procedure. Each law, policy, or procedure might be counted in adopted, implemented, or both categories. If a law, policy, or procedure was previously adopted (with or without USG assistance), but implemented due to USG assistance, it should only be counted under 'implemented'. If the law, policy, or procedure has been adopted but not yet implemented, it should only be counted as adopted. A law, policy, or procedure that is replicated can be counted more than once if adopted/implemented specifically for other levels.
Primary SPS Linkage	Cross-cutting Youth Indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies.
Indicator Type	Output
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual

Continued from page 108

Data Source	Direct Observation: Observation could include a site visit to observe implementation, e.g. if youth-friendly practices are being used at a health facility • Official Government Records • Official reports from Implementing Partner(s) • Qualitative methods such as Focus Groups or Interviews, and Surveys
Bureau Owner(s)	Agency: USAID Bureau and Office: Agency YouthCorps (GH/DCHA/E3) POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA)
Disaggregate(s)	Local: adopted Local: implemented Regional: adopted Regional: implemented National: adopted National: implemented

Pilot USAID Youth Indicator	
Indicator	**Number of youth who participate in civil society activities following social or leadership skills training or initiatives from USG assisted programs**
Definition	Youth: Individuals aged 10 - 29 years of age Social or leadership skills focuses on skills that will enhance youth's ability to interact within their community. This training includes a focus on management, leadership, life and/or soft skills, and/or civic engagement. For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in person) of at least four hours 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 within the listed skills topics. Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted. For the purpose of this indicator, initiatives are defined as interventions (virtual and/or in person) including but not limited to individual sensitization events or participation in a youth council or club. Initiatives such as media campaigns can only be counted if participants are able to be contacted within 3 months after the event for data collection. The initiative does not have to focus on social or leadership skills. Civil society activities include but are not limited to: registering to vote, voting, advocacy work with community and governmental leaders, volunteerism, etc. This can be local, regional, or country specific. The civil society activity does not have to be of a certain amount of time, nor does it have to be repeated. Do not count persons who only attend training/initiative or who only participate in civil society activities. The person must have completed both the training/initiative and participated in civil society activities to be counted. Do not count civil society activities that are performed as part of the initial training or initiative. Count each person regardless of multiple trainings/initiatives or participation in multiple civil society activities. The time between training/initiative and participation should not be greater than six months.
Primary SPS Linkage	Cross-cutting Youth indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth fully participate in democratic and development processes, play active roles in peace¬building and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations.
Indicator Type	Outcome
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual
Data Source	Data for this indicator will be collected 6 months after relevant USG-funded training/programming. The survey may be read to program beneficiaries who are illiterate. Each COTR or AOTR would be responsible for ensuring that implementers collect these data. • Official Government Records • Official reports from Implementing Partner(s) • Qualitative methods such as Focus Groups or Interviews, and Surveys

Continued from page 110

Bureau Owner(s)	Agency: USAID Bureau and Office: Agency YouthCorps (GH/DCHA/E3) POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA)
Disaggregate(s)	Number of males age 10-14 Number of females age 10-14 Number of males age 15-19 Number of females age 15-19 Number of males age 20-24 Number of females age 20-24 Number of males age 25-29 Number of females age 25-29 Geographic location (urban versus rural)

Pilot USAID Youth Indicator	
Indicator	**Number of youth who report increased self-efficacy at the conclusion of USG assisted training/programming**
Definition	Youth: Individuals aged 15 - 29 years of age Training topics would include, but not be limited to leadership skills, youth development, conflict resolution, negotiation or mediation skills, communication skills, entrepreneurship, advocacy and networking, management, leadership, and/or civic engagement. This indicator is not meant to capture sector specific technical training topics. For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in person) of at least five full days 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 within the listed skills topics. Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted. Self-efficacy refers to people's beliefs in their capacity to produce actions that are necessary for achieving desired outcomes/attainments. For the purposes of this indicator, self-efficacy is measured via the Generalized Self-Efficacy survey (see Data Source below for survey instructions) administered in conjunction with training or programs in any sector that include goals related to youth empowerment. Missions could use other appropriate tools but should first contact the Indicator Bureau Owner to verify that the proposed approach is appropriate for this indicator. Count each person once even if they receive multiple interventions. The number reported is those youth who report increased self-efficacy as opposed to the number of youth who attend training (which might be a higher number).
Primary SPS Linkage	Cross-cutting Youth Indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcomes that 1) youth are better able to access economic and social opportunities, share in economic growth, live healthy lives, and contribute to household, community, and national well¬being. 2) youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies.
Indicator Type	Outcome
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual

Continued from page 112

Data Source	Data for this indicator will be collected by survey, prior to and immediately after relevant USG-funded training/ programming. The survey may be read to program beneficiaries who are illiterate. Each COTR or AOTR would be responsible for ensuring that implementers collect these data. The measure that will be used should include the following items from the Generalized Self-Efficacy or GSE (Judge, Locke, Durham, & Kluger, 1998*). • I am strong enough to overcome life's struggles. • At root, I am a weak person. (r) • I can handle the situations that life brings. • I usually feel that I am an unsuccessful person. (r) • I often feel that there is nothing that I can do well. (r) • I feel competent to deal effectively with the real world.• I often feel like a failure. (r) • I usually feel I can handle the typical problems that come up in life. Respondents will be asked to indicate the extent of their agreement with each item, using the following scale: -2 = Strongly Disagree -1 = Disagree0 = Neither Agree nor Disagree+1 = Agree+2 = Strongly Agree Items with an "r" are to be reverse-scored. In other words, those items followed by an "r" that have a score of -2 should be recoded as a score of +2, -1 should be recoded as +1, +1 as -1 and +2 as -2. For example, for item 2 ("At root, I am a weak person), a response of 'strongly agree' is scored as "- 2" and a response of 'strongly disagree' is scored as "+2." Responses on each item should be added to yield a score between 16 and +16. A higher score indicates more positive feelings of self-efficacy. *Judge, T. T., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional Effects on Job and Life Satisfaction: The Role of Core Evaluations. Journal of Applied Psychology, 83, 17-34.
Bureau Owner(s)	Agency: USAID Bureau and Office: Agency YouthCorps (GH/DCHA/E3) POC: Annaliese Limb, 571-551-7459, alimb@usaid.gov (GH)
Disaggregate(s)	Prior to training: Number of males age 15-19 Number of females age 15-19 Number of males age 20-24 Number of females age 20-24 Number of males age 25-29 Number of females age 25-29 Geographic location (urban versus rural) 3 months after the end of training: Number of males age 15-19 Number of females age 15-19 Number of males age 20-24 Number of females age 20-24 Number of males age 25-29 Number of females age 25-29 Geographic location (urban versus rural)

Photo credit: © Robyne Hayes/ICRW

ANNEX G:

POSITIVE YOUTH DEVELOPMENT MEASUREMENT SOURCES TABLE

This document lists tools that can be used to help program implementers measure PYD effectiveness within youth-focused programs. The PYD Measurement Sources Table should be used in conjunction with the PYD Measurement Toolkit, PYD Illustrative Indicators (Annex E) and Reference Sheets (Annex F).

	CPYDS	CTCYS	IYDS	DAP	PSL-AB	Fast Track	CHKS	FCP	MSPSS	JYS	PSS	Indicator created	F indicator	Pilot USAID
ASSETS														
Training												x	x	
Formal Education												x		
Interpersonal skills (social and communication skills)	x					x								
Higher-order thinking skills	x									x				
Recognizing emotions	x													
Self-control			x			x								
Academic Achievement			x											
AGENCY														
Positive identity	x		x											
Self-efficacy	x						x							x
Ability to plan ahead/ goal-setting								x						
Perseverance (diligence)								x						
Positive beliefs about future	x													
CONTRIBUTION														
Youth engagement												x		x
ENABLING ENVIRONMENT														
Bonding		x					x							
Prosocial Involvement		x												
Support			x	x					x		x			
Prosocial norms	x		x	x										
Value and recognition		x												
Youth-friendly laws and policies												x	x	
Gender-responsive policies												x		
Youth-responsive services												x		
Gender-responsive services												x		
Physical Safety					x							x		
Psychological Safety												x		

Photo credit: © Sarah-Jane Saltmarsh/ ILO in Asia and the Pacific

ANNEX H:
STUDY DESIGN

When designing an evaluation or research study on a PYD program, the following tips are useful to keep in mind:

Selecting the right design

Several qualitative and quantitative M&E approaches can be used to measure the results of your PYD program. A **mixed methods approach** using both qualitative and quantitative strategies is often ideal because it provides a balanced and richer (i.e., in-depth) analysis of the program. By using both qualitative and quantitative data, the evaluation can offer more practical and reliable insights on the program's results.

Demonstrating change in PYD constructs is essential to establish that the program is having some impact or result. At a minimum, obtaining baseline and endline data (i.e., data collected before and after program implementation) will ensure more rigorous measurement of change over time for targeted program beneficiaries.

Quantitative data and study designs

Each program evaluator must obtain the data to answer the research questions in a way that is rigorous, ethical, feasible, valid and reliable. Random assignment of program beneficiaries to either participate in the program or not participate (i.e., **a randomized control trial** or RCT) is often considered the "gold standard" of experimental study designs, used to generate the most rigorous evidence for youth programming. An RCT reduces many biases and threats to validity so that the inferences observed between your program and the changes you want to see can be more believable.

However, an RCT design is not always the best or most feasible choice. First, RCTs are costly, and they can present ethical and logistical difficulties during implementation. Also, by design, RCTs are less flexible, making adaptive management and improvement throughout the program life cycle less feasible. While establishing causality of the program's effect is an important program goal, adapting and changing the program to meet dynamic needs is also important, and the team should weigh the pros and cons of project needs to make a decision on which design to choose. Often a more flexible design is appropriate for pilot or feasibility studies when the program is still somewhat under development. An RCT is then more appropriate at a later stage when a program has become stable and manualized to a standard of implementation.

Evaluators can choose from many non-RCT designs and approaches for PYD programs. A **quasi-experimental evaluation** is a rigorous impact evaluation in which beneficiaries participate in the program either by self-selection or administrator assignment (as opposed to beneficiaries being randomly assigned to participate in the program). When evaluators choose a quasi-experimental design, they define a comparison group that is similar to the experimental group. The comparison group captures what would have been the outcomes if the program had not been implemented (i.e., the counterfactual). The rigor of quasi-experimental designs is enhanced by using statistical techniques such as propensity score matching, regression discontinuity, interrupted time series, and others. When using these statistical techniques with a quasi-experimental design, the program can be said to have caused any difference in outcomes between the experimental and comparison groups. However, there is more potential bias to making causal claims using a quasi-experimental evaluation design compared to an RCT.

A **non-experimental design** is defined as any type of evaluation without experimental and comparison groups. These can include performance evaluations, meta-evaluations, case studies, and others. These evaluations often meet the needs of the program funders, and stakeholders and can offer practical recommendations and conclusions to improve program implementation and to inform the design and implementation of future programs.

Qualitative data and study designs

Numbers (or quantitative data) can often tell us about the outcome, but seldom provide useful insight into how or why the outcome occurred. For example, a quantitative evaluation may demonstrate declining literacy rates for primary school students, but it cannot necessarily describe the reasons behind the declining rates or the unfolding of multiple events that lead to this decline. Often, there are underlying constraints and challenges that are not quantifiable including the ability of the teachers to instruct well or a classroom that does not have the adequate resources for students (e.g., a blackboard or even a roof).

Qualitative data can provide this type of information. Program evaluations need to include data on how and why the outcomes are or are not achieved. Qualitative data are especially valuable to reveal useful information that was not necessarily expected, unlike quantitative data which is designed to test a hypothesis (do the data support what we think is happening). Qualitative data are best assessed using techniques such as in-depth interviews, focus group discussions, key informant interviews, and participant observation.

Qualitative data can also be used to document the "unintended consequences" of a program. To comply with the ethical concept of beneficence, i.e. "do no harm," exploratory qualitative approaches can monitor the unfolding of events and their immediate impact on beneficiaries so that any harmful effects of the program are immediately detected and understood before further harm is done.

ANNEX I:

TEN SEMINAL READINGS ON POSITIVE YOUTH DEVELOPMENT

Catalano, R. F., et al. (2010). "Future Directions for Positive Youth Development as a Strategy to Promote Adolescent Sexual and Reproductive Health." Journal of Adolescent Health 46(3 SUPPL.): S92-S96

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