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*SOFT SKILLS FOR CROSS-SECTORAL
OUTCOMES ASSESSMENT: ADMINISTRATION GUIDE*

January 2020

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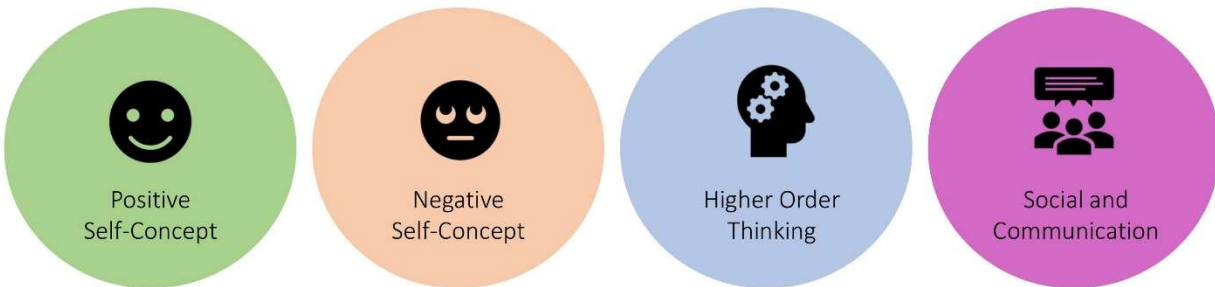
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Soft Skills for Cross-Sectoral Youth Outcomes Assessment: Administration Guide

YouthPower Action Soft Skills Assessment

USAID's YouthPower Action (YP Action) Soft Skills Tool measures critical soft skills domains that are important to multiple positive youth outcomes in workforce, violence prevention, and family planning and reproductive health. These domains are:



Objectives and Outcomes

The YouthPower Action Soft Skills Assessment serves as a validated measure of key skills for youth development outcomes such as family planning and reproductive health, violence prevention, and success in the workforce. The key soft skills included in the assessment are: positive and negative self-concept; higher-order thinking skills; and social and communication skills.

The purpose of this resource is to guide the administration of the YouthPower Action soft skills tool. We cover the basics of the tool itself and offer recommendations for contextualizing and adapting the assessment, as well as analyzing its results¹ The intended audience is monitoring and evaluation staff working with USAID implementing partners.

Target Population

This assessment was validated with youth ages 15-19 enrolled in youth programs intended to foster the skills and promote positive outcomes for youth in the workplace. Validation was done in Uganda and Guatemala. The assessment is ready for administration in similar

¹ For additional background on the tool's psychometric properties, see the full technical report: *Measuring Soft Skills Among Youth and Young Adults: Validation of a New Instrument*.

geographic contexts. Sample statistics for the populations that were surveyed in Uganda and Guatemala are presented below:

Table 1. Sample Statistics, Uganda and Guatemala, Baseline and Endline

	All Sample, Uganda				All Sample, Guatemala		
	Baseline n=1,089	Endline n=1,010	Diff (E- B)		Baseline n=794	Endline n=784	Diff (E- B)
Demographics				Demographics			
Female	0.53	0.54	0.01	Female	0.53	0.57	0.05
Age	17.05	17.34	0.29*	Age	16.42	16.83	0.40*
SES Index	-0.02	0.02	0.04	SES Index	0.05	-0.05	0.10*
Interview conducted in English	0.86	0.96	.09*	Spanish spoken at home	0.69	0.67	-0.02

Note: Significance is denoted as: * $p < 0.05$. All Sample means that the sample refers to all the youth interviewed in each time period, even if they were not interviewed at both time periods.

General Structure

The assessment consists of 114 items, including 59 items measuring soft skills, which are clustered in four scales or factors. The assessment is included as Appendix A.

Soft Skills Items

The soft skills items include self-reported items and anchoring vignettes. Users that only want to administer the soft skills items can use the Soft Skills Assessment items, numbers 2-59. Soft skills assessment items are structured as statements, with a 4-point agreement scale, ranging from Strongly Agree to Strongly Disagree. For each soft skills scale, this assessment contains two anchoring vignette items— one an example of a high level of the skill (“high vignette”) and one an example of a low level of the skill (“low vignette”)—designed to reduce response scale bias across contexts. Anchoring vignettes provide short descriptions of behaviors that are deliberately placed either high or low on each scale. Respondents should be asked to rate the vignettes, allowing for subsequent comparison, and if needed, adjustment of their own scores relative the scoring for the vignette (see the section on “Analysis of Anchoring Vignettes”).

Additional Items

Youth outcomes are measured as a series of questions about health practices and behaviors, including family planning and reproductive health; employment status, such as job search strategies or current employment; and recent history of engaging in violent behavior, including physical, verbal, and non-verbal behavior.

These are the following:

Table 2. Item Purpose by Type

Item Type	Purpose
Demographic Items <ul style="list-style-type: none"> • Household Characteristics • Socioeconomic Characteristics • Marital Status • Education Background • Language • Disability Status 	Descriptive Statistics and/or Validation Analysis
Validation Outcomes <ul style="list-style-type: none"> • SRH Outcomes • Violence Prevention Outcomes • Workforce Outcomes • Program Participation Status 	Validation Analysis
Background Items <ul style="list-style-type: none"> • School/Program Background and Youth ID • Date and Location • Enumerator Name 	Tracking of Youth over Time; Analysis of Data by School/Program Site; Location; and/or Enumerator

Because some of the assessment sections are unique to the Uganda and/or Guatemala context, users will need to adapt some of these items. Specifically, items from the Uganda Demographic and Health Survey (DHS) and the Progress out of Poverty Index (PPI) (Table A.1) needs to be substituted with local DHS and PPI data, or similar demographic data.

Assessment Contextualization and Adaptation

Pre-Contextualization

We recommend the following steps to prepare the items for contextualization.

1. **Replace DHS modules and PPI-Uganda items**, if using, with the relevant DHS items.
2. **Translate.** If necessary, have the assessment translated into the target language.
3. **Back-translate.** Have the assessment back-translated from the target language into English.
4. Closely **review back-translation** to ensure it captures the items' intended meaning and revise as necessary.
5. **Context Review.** Ask someone from the local context, and ideally target population, to review the items and overall assessment for ease of comprehension and use.

Contextualization and Adaptation

While this assessment is validated for use in youth programs in geographic areas similar to those in Uganda and Guatemala, when working with disadvantaged youth, some local adaptation is necessary to ensure data quality. We recommend a formative phase that consists of 1) qualitative cognitive interviews and 2) a pre-testing of the assessment on tablets or paper (depending on the modality that will be used for actual administration). Appendix B provides more detailed information about cognitive testing.

The purpose of the cognitive interviews is to assess the quality and construct validity of the items in the youth soft skills assessment, as well as to refine the items' response options.

Cognitive interviews may examine the following aspects of the assessment:

- Item comprehension: exploring whether the respondent's understanding of the items matches the intention of the item
- Item contextualization: examining whether any cultural references are implicit in the items that may bias the responses
- Respondent comfort level with the mode of administration and/or response scales

The purpose of the pre-testing is to determine how long the assessment takes to be administered and assess respondent fatigue. Users may also use the pre-testing phase to explore whether self-administration of the assessment – whether on tablets, or on printed anonymous sheets - is appropriate, or to explore a paper-based modality.

6. Determine modality of cognitive interview and pre-test data collection.

- a. For the qualitative cognitive interview portion, consider whether you want the interviews to be recorded, and if so, how you want to manage and analyze the recorded data.²

7. Prepare cognitive interview guide based on your assessment and study objectives. See Appendix D for a sample guide.

8. Conduct cognitive interviews and pre-test with your target population.

Adaptation

After you have collected and cleaned the qualitative data you have gathered from the cognitive interviews and/or the quantitative data you have gathered from the pre-test, you will:

9. Analyze data from cognitive interviews.

- a. This step may involve an extensive process, in which users follow all or some of the steps below:
 - i. Transcription of data from audio files (if audio data was collected)
 - ii. Translation of the transcribed data
 - iii. Content analysis of transcriptions and/or interview notes.
 - iv. Drafting of findings and recommendations for revisions to the assessment based on content analysis.

² Note that we recorded interviews with participants' permission but did not have the data transcribed. We used the audio data as back-up to interview notes when these were not sufficient or clear.

- v. Presentation of findings to field team and request their input
- b. If users do not have time for an extensive process, then we recommend that they do the following in a rapid review:
 - i. Set aside at least 3 hours (or two 1.5 hour periods) for the field team members to meet. Team members should bring their field notes to the meeting; review the assessment item by item; and document written recommendations for revisions to each item.

10. Revise assessment based on cognitive interview findings and/or pre-test.

Your next steps will depend on your comfort level with the revised assessment, depending on how significant your revisions were. If the revisions were substantive, you may want to conduct a second round of cognitive testing and repeat steps 11-13.

Below we provide a suggested timeline.

Adaptation Timeline

Phase	Step	Time Required
Pre-Contextualization	1. Replace DHS and PPI-Uganda items, if necessary.	.5 days
	2. Translate	2.5 - 5 days
	3. Back-translate	5 - 10 days
	4. Closely review back-translation	2 - 3 days
	5. Context Review. Ask someone from the local context, and ideally target population, to review the items and overall assessment for ease of comprehension and use.	1 day
Contextualization	6. Determine modality of cognitive interview and pre-test data collection.	1 day
	7. Develop cognitive interview guide.	3 days
	8. Conduct cognitive interviews and pre-test with your target population.	Widely variable, depending on sample size and geographic spread. Our process took about 10 days in each locations.
Adaptation	9. Analyze data from cognitive interviews.	1 - 15 days, depending on level of rigor and analytical methods/decisions
	10. Revise assessment based on cognitive interview findings	3 days
	Repeat steps 8-10 if necessary.	

Administration

This assessment is designed for one-on-one administration with youth in an interview format. In this format, the duration of the assessment is approximately 45 minutes. Self-administration by youth may be appropriate, depending on context and youth literacy levels, and should be examined as an option in field pre-testing.

We recommend that the assessment be administered with a visual of the response scales. The scale visual helped familiarize youth with the response options and shortened the time it took to administer the assessment. See Appendix E for a sample of the scale visual that was used in Guatemala. In lower literacy contexts, it may also help to propose only two response options, “yes” or “no,” and then asking youth to further qualify their response. For example, an interviewer might ask the youth if they agree with the following statement: “I can do most things if I make an effort.” If the youth responds no, then the enumerator can guide the youth to choose between “strongly disagree” and “disagree.”

Note that items on youth outcomes, particularly sensitive items such as youth sexual activity and experience with violence, may not be appropriate for interview-based administration and may perform better in self-administration mode to allow for greater respondent privacy.

Enumerator Training

The validation pilots revealed that enumerators’ gender, age, and research experience all have a small but significant effect on youth’s responses, although it is unclear why. To address any potential bias that enumerators may introduce, we recommend that any enumerator training emphasize interviewing techniques, including the skill of non-judgmental interviewing, and familiarity with the assessment. For example, if youth respond that they “strongly agree” that they communicate well, enumerators should not respond with positive reinforcement (for example, by saying, “that’s great!” or “wow!”) Conversely, enumerators should not respond negatively if youth say that they “strongly disagree” that they communicate well.

Scale Construction

Table 3. Scale Reliability Statistics

	Uganda Endline	Guatemala Endline
Cronbach’s alphas on Scale Reliability	.66 - .81	.7 - .86
Test-Retest Reliability Coefficients	.56 - .7	.64 - .7
Sample Size	1010	784

Four soft skills scales have emerged in the process of assessment development: 1) positive self-

concept, 2) negative self-concept, 3) higher-order thinking skills, and 4) social and communication skills. Note that negative self-concept emerged as a distinct scale, rather than merely the low end of the positive self-concept continuum. Literature indicates that negative self-concept may serve as manifestation of anxiety, discomfort, or depression; while positive self-concept measures overall levels of confidence and one’s perception of self as a worthy individual. Thus, both positive and negative self-concept scales may coexist in the same individual, to varying degrees. Higher-order thinking skills scales include decision making,

impulse control, and problem-solving. Social and communication skills, while initially conceptualized as separate scales, were found to be measuring the same latent construct and are therefore presented as one.

Considerations for Analysis

Different types of users may be interested in analyzing the assessment data, including educators, program staff, and/or youth seeking to assess youth's skills at one point in time; program staff seeking to assess youth's skills for program evaluation purposes; and policymakers seeking to assess youth skill levels across countries and/or contexts. For all users, we recommend that analysts calculate the youth's soft skills "score" by averaging the items within each of the 4 scales. For cross-country analysis, users may wish to also incorporate the anchoring vignettes to "adjust" youth's responses.

Users will want to consider that this instrument has a fairly large amount of measurement error, as demonstrated by test-retest correlations (around .66), as expected for assessments of this nature. For power considerations in program evaluation, this instrument may require a greater sample size. Further, while initial validation determined that the instrument captures change over time, further analysis is needed to establish the appropriate duration for change measurement.

Analysis of Anchoring Vignettes

Anchoring vignettes present hypothetical situations and people that illustrate various skill levels, followed by a series of response options, one of which is correct. The respondent is asked to rate the vignettes on the same scale used for a self-report, which is administered at the same time. The respondent's self-assessments are then compared to the respondent's assessments of the hypothetical people described in the vignette(s).

As described above, our assessment presented two skill levels: one an example of a high level of the skill ("high vignette") and one an example of a low level of the skill ("low vignette"). Thus, to perform the adjustment, the self-reported response is recoded to indicate whether it was lower than the low vignette, at the level of the low vignette, between the low and the high vignettes, above the high vignette, or at the high vignette.³

Evidence indicates that anchoring vignettes can help address response bias problems and increase cross-country score comparability.⁴

³ Kyllonen, P. C., & Bertling, J. P. (2013). Innovative questionnaire assessment methods to increase cross-country comparability. *Handbook of international large-scale assessment: Background, technical issues, and methods of data analysis*, 277-285.

⁴ For additional resources, see: 1) Weiss, S., & Roberts, R. D. (2018). Using Anchoring Vignettes to Adjust Self-Reported Personality: A Comparison Between Countries. *Frontiers in psychology*, 9, 325.

2) He, J., Buchholz, J., & Klieme, E. (2017). Effects of anchoring vignettes on comparability and predictive validity of student self-reports in 64 cultures. *Journal of Cross-Cultural Psychology*, 48(3), 319-334;

3) Primi, R., Zanon, C., Santos, D., De Fruyt, F., & John, O. P. (2016). Anchoring vignettes. *European Journal of Psychological Assessment*; and

4) Kyllonen, P. C., & Bertling, J. P. (2014). Anchoring vignettes reduce Bias in noncognitive rating scale responses. Report submitted to OECD.

USAID YouthPower Action (YPAAction) has developed a tool that measures how youth learn key soft skills that are important to multiple youth outcomes—workforce, violence prevention, and sexual and reproductive health (SRH)—and are recommended for inclusion in most cross-sectoral skill building projects.

SCRIPT INTRODUCTION

I'm going to ask you some questions about how you solve problems and do tasks, and some questions about how you feel about yourself. Remember there are no right or wrong answers. I just want to learn about you and what you think.

Introduction	Response
1. How old are you now?	

SKILLS

When answering these questions, please think about times when you were healthy and had your basic needs, including school fees, met.

Skills	Response
First I am going to tell you a story. Please listen to the story because I will ask you a question about it at the end.	

Positive self-concept

2. Mary is usually a good student. She often enjoys learning, and usually gets good marks at school. Most of the time, she believes she will do well on assignments. Based on this information, please tell me how much you agree with this statement: Mary believes she can be successful in school.	Strongly agree; agree; disagree; strongly disagree
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Now I am going to tell you another story. Please listen to the story because I will ask you a question about it at the end.	
---	--

Positive self-concept

3. Betty often does not like learning. She does not always get good marks at school, and often does not believe she will do well on assignments. Based on this information, please tell me how much you agree with this statement: Betty believes she can be successful in school.	Strongly agree; agree; disagree; strongly disagree
4. I'm good at learning new things.	Strongly agree; agree; disagree; strongly disagree
5. I can do most things if I make an effort.	Strongly agree; agree; disagree; strongly disagree

Skills	Responses
Please tell us how much you agree with each statement. There are no right or wrong answers, just tell us what you think.	
<i>Positive self-concept</i>	
6. I can do things that will help me succeed in life.	Strongly agree; agree; disagree; strongly disagree
7. I feel valued by the people I live with at home.	Strongly agree; agree; disagree; strongly disagree
8. I'm a valued member of my community.	Strongly agree; agree; disagree; strongly disagree
9. I have a number of good qualities.	Strongly agree; agree; disagree; strongly disagree
10. I like myself just the way I am.	Strongly agree; agree; disagree; strongly disagree
11. I feel good about my skills.	Strongly agree; agree; disagree; strongly disagree
12. I feel confident in myself.	Strongly agree; agree; disagree; strongly disagree
13. I know what I'm good at.	Strongly agree; agree; disagree; strongly disagree
14. I know how I'm feeling inside at any particular moment.	Strongly agree; agree; disagree; strongly disagree
15. My future will be happy.	Strongly agree; agree; disagree; strongly disagree
16. I can achieve most of my future goals.	Strongly agree; agree; disagree; strongly disagree
17. I know I'm going to be fine.	Strongly agree; agree; disagree; strongly disagree
18. I can make things happen that will improve my life.	Strongly agree; agree; disagree; strongly disagree
19. If I'm doing something that I know I would regret, I'm able to stop before it is too late.	Strongly agree; agree; disagree; strongly disagree

Now I am going to tell you a story. Please listen to the story because I will ask you a question about it at the end.

Negative self-concept

20. John thought he did something well but was told by his friend that he did not do well. John did not like hearing that he did not do well but remained calm and did not get angry by it. John continued the conversation and asked questions to learn more about what he might do differently. Based on this information, please tell me how much you agree with the following statement: John is good at controlling his emotions.	Strongly agree; agree; disagree; strongly disagree
--	--

Skills

Responses

Now I am going to tell you another story. Please listen to the story because I will ask you a question about it at the end.

Negative self-concept

21. Moses thought he did something well but was told by his friend that he did not do well. Moses did not like hearing that he did not do well and got angry and shouted at his friend. Based on this information, please tell me how much you agree with the following statement: Moses is good at controlling his emotions.	Strongly agree; agree; disagree; strongly disagree
---	--

Please tell us how much you agree with each statement.

Negative self-concept

22. There are many things that I can't do very well.	Strongly agree; agree; disagree; strongly disagree
23. I think I am no good at all.	Strongly agree; agree; disagree; strongly disagree
24. I'm not sure I can be successful.	Strongly agree; agree; disagree; strongly disagree
25. I'm not confident about my skills.	Strongly agree; agree; disagree; strongly disagree
26. It is hard to know what I'm feeling.	Strongly agree; agree; disagree; strongly disagree
27. I do things before I think through them.	Strongly agree; agree; disagree; strongly disagree
28. I have a hard time concentrating on one thing.	Strongly agree; agree; disagree; strongly disagree
29. I have difficulty starting tasks.	Strongly agree; agree; disagree; strongly disagree
30. I'm easily annoyed by little things (like if someone steps on my shoe).	Strongly agree; agree; disagree; strongly disagree
31. I do whatever feels good to me, without thinking about the results.	Strongly agree; agree; disagree; strongly disagree

32. If my friends are doing something risky, I will do it with them.	Strongly agree; agree; disagree; strongly disagree
33. I am rude to others.	Strongly agree; agree; disagree; strongly disagree
Now I am going to tell you a story. Please listen to the story because I will ask you a question about it at the end.	

Higher order thinking skills

34. When Grace was deciding where to work, she tried to learn about different jobs by gathering information, talking to others, and thinking about how the job would affect her and others. Based on this information, please tell me how much you agree with the following statement: Grace is good at decision-making.	Strongly agree; agree; disagree; strongly disagree
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Skills	Responses
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Now I am going to tell you another story. Please listen to the story because I will ask you a question about it at the end.

35. When Sarah was deciding where to work, she decided on the spot without gathering information, talking to others, or thinking about how the job would affect her and others. Based on this information, please tell me how much you agree with the following statement: Sarah is good at decision-making.	Strongly agree; agree; disagree; strongly disagree
--	--

Please tell us how much you agree with each statement.

Higher order thinking skills

36. I think carefully before doing anything.	Strongly agree; agree; disagree; strongly disagree
37. When things go wrong for me, I'm good controlling my temper.	

When answering these next four questions, think about the last few problems you have had and tell us how much you agree with each statement.

Higher order thinking skills

38. I took action to solve the problems.	Strongly agree; agree; disagree; strongly disagree
39. I asked other people for help to solve the problems.	Strongly agree; agree; disagree; strongly disagree
40. I tried to think of different ways to solve the problems.	Strongly agree; agree; disagree; strongly disagree
41. I made a plan to solve the problems.	Strongly agree; agree; disagree; strongly disagree

When answering these next two questions, think about the last few times someone told you an interesting story and tell us how much you agree with each statement.

Higher order thinking skills

42. I questioned why someone in the story did what they did.	Strongly agree; agree; disagree; strongly disagree
43. I connected pieces of evidence together.	Strongly agree; agree; disagree; strongly disagree

When answering these next three questions, think about the last few decisions you made and tell us how much you agree with each statement.

Higher order thinking skills

44. I collected a lot of information before making the decision.	Strongly agree; agree; disagree; strongly disagree
45. I thought about how other people would be affected before making the decision.	Strongly agree; agree; disagree; strongly disagree
46. I considered different options before making the decision.	Strongly agree; agree; disagree; strongly disagree

Now I am going to tell you a story. Please listen to the story because I will ask you a question about it at the end.

Social skills and communication

47. David is usually understanding and kind to others. He is often trusting, and usually finds it easy to cooperate with others. Based on this information, please tell me how much you agree with the following statement: David will relate well with others on his team.	Strongly agree; agree; disagree; strongly disagree
48. Sam is sometimes kind and sometimes rude to others. He does not always trust people, and sometimes he finds it difficult to cooperate with others. Based on this information, please tell me how much you agree with the following statement: Sam relates well with others on his team.	Strongly agree; agree; disagree; strongly disagree

Please tell us how much you agree with each statement.

Social skills and communication

49. I'm good at following instructions.	Strongly agree; agree; disagree; strongly disagree
50. I'm able to stand up for myself without putting others down.	Strongly agree; agree; disagree; strongly disagree
51. I get along well with people from different backgrounds.	Strongly agree; agree; disagree; strongly disagree

52. I find it easy to make friends.	Strongly agree; agree; disagree; strongly disagree
53. I can control my anger when I have a misunderstanding with a friend.	Strongly agree; agree; disagree; strongly disagree
Now I am going to tell you a story. Please listen to the story because I will ask you a question about it at the end.	

Social skills and communication

54. Joy tends to agree with others, and she expresses her ideas well. Many people consider Joy a good listener. Based on this information, please tell me how much you agree with the following statement: Joy communicates well to her team members.	Strongly agree; agree; disagree; strongly disagree
Now I am going to tell you another story. Please listen to the story because I will ask you a question about it at the end.	

Social skills and communication

55. Diana often disagrees with others. She sometimes starts quarrels. Some people consider Diana rude. Based on this information, please tell me how much you agree with the following statement: Diana communicates well to her team members.	Strongly agree; agree; disagree; strongly disagree
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Skills	Responses
Please tell us how much you agree with each statement.	

Social skills and communication

56. I write well.	Strongly agree; agree; disagree; strongly disagree
57. I am good at resolving disagreements.	Strongly agree; agree; disagree; strongly disagree
58. It is easy for me to ask questions in public.	Strongly agree; agree; disagree; strongly disagree
59. It is easy for me to share my feelings with others.	Strongly agree; agree; disagree; strongly disagree

Let's take a short break. After the break, I will ask you some questions about yourself.



HEAD OF THE HOUSEHOLD

Now I am going to ask you questions about yourself. Remember there are no right or wrong answers. I just want to learn about you.

Question	Responses
60. Who is the head of your household?	Male Female
61. Is ____ male or female?	Male Female
62. How old is the head of household?	Below 18 18-35 36-50 50 and above Don't know
63. What is your relationship to the head of household?	Husband or wife Son or daughter Son-in-law or daughter-in-law Brother or sister Niece or nephew by blood Other relative Not related Don't know
64. When you have been at home during the last 12 months, how often have you spent one or more nights without an adult in the household?	Never; a few times; often; almost every day;
65. Is your biological mother alive?	Yes No Don't know
66. Is your biological father alive?	Yes No Don't know



SRH OUTCOMES

Now I am going to ask you some questions about you and your health. As a reminder, I will keep this information private.

Question	Responses
67. What is your current marital status?	Widowed Never married and never lived together Single

68. Do you have any children?	Yes; no
68a. How many living children do you have?	
<p>The next set of questions is about your sexual activity (for example, having sex with your boyfriend or girlfriend). Some youth have had sex and others have not. Though sex is very private, I hope that you will share some information with us, so I can better understand the needs and concerns of young people like yourself. Some of these questions are personal, but keep in mind that your name is not on the questionnaire and no one else will know your answers.</p>	
69. Have you ever had sex?	Yes No
69a. The last time you had sexual intercourse, was a condom used?	Yes No
69b. Are you currently doing something or using any method to delay or avoid pregnancy or getting someone else pregnant?	Yes No
69c. Which method or methods are you or your partner using?	Condom Female condom Pill Injectables IUD Implants Diaphragm Foam/jelly Female sterilization Male sterilization Lactational amenorrhea method Rhythm method/moon beads Withdrawal Other
69d. What other method?	



VIOLENCE

Question	Responses
In the LAST MONTH, that is, since _____ until _____ (give date), how many times have you:	
70. Shoved or pushed someone?	Never; once or twice; 3-5 times; 6 or more times
71. Been in a fight in which you hit someone?	Never; once or twice; 3-5 times; 6 or more times
72. Thrown something at someone to hurt them?	Never; once or twice; 3-5 times; 6 or more times

73. Hit or slapped someone?	Never; once or twice; 3-5 times; 6 or more times
74. Insulted someone else's family (i.e. said something bad about them)?	Never; once or twice; 3-5 times; 6 or more times
75. Made fun of or mocked someone else to make them angry?	Never; once or twice; 3-5 times; 6 or more times
76. Shamed or embarrassed someone to their face?	Never; once or twice; 3-5 times; 6 or more times
77. Not let someone be a part of your group anymore because you were upset or angry at them?	Never; once or twice; 3-5 times; 6 or more times
78. Said mean things about someone to make others laugh?	Never; once or twice; 3-5 times; 6 or more times



EMPLOYMENT

Question	Responses
79. In the last 3 months, did you receive payment for any work that you did? This includes both regular jobs and things like taking care of other people's children or working in the field or selling things.	Yes No
80. Have you ever been interviewed for a job?	Yes No
81. Have you ever received a job offer?	Yes No



ACTIVITIES

This is a list of activities of how young people spend most of their time. Please tell me which of the following you are doing right now:

Question	Responses
82. In school full or part time	Yes No
83. Getting job training	Yes No
84. Working full or part time and/or self-employed (earning a livelihood)	Yes No
85. Helping in a family business without pay	Yes No

86. Volunteering	Yes No
87. Looking for work	Yes No
88. Running my own business	Yes No



SCHOOL ATTENDANCE

Question	Responses
89. During this school year, what level are you attending?	Preschool Primary "O" Level "A" Level Tertiary University FAL Don't know
90. During this school year, what class are you attending?	P1; P2; P3; P4; P5; P6; P7; S1; S2; S3; S4; S5; S6



POVERTY

Question	Responses
91. How many members does your household have, including yourself?	Nine or more; Eight; Seven; Five or Six; Four; Three; Two; One
92. Are all the household members ages 6 to 12 currently in school?	Yes; No; No one ages 6 to 12
93. Can the (oldest) female head/spouse in your household read and write with understanding in any language?	Yes; No; No female head or spouse



DWELLING

Question	Responses
94. What type of material is mainly used for construction of the wall of your dwelling?	Unburnt bricks with mud, or mud and poles; Unburnt bricks with cement, wood, tin/iron sheets, concrete/stones, burnt stabilized bricks, or cement blocks

95. What type of material is mainly used for construction of the roof of the dwelling?	Thatch or tins; Iron sheets, concrete, tiles, asbestos, or other
96. What source of energy does your household mainly use for cooking?	Firewood, cow dung, or grass (reeds); Charcoal, paraffin stove, gas, biogas, electricity (regardless of source), or other
97. What type of toilet facility does your household mainly use?	No facility/bush/polythene bags/ bucket/etc., or other; Uncovered pit latrine (with or without slab), Ecosan (compost toilet), or covered pit latrine without slab; Covered pit latrine with slab; VIP latrine, or flush toilet
98. How many mobile phones do members of your household own (total)?	None; One; Two; Three or more
99. Does any member of your household own a radio?	Yes No
100. Does every member of the household have at least one pair of shoes?	Yes No
101. How often in the last 12 months have you gone to bed feeling hungry?	Never; A few times: Often; Almost every day
102. Can you tell me how many close [fe/male – same gender as respondent] friends you have who care about you?	None; One; Two; Three or More
103. How many adults in your life (parents, relatives, other adults in the community) care that you are safe and healthy?	None; One; Two; Three or More
104. Has your relationship with your [for girls: mother or closest female adult/for boys: father or closest male adult] improved, stayed the same, or worsened in the past 12 months?	Worsened; Stayed the same; Improved

DISABILITY

The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

Question	Responses
Do you have difficulty...	
105. ...seeing, even if wearing glasses?	No – no difficulty; Yes – some difficulty; Yes – a lot of difficulty; Cannot do at all

106. ...hearing, even if using a hearing aid?	No – no difficulty; Yes – some difficulty; Yes – a lot of difficulty; Cannot do at all
107. ...walking or climbing steps?	No – no difficulty; Yes – some difficulty; Yes – a lot of difficulty; Cannot do at all
108. ...remembering or concentrating?	No – no difficulty; Yes – some difficulty; Yes – a lot of difficulty; Cannot do at all
109. ...(with self-care such as) bathing or dressing?	No – no difficulty; Yes – some difficulty; Yes – a lot of difficulty; Cannot do at all
110. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?	



LANGUAGE

Question	Responses
111. What language do you usually speak at home?	
112. Name of other language:	
113. What language do you usually speak at home?	
114. Name of other language:	

USAID YouthPower Action (YP Action) ha desarrollado una herramienta que mide cómo los jóvenes aprenden habilidades blandas, las que son importantes para varios resultados juveniles (fuerza laboral, prevención de violencia y salud sexual y reproductiva (SSR) - y se recomiendan incluir en la mayoría de los proyectos de desarrollo de habilidades intersectoriales.

SCRIPT INTRODUCTION

Te haré algunas preguntas sobre cómo resuelves problemas y realizas tareas, y algunas preguntas sobre cómo te sientes contigo mismo. Recuerda que no existen respuestas buenas o malas. Solo quiero conocerte y saber lo que piensas.

Introduction	Respuesta
1. ¿Cuántos años tienes ahora?	



HABILIDADES

Cuando contestes estas preguntas, piensa en momentos en los que hayas estado sano y con tus necesidades básicas satisfechas (Ejemplo: con alimentación, con casa, y con salud)

Habilidades	Respuesta
Primero te contaré una historia, escucha con atención porque te haré una pregunta al final.	

Concepto de sí mismo/a positivo

2. María normalmente es una buena estudiante, le gusta aprender y obtiene buenas calificaciones en la escuela. La mayoría de las veces piensa que le va a ir bien en las tareas. Dime qué tan de acuerdo estás con esta oración: María cree que puede tener éxito en la escuela.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
--	--

Ahora te contaré otra historia, escucha con atención porque te haré una pregunta al final.

Concepto de sí mismo/a positivo

3. A Betty normalmente no le gusta aprender. No siempre obtiene buenas calificaciones en la escuela, y a veces no cree que le va a ir bien en las tareas. Dime qué tan de acuerdo estás con esta oración: Betty cree que puede tener éxito en la escuela.]	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
--	--

Por favor dime que tan de acuerdo estás con cada oración. No hay respuestas buenas o malas, solo dime lo que piensas.

Concepto de sí mismo/a positivo

4. Soy bueno(a) para aprender cosas nuevas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
---	--

5. Puedo hacer la mayoría de las cosas si me esfuerzo.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
Habilidades	Respuestas
Por favor dime que tan de acuerdo estás con cada oración. No hay respuestas buenas o malas, solo dime lo que piensas.	
<i>Concepto de sí mismo/a positivo</i>	
6. Puedo hacer cosas que me ayudarán a tener éxito en la vida.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
7. Me siento valorado(a) por las personas con las que vivo en casa.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
8. Soy un miembro(a) valioso(a) de mi comunidad.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
9. Tengo varias buenas cualidades (o características).	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
10. Me gusto tal como soy.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
11. Me siento bien con mis talentos.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
12. A veces no me siento seguro(a) de mis talentos.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
13. Sé en lo que soy bueno haciendo.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
14. Sé cómo me siento emocionalmente en cualquier momento.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
15. Tendré un futuro feliz.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
16. Puedo lograr la mayoría de mis metas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
17. Sé que voy a estar bien en mi vida.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
18. Puedo hacer que sucedan cosas que mejorarán mi vida.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
19. Si estoy haciendo algo de lo que me lamentaré, puedo parar.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

Ahora te contaré una historia, escucha con atención porque te haré una pregunta al final.

Concepto de sí mismo/a negativo

20. Juan pensó que hizo algo bien y un amigo lo criticó. A Juan no le gustó la crítica, pero se quedó tranquilo y no se enojó. Juan platicó con su amigo y le preguntó en que puede mejorar. Dime qué tan de acuerdo estás con la siguiente oración: Juan es bueno para controlar sus emociones.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
--	--

Habilidades

Respuestas

Ahora te contaré otra historia escucha con atención porque te haré una pregunta al final.

Concepto de sí mismo/a negativo

21. Pedro pensó que hizo algo bien y un amigo lo criticó. A Pedro no le gustó la crítica, se enojó y le gritó a su amigo. Dime qué tan de acuerdo estás con la siguiente oración: Pedro es bueno para controlar sus emociones	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
---	--

Por favor dime que tan de acuerdo estás con cada oración:

Concepto de sí mismo/a negativo

22. Hay muchas cosas que no puedo hacer muy bien.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
23. A veces creo que no soy bueno para nada.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
24. Pienso que no voy a ser exitoso(a).	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
25. A veces no me siento seguro(a) de mis talentos.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
26. Es difícil saber cómo me siento emocionalmente.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
27. Hago las cosas sin pensar en ellas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
28. Me cuesta mucho concentrarme en una cosa.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
29. Me cuesta empezar una tarea (de la escuela, en la casa, o en el trabajo).	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
30. Me molestan las cosas pequeñas (como cuando alguien me roza de casualidad).	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
31. Hago lo que quiero, sin pensar en las consecuencias.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

32. Si mis amigos están haciendo algo arriesgado, lo haré con ellos.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
33. Soy grosero(a) con los demás.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

Ahora te contaré una historia, escucha con atención porque te haré una pregunta al final.

Habilidades de pensamiento de orden superior

34. Cuando Rosa decidió dónde trabajar, buscó información sobre varios trabajos, habló con otras personas y pensó en cómo el trabajo le afectaría a ella y a los demás. Dime qué tan de acuerdo estás con la siguiente oración: Rosa es buena para tomar decisiones.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
--	--

Habilidades

Respuestas

Ahora te contaré otra historia escucha con atención porque te haré una pregunta al final.

35. Cuando Marta decidió dónde trabajar, lo hizo sin haber buscado información sobre otros trabajos, sin hablar con otras personas y sin pensar en cómo el trabajo le afectaría a ella y a los demás. Dime qué tan de acuerdo estás con la siguiente oración: Marta es buena para tomar decisiones.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
---	--

Por favor dime que tan de acuerdo estás con cada oración:

Habilidades de pensamiento de orden superior

36. Pienso cuidadosamente antes de hacer algo.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
37. Cuando las cosas me salen mal, soy bueno(a) en controlar mis emociones.	

Cuando respondas las siguientes oraciones, piensa en los últimos problemas que has tenido (por ejemplo problemas familiares, en la escuela, con amigos, o en el trabajo). Dime qué tan de acuerdo estás con cada oración. No hay respuestas buenas o malas, solo dime lo que piensas:

Habilidades de pensamiento de orden superior

38. Generalmente, tome medidas para solucionar mis problemas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
39. Generalmente, le pedí ayuda a otras personas para resolver los problemas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
40. Generalmente, traté de pensar en diferentes formas de resolver los problemas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
41. Generalmente, hice un plan para resolver los problemas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

Cuando respondas las siguientes oraciones, piensa en la última vez que alguien te contó una historia interesante (por ejemplo un chisme o algo que te contó un amigo). Dime qué tan de acuerdo estás con cada oración. No hay respuestas buenas o malas, solo dinos lo que piensas:

Habilidades de pensamiento de orden superior

42. Me pregunté por qué él/ella hizo eso.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
43. Analicé lo que pasó en la historia.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

Cuando respondas las siguientes oraciones, piensa en las últimas decisiones importantes que tomaste (por ejemplo en la escuela, con tu familia o en el trabajo). Dime qué tan de acuerdo estás con cada oración.

Habilidades de pensamiento de orden superior

44. Busque información antes de tomar mi decisión.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
45. Pensé en cómo otras personas serían afectadas antes de tomar la decisión.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
46. Pensé en diferentes opciones antes de tomar mi decisión.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

Ahora te contaré una historia, escucha con atención porque te haré una pregunta al final.

Habilidades Sociales y Comunicación

47. Generalmente, Daniel es comprensivo, amable, da confianza y le resulta fácil colaborar con los demás. Dime qué tan de acuerdo estás con la siguiente oración: Daniel se lleva bien con los demás.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
48. Raúl a veces es amable, a veces es grosero, no confía siempre en las personas, y a veces le es difícil colaborar con los demás. Dime qué tan de acuerdo estás con la siguiente oración: Raúl se lleva bien con los demás.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

Por favor dime que tan de acuerdo estás con cada oración.

Habilidades Sociales y Comunicación

49. Soy bueno en seguir instrucciones.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
50. Puedo defenderme sin insultar a otros.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
51. Me llevo bien con todo tipo de personas.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
52. Me es fácil hacer amigos.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo

53. Puedo controlar mi enojo cuando tengo una pelea con un amigo.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
---	--

Ahora te contaré una historia, escucha con atención porque te haré una pregunta al final.

Habilidades Sociales y Comunicación

54. Generalmente, Ana expresa bien sus ideas y está de acuerdo con los demás. Muchas personas piensan que Ana es una persona atenta. Dime qué tan de acuerdo estás con la siguiente oración: Ana se comunica bien con los demás.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
--	--

Ahora te contaré otra historia, escucha con atención porque te haré una pregunta al final.

Habilidades Sociales y Comunicación

55. Generalmente, Laura está en desacuerdo con los demás y a veces inicia peleas. Algunas personas consideran que Laura es grosera. Dime qué tan de acuerdo estás con la siguiente oración: Laura se comunica bien con los demás.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
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Habilidades	Respuestas
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Please tell us how much you agree with each statement.

Habilidades Sociales y Comunicación

56. Escribo bien.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
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57. Soy bueno(a) en resolver conflictos.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
--	--

58. Me es fácil hacer preguntas en público.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
---	--

59. Me es fácil compartir mis sentimientos con los demás.	Muy de acuerdo; De acuerdo; En desacuerdo; Muy en desacuerdo
---	--

Tomemos un breve descanso. Después del descanso, te haré algunas preguntas sobre ti.



EL JEFE DEL HOGAR

Ahora te haré preguntas sobre ti. Recuerda que no existen respuestas buenas o malas. Solo quiero conocerte.

Pregunta	Respuestas
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60. ¿Quién es el jefe(a) de familia en tu hogar?	
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61. ¿El jefe(a) de familia en tu hogar es hombre o mujer?	Hombre Mujer No contestó
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62. ¿Cuántos años tiene el jefe(a) de familia?	Menos de 18 18-35 36-50 50 o más No sabe No contestó
63. ¿Cuál es tu parentesco con el jefe(a) del hogar?	Esposa o esposo Hija o hijo Nuera o yerno Hermana o hermano Nieta o nieto Otro familiar Sin parentesco No sabe No contestó
65. ¿Está viva tu madre biológica?	Sí No No lo sé No contestó
66. ¿Está vivo tu padre biológico?	Sí No No lo sé No contestó

SALUD SEXUAL Y REPRODUCTIVA

Las siguientes preguntas son sobre ti y tu salud. Recuerda que la encuesta es anónima y toda tu información es confidencial.

Pregunta	Respuestas
67. ¿Cuál es tu estado civil ?	Casado o viviendo juntos Divorciado o separado Viudo Nunca casado o conviviendo Soltero/a No contestó
68. Tienes hijos?	Sí No No contestó
68a. Cuantos hijos vivos tienes?	

La siguiente serie de preguntas es sobre tu actividad sexual (por ejemplo, tener relaciones sexuales con tu novio o novia). Algunos jóvenes han tenido relaciones sexuales y otros no. A pesar de que las relaciones sexuales sean algo muy privado, espero que puedas compartir un poco de información con nosotros para que podamos comprender mejor las necesidades y preocupaciones de los jóvenes como tú. Algunas de estas preguntas son personales, pero recuerda que tu nombre no está en la encuesta y nadie más sabrá tus respuestas.

69. ¿Has tenido relaciones sexuales?	Sí No No contestó
69a. ¿Utilizaste condón durante tu última relación sexual?	Sí No No contestó
69b. Actualmente, ¿utilizas algún método para retrasar, evitar el embarazo o dejar a otra persona embarazada?	Sí No No contestó
69c. ¿Qué método o métodos están utilizando tú o tu pareja?	Esterilización femenina Esterilización masculina DIU Inyectables Implantes Pastillas Condón Condón femenino Diafragma Espermicida/crema anticonceptiva Método de la amenorrea de la lactancia Método del ritmo/calendario lunar Abstinencia Otro No contestó
69d. ¿Qué otro método?	



VIOLENCIA

Pregunta	Respuestas
Ahora, te haremos mas preguntas sobre tu comportamiento. Durante el ÚLTIMO MES ¿cuántas veces:	
70. [a proposito] empujaste a alguien?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó

71. estuviste en una pelea en la cual le pegaste a alguien?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó
72. Le tiraste algo a alguien para lastimarlo(a)?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó
73. golpeaste o le diste una cachetada a alguien?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó
74. insultaste a la familia de alguien (por ejemplo: dijiste algo malo sobre ellos)?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó
75. te reíste o te burlaste de alguien para molestarlo (a)?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó
76. humillastes o pusiste incomodo a alguien cara a cara?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó
77. No dejaste que alguien sea parte de tu grupo porque estabas molesto o enojado con ellos?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó
78. dijiste cosas malas sobre otro para hacer reír a los demás?	Nunca Una vez o dos veces de 3 a 5 veces 6 o más veces No contestó



EMPLEO

Pregunta	Respuestas
79. Durante los últimos tres meses, ¿te pagaron por algún trabajo que hiciste? Por ejemplo: cuidar niños, trabajar en el camp o venta de cosas.	Sí No No contestó
80. ¿Alguna vez te han entrevistado para un trabajo?	Sí No No contestó
81. ¿Alguna vez recibiste una oferta de trabajo?	Sí No No contestó



ACTIVIDADES

Esta es una lista de actividades de cómo los jóvenes pasan su tiempo. Dime ¿cuál de las siguientes estás haciendo ahora:

Pregunta	Respuestas
82. En la escuela tiempo completo o medio tiempo	Sí No No contestó
83. En entrenamiento laboral	Sí No No contestó
84. Trabajando tiempo completo o medio tiempo y/o trabajando por cuenta propia (ganándote la vida)	Sí No No contestó
85. Ayudando al negocio familiar sin pago	Sí No No contestó
86. Siendo voluntario	Sí No No contestó
87. Buscando trabajo	Sí No No contestó
88. Administrando mi propio negocio	Sí No No contestó



ASISTENCIA ESCOLAR

Pregunta	Respuestas
89. ¿Has asistido alguna vez a la escuela, colegio o universidad?	Sí No No contestó
90. ¿Cuál es el último grado que has alcanzado?	Pre-primaria Primaria Básico Diversificado Superior/universitaria Alfabetización No sabe No contestó
91. ¿Asiste (asistió) a la escuela durante este año escolar?	1 2 3 4 5 6 No contestó
92. ¿Durante este(ese) año escolar, a qué grado está(estuvo) asistes?	



LA VIVIENDA

Pregunta	Respuestas
En tu casa tienes...	
93. ¿Refrigeradora?	Sí No No contestó
94. ¿Lavadora de ropa?	Sí No No contestó
95. ¿Horno de microondas?	Sí No No contestó
96. ¿Computadora?	Sí No No contestó

Tu o algún miembro de tu hogar tiene...	
97. ¿Un reloj de pulsera?	Sí No No contestó
98. ¿Una bicicleta?	Sí No No contestó
99. ¿Una motocicleta?	Sí No No contestó
100. ¿Una carreta de animales como caballos, bueyes burros, etc.?	Sí No No contestó
101. ¿Un carro o camión?	Sí No No contestó
102. ¿Un bote o una lancha con motor?	Sí No No contestó
103. ¿Qué tipo de servicio sanitario usan habitualmente los miembros del hogar?	Inodoro de arrastre (conectado a alcantarillado; conectado a fosa séptica; conectado a otra parte; no sabe a que esta conectado) Letrina (mejorada ventilada; letrina / escusado; sin cierre / abierta) No tiene sanitario Otro No contestó

<p>104. ¿Cuál es la fuente principal de agua para beber de tu hogar?</p>	<p>Agua de tubería (agua entubada en vivienda; agua entubada en el patio; chorro público; otra fuente por tubería)</p> <p>Agua de pozo (pila pública / tanque público; pozo mecánico o manual (brocal))</p> <p>Agua de superficie (río / acequia; lago o arroyo; agua de manantial protegido; agua de manantial no protegido)</p> <p>Agua de lluvia</p> <p>Camión o tanque aguatero</p> <p>Agua embotellada</p> <p>Otro</p> <p>No contestó</p>
<p>105. ¿Cuál es el combustible principal que utilizan en tu hogar para cocinar?</p>	<p>Electricidad</p> <p>Gas propano líquido (GPL)</p> <p>Gas natural / biogas</p> <p>Kerosene</p> <p>Carbón de leña</p> <p>Leña</p> <p>Residuos agrícolas</p> <p>No cocinan en el hogar</p> <p>Otro</p> <p>No contestó</p>
<p>106. ¿Cuál es el material principal del techo de tu casa?</p>	<p>Techo natural (sin techo; pajón / paja / palma)</p> <p>Techo rudimentario (estera rústica; tablas de madera; carton)</p> <p>Techo terminado (tejas de barro, cerámica o concreto; lozas / terraza; láminas de zinc / metálicas; láminas de asbesto (duralita))</p> <p>Otro</p> <p>No contestó</p>

<p>107. ¿Cuál es el material principal de las paredes exteriores de tu casa?</p>	<p>Paredes naturales (sin paredes; caña/ palmar/ troncos; barro)</p> <p>Paredes rudimentarias (palma / bambú; bajareque; láminas; adobe; madera aserrada; material de desecho)</p> <p>Paredes terminadas (cemento; piedra con lima/cemento; ladrillos; block de cemento; adobe cubierto)</p> <p>Otro</p> <p>No contestó</p>
<p>108. ¿Cuál es el material principal del piso de tu casa?</p>	<p>Piso natural (tierra / arena)</p> <p>Piso rudimentario (madera aserrada; palma / bambú; ladrillos de barro)</p> <p>Piso terminado (madera lustrada; tiras de vinilo o de asfalto; ladrillos de cemento (mosaicos); cerámica; torta de cemento)</p> <p>Otro</p> <p>No contestó</p>



DISCAPACIDAD

Las siguientes preguntas son sobre dificultades que puedes experimentar mientras haces ciertas actividades por un PROBLEMA DE SALUD.

Pregunta	Respuestas
Tienes dificultades...	
<p>109. ¿para ver, incluso al usar anteojos?</p>	<p>No, ninguna dificultad</p> <p>Sí, algo de dificultad</p> <p>Sí, mucha dificultad</p> <p>No puedo hacerlo para nada</p> <p>No contestó</p>
<p>110. ¿para escuchar, incluso al utilizar un audífono?</p>	<p>No, ninguna dificultad</p> <p>Sí, algo de dificultad</p> <p>Sí, mucha dificultad</p> <p>No puedo hacerlo para nada</p> <p>No contestó</p>

I 11. ¿para caminar o subir escaleras?	No, ninguna dificultad Sí, algo de dificultad Sí, mucha dificultad No puedo hacerlo para nada No contestó
I 12. ¿para caminar o subir escaleras?	No, ninguna dificultad Sí, algo de dificultad Sí, mucha dificultad No puedo hacerlo para nada No contestó
I 13. ¿para recordar o concentrarte?	No, ninguna dificultad Sí, algo de dificultad Sí, mucha dificultad No puedo hacerlo para nada No contestó
I 14. ¿(con el cuidado personal como) para bañarte o vestirte?	No, ninguna dificultad Sí, algo de dificultad Sí, mucha dificultad No puedo hacerlo para nada No contestó
I 15. Al hablar, ¿tienes dificultades para comunicarte, por ejemplo para comprender algo o ser comprendido?	No, ninguna dificultad Sí, algo de dificultad Sí, mucha dificultad No puedo hacerlo para nada No contestó



IDIOMA

Pregunta	Responses
I 16. ¿Qué idioma principalmente hablas en tu casa?	Achi Akateko Awakateko Chalchiteko Ch'orti' Chuj Español Garifuna Itza' Ixil Jakalteko-Popti' Kaqchikel K'iche' Mam Mopan Poqomam
I 17. Nombre del otro idioma	Poqomchi' Q'anjob'al Q'eqchi' Sakapulteko Sipakapense Tektiteko Tz'utujil Uspanteko Xinka Otro (especifique) No hablo un segundo idioma No contestó

118. ¿Qué segunda idioma hablas bien?	<table border="0"> <tr><td>Achi</td><td>Poqomchi'</td></tr> <tr><td>Akateko</td><td>Q'anjob'al</td></tr> <tr><td>Awakateko</td><td>Q'eqchi'</td></tr> <tr><td>Chalchiteko</td><td>Sakapulteko</td></tr> <tr><td>Ch'orti'</td><td>Sipakapense</td></tr> <tr><td>Chuj</td><td>Tektiteko</td></tr> <tr><td>Español</td><td>Tz'utujil</td></tr> <tr><td>Garifuna</td><td>Uspanteko</td></tr> <tr><td>Itza'</td><td>Xinka</td></tr> <tr><td>Ixil</td><td>Otro</td></tr> <tr><td>Jakalteko-Popti'</td><td>(especifique)</td></tr> <tr><td>Kaqchikel</td><td>No hablo un segundo idioma</td></tr> <tr><td>K'iche'</td><td>No contestó</td></tr> <tr><td>Mam</td><td></td></tr> <tr><td>Mopan</td><td></td></tr> <tr><td>Poqomam</td><td></td></tr> </table>	Achi	Poqomchi'	Akateko	Q'anjob'al	Awakateko	Q'eqchi'	Chalchiteko	Sakapulteko	Ch'orti'	Sipakapense	Chuj	Tektiteko	Español	Tz'utujil	Garifuna	Uspanteko	Itza'	Xinka	Ixil	Otro	Jakalteko-Popti'	(especifique)	Kaqchikel	No hablo un segundo idioma	K'iche'	No contestó	Mam		Mopan		Poqomam	
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119. Nombre del otro idioma																																	

Appendix B. Training Materials for Cognitive Interviews

Cognitive Interviewing is a qualitative data collection method helpful in creating and refining survey items in a culturally appropriate context. It is used to assess:

- Content and composition of scale items
- Response option formats
- Survey instructions, lead-ins, transitions and framing

Primary goals of cognitive interviewing

- Improve comprehension and understanding of:
 - Instructions and/or framing
 - Items
 - Response option formats
- Evaluate
 - Relevance of items
 - Difficulty of items
 - Stigma or embarrassment caused by some items
 - Order of items
 - Relevance of response formats
- Reduce the overall number of items to arrive at the best possible items for the final survey that will be used in the future pilot activity.

Process for cognitive interviewing

- General Considerations
 - Always audio record the cognitive interview. If possible, use 2 audio recorders at the same time in case one fails during the interview. Use the audio recording as a reference later when you are reviewing/revising notes for subsequent data review with the team.
 - The interviewer should record behavioral responses (i.e., a grimace, confused or bored look, or if the participant takes a long time to respond), and take notes in order to:
 - Guide subsequent prompts
 - Make suggestions on how to reframe problematic questions (i.e., how to ask them in a better way)
 - Allow for preliminary discussions of the data with team (and discussions of how the participant responded and what they were thinking)
- Item Content Interview Process
 - Administer the item as written
 - Note behavioral response(s)
 - Ask participant to discuss their thought process, or explain how they arrived at their answer
 - i. For the question itself, or
 - ii. For the response format, or
 - iii. Both

- Present ALT(s)**
- Repeat process

**What is an ALT?

An ALT is an alternate way of stating an item. It is usually a change in the terminology in order to simplify or clarify the item.

Interviewing step-by-step

→ During the Interview

- Motivate participants by identifying and acknowledging them as experts who you hope will teach you what we need to know to make the items better
- Avoid assumptions about populations or participants
- Avoid presumptions of fluency in a language
- Use pacing and silence as probes
- Do not assume that a question is easily understood just because they respond quickly – in fact, sometimes a quick response is indicative that they actually do not understand and are just trying to move past it
- Listen for – and reconcile – contradictions. Often, what seems to be a contradiction is actually a different element of a construct that she identified (that we did not)
- Allow enough time for in-depth responding
 - Be prepared to use motivational skills to keep them engaged
- Be an active listener
 - Firmly know the intent of the question so that you can follow-up based on whatever the participant thinks about or mentions as relevant
 - Hear participants' comments as data: what is s/he really saying when you ask them to walk you through their response?
 - For example: if participant consistently uses a certain response option
- Generate and provide options
 - Once the intent is clear, consider the “least difficult” wording that gets to the intention: “A or B”
 - What “feels better on your brain when you hear it?”

Field Procedures

Preparation Before Going to the Interview Site

Equipment and Materials

For qualitative cognitive interviews: audio recorder, extra batteries for recorder, pen and paper for note-taking, incentive (pen & notebook for student), envelope to store notes, paper copies of consent forms if participants would like a copy

For pretest of youth assessment: Samsung tablet, pen and paper for note-taking if necessary, note-taking summary form, incentive (pen and notebook for student), envelope to store notes if needed, paper copies of consent forms if participants would like a copy

Prepare for Refreshments and have directions to interview site

Interview Procedures

- Basic information: Each qualitative, cognitive interview and each administration of the pretest survey, followed by debriefing questions, will be conducted one-on-one in a private, quiet location. We will determine the locations of the interviews when we arrive to the school, but the head teacher will have been informed that we need space to conduct the interviews (as well as the parameters of the space we need).
- Each **qualitative, cognitive interview** will be audio-recorded if the participant agrees to be recorded. However, you should also take notes, using the interview note-taking guide.
- Administration of the pretests of the soft skills assessment tools to youth and program staff will not be audio-recorded. Pretest data will be directly entered onto a tablet by the data collector.

The next section discusses the steps we will take as a team and that you will take as an individual throughout the data collection process.

Step 1: Arrive at the interview site and do introductions.

- Each young person should be assigned an interview time. An interview schedule indicates when students, identified by their unique ID number, will be interviewed, and this is kept on a password protected folder. You will be told each young person's name in advance so that you know who you are interviewing.
- When we arrive to the site, the team lead will introduce our team to the head staff member and remind him/her of the purpose of the research and answer any questions that arise. We will ask the head staff member for the best location for conducting the survey. There should be different rooms so youth do not overhear each other during the interviews.

Step 2: Prepare the room you will use for the interview or implementation of the survey.

- Arrange comfortable space to conduct the interview or administer the survey with the young person. Make sure the room is private and quiet enough for the youth to concentrate. If it is not, inform the head staff member and confirm that you can find a private, quiet room or location.
- Have any incentives and/or refreshments ready
- Make sure to have a clock or watch within view in order to monitor your progress through the interview guide and see that you are not running over the allotted time that has been scheduled.
 - What to do if the interview is proceeding more slowly than you anticipated?
 - By the end of data collection, we want to get information on each of the items so don't let yourself be in a position where you have only gotten through half of the questions and there are ten minutes left. Instead, pace yourself and eliminate redundant probes as needed to be able to make it through the guide. Then discuss this situation during the daily debriefing session with the team. If others experienced the same problem you may need to divide up the guide for the next day so that each team member is taking a different section of the guide.

Step 3: Go through the informed consent process.

- Use the informed consent script to provide more details about the study. Take your time to go over the consent process.
- **For qualitative, cognitive interviews:** if permission to audio-record is granted, please do not record the consenting process.
- Answer any questions that participants have.
- After obtaining informed consent, start the recorder right before reading the first part of the cognitive interview guide.
 - When starting the audiotape, “I will now turn on the recorder.” I will now turn on the recorder.”

Step 4:

- **For pretest of youth soft skills assessment tools:** Ensure that the tablet survey contains a unique ID (this is the ID that links to the student’s name).
- Before the youth arrives to the room and before conducting the interview, check the recorder to ensure that it is working properly. Please ensure that you bring extra batteries to the interview.

Step 5: Conducting the Interview

Read each question one-at-a-time and wait for participants to respond. Give participants plenty of time to respond. Before moving onto the next question make sure you have the participant’s full answer to the question.

Step 6: Ending the interview or survey

- Thank the participant for their time.
- Give participant the incentive and document the provision in the log.
- Make sure to leave the interview location as it was before you arrived.

Step 7: If you have any time, expand your notes directly after the interview. If you cannot do it directly after the interview, try to do it by the end of the day and before the team debriefs together. It may be easier to do this on a computer than by hand, but it is fine to do it by hand.

- Start by summarizing what happened during the interview and what you learned.
- Try to distinguish between objective observations—what happened—and your analysis or interpretations of what happened.
 - **Note the difference between: “Descriptive information,** in which you attempt to accurately document factual data [e.g., date and time] and the settings, actions, behaviors, and conversations that you observe; and,

- **Reflective information**, in which you record your thoughts, ideas, questions, and concerns as you are conducting the observation.”⁵
- General Guidelines for the Descriptive Content⁶
 - Describe the setting.
 - Describe, as best you can, the meaning of what was observed from the perspectives of the participants.
 - Record exact quotes or close approximations of comments that are key to the objectives of the data collection.
 - Describe any impact you might have had on the situation you observed [important!].
- General Guidelines for the Reflective Content⁷
 - Note any ideas and impressions.
 - Include any unanswered questions or concerns that have arisen from analyzing the observation data.
 - For example, did the participant respond in an unexpected way?
 - Was there something that was particularly difficult for the participant to answer?
 - Was the participant visibly bored at a certain point?
 - What changes do you recommend we make based on your observations?
 - Clarify points and/or correct any mistakes in your notes.
 - Make sure you clarify any abbreviations you used during the interview so that it is not confusing to someone else who might read your notes.

Step 8: Storage of qualitative interview data and survey data

- **For qualitative cognitive interviews:** Have an envelope ready for your notes after the interview is completed. Label the notes with the student ID. Make sure they are stored securely.
 - The team lead will collect all of the envelopes at the end of each day.
 - When possible, the team lead will scan the notes so that the team has a back-up copy.
 - Transfer of audio data: Recordings must be transferred from the recorder onto the secure computer drive after the interview, and the original audio recording on the recorder must be deleted.
- For pretest of youth and program staff soft skills assessment tools:
- Have an envelope ready for your notes from the debrief session after you have implemented the survey. Make sure they are labeled with the student ID and stored securely.
 - Explain how to save/store data on tablet.

⁵ <http://libguides.usc.edu/writingguide/fieldnotes>

⁶ <http://libguides.usc.edu/writingguide/fieldnotes>

⁷ <http://libguides.usc.edu/writingguide/fieldnotes>

- Explain procedures for transmission of data back to FHI.

Step 9: Debrief

- At the end of each day of data collection, the team will debrief the day.
 - Debrief Questions: General
 - What are your general impressions from the day?
 - What went well? What did not go well, or what could have gone better?
 - From your field notes, what were some of the key things you noticed in your interview?
 - What are some things that we need to keep in mind for tomorrow or the next day of data collection?
 - Debrief Questions: Qualitative Cognitive Interviews
 - Were there any particular questions youth did not understand? Which ones? What can we do to improve them?
 - Were there any particular words youth did not understand? Which ones? What can we do to improve them?
 - Were there questions that were difficult for the youth to answer? Which ones? What can we do to improve them?
 - Did youth get bored with any particular questions/topics? Are there sections or probes we should skip next time?
 - How did the youth perceive the anchoring vignettes? Did they understand them, or were confused about them?
 - How likely were the youth to select response options that were less positive on our scale?
 - In terms of the response options, did it seem that youth had a preference for:
 - Labeling all points versus only the extremes?
 - Labeling the points using numbers versus words?
 - Using frequency measures (how often do you do something...) versus self-endorsements (this is “a little like me, a lot like me, etc...”)
 - Where there any notable differences between genders and between rural/urban youth, or differences across age groups that jumped out at you?
 - Do you recommend any changes? What/why?
 - Debrief Questions: Pretest of Youth Tool
 - How long did it take for youth to complete the tool, overall? Was 1 hour enough time for the survey and the “debrief” questions?
 - What were their general reactions to the tool: was it easy or difficult? Did it make sense to them?
 - Did the youth have clarification questions during the pretest?
 - How did youth react to the order of the items? Do you think the order made sense to them?
 - How did the youth react to the response options? Do you think they made sense to them?

- How likely were the youth to select response options that were less positive on our scale?
 - Were there any contradictions in the responses?
 - Do you recommend any changes? What/why?
- Make adjustments to the guide and/or process, as necessary, for the next day of data collection.

Appendix C: Instructions for Cognitive Interviewing

1. **Begin interview with collecting youth ID and obtaining youth assent for the interview.**

2. Read the following script:

“ Before we begin, I want to go over a couple of things. The goal of our study is to develop questions about youth life skills, or qualities that help youth to succeed in daily life and achieve their goals, that are easy to understand and make sense for youth. In the next section, I will be giving you questions we have written and ask for your response/ideas. It is very important that you tell me when something in a question does not make sense to you or seems strange to you in any way. Please tell me anytime if:

- the words in the question are hard to understand,
- you have a hard time coming up with an answer,
- the words in the question are not the ones that youth would use or,
- you think other youth may not understand.

There are no right or wrong answers to the questions I will ask. We are interested in hearing your ideas. Any questions?” Upon addressing respondent questions, begin interview.

3. For each **Scale**, start by providing a general statement about the concepts being measured, and ask the respondent to answer general questions. Example: **Positive self-concept**. Use script: “We will begin by talking about a quality called positive beliefs about yourself.

- When people talk about positive beliefs about themselves, what do you think they mean?
- We are trying to make sure that we use the right words. When you talk or think about having positive beliefs about yourself, what words or terms would you use?
- What would a young person do to show they have positive beliefs about themselves?
- What are some things that a young person with positive beliefs about themselves not do?”

4. For each item in the instrument, ask the respondent to choose a response, followed by the following script: “Can you take me through how you came up with your answer? (Please explain to me how you did it.) Can you give me an example of what you were thinking of when you answered the question? Did you find it easy or difficult to answer this question? How so? Could you understand the words we used? Was choosing a response, using the choices we provided, easy or difficult?”

5. Upon concluding all items in the scale, discuss the full construct with the respondent, to obtain insights on what may have been confusing, or what may have been missing. Use the following script: “Thinking about **all** the questions I have just asked you, can you give me a summary of what you think we have been talking about? Is there anything about [soft skills construct, e.g. positive self-concept] that you think is important to ask about that we didn’t ask in these questions? Were there any questions that you didn’t think had anything to do with positive self-beliefs? Which ones? How so? Which question or questions do you think did a better job of defining positive self-beliefs? Why is that?”

Appendix D. Scale Visual

