POSITIVE YOUTH DEVELOPMENT ILLUSTRATIVE INDICATORS

This handout is a companion to the *Positive Youth Development Measurement Toolkit*. The *Positive Youth Development Measurement Toolkit* provides guidance and resources for implementers of youth programming in low- and middle-income countries (LMICs) to integrate positive youth development (PYD) principles in their monitoring and evaluation (M&E) systems and effectively measure PYD outputs and outcomes within their programs.

How to use this handout: This handout is best used in conjunction with the *Positive Youth Development Measurement Toolkit*, which is available at http://www.youthpower.org/positive-youth-development-toolkit.

Most of the illustrative indicators in this handout correspond to a specific tool or measurement source. In the *Positive Youth Development Measurement Toolkit*, these tools and sources are detailed in annexes. You may select constructs and indicators of interest in this handout; however, in order to review the underlying measurement of these indicators, you will need to refer to the reference sheets (Annex F) provided in the *Positive Youth Development Measurement Toolkit*. These reference sheets contain a brief description of the measurement source, target age group for the tool, the relevant tool items that link to the illustrative indicators, and the citation for the source.

Purpose of the handout: The purpose of this handout (and associated toolkit) is to help program implementers, researchers, evaluators, and funders identify PYD indicators that can be used for youth programming across multiple sectors. Use of these indicators in LMICs 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 health, workforce development, and democracy and governance.

When to use the indicators:
- During program design and 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 implementation to monitor and evaluate progress towards achieving specific outcomes and outputs.

You can find additional information about PYD on www.YouthPower.org.

Positive Youth Development Illustrative Indicators

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
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*

FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
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
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	• 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)

FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
		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.[1]	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.)
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 of 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[2] 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*

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

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

FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
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 norms	Youth hold healthy beliefs and clear standards for positive behavior and prosocial engagement.	• 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*
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

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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[3]			
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[4]			
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.

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[3] 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

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

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   YouthPower Learning

USAID YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international development. The project leads research, evaluations, and events designed to build the evidence base. Concurrently, YouthPower Learning employs expertise in learning and knowledge sharing to promote engagement and inform the global community about how to successfully help transition young people into productive, healthy adults. YouthPower Learning supports the implementation of the 2012 USAID Youth in Development Policy to improve capacity and enable the aspirations of youth so that they can contribute to, and benefit from, more stable, democratic, and prosperous communities.