YOUTH DEVELOPMENT LUW FIID MIDDLE COUNTRIES

Why is it important for better youth outcomes, and how do we measure it?

AUTHORS

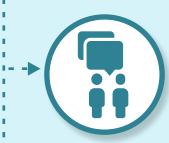
^ALaura Hinson, ^AChisina Kapungu, ^{A, B}Cassandra Jessee, ^CMartie Skinner, DMark Bardini, Kristina Bennett and Tracy Evans-Whipp **AFFILIATIONS**

AInternational Center for Research On Women (ICRW); BMaking Cents International; ^cSocial Development Research Group at the University of Washington; ^DKhulisa Management Services; ^ECentre for Adolescent Health, University of Melbourne.

BACKGROUND

There is strong evidence that Positive Youth Development (PYD) strategies prevent negative and increase positive outcomes for youth in higher-income countries. Evidence of PYD programs in low and middle-income countries has demonstrated improved outcomes across sectors such as health, education, workforce development and civic engagement.

PYD PROGRAMS ARE SHOWN TO IMPROVE SECTORAL OUTCOMES





DECREASE SEXUAL RISK BEHAVIORS INCLUDING NUMBER OF PARTNERS AND INCIDENCES OF UNPROTECTED SEX



CREASE NUMBER OF YOUTH WITH HIGH-QULAITY AND LONG-LASTING



INCREASE USE OF SRH SERVICES
BY YOUTH



REDUCE DROPOUT RATES FOR GIRLS

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

PYD MEASURES LINK PROGRAM **ACTIVITIES TO KEY OUTCOMES**²



CHANGES IN INTERMEDIATE (E.G., SELF-EFFICACY, **BONDING**)

CHANGES IN SECTORAL OUTCOMES (E.G., CONDOM USE, FOOD SECURITY, **EMPLOYABILITY**)

REFERENCES

¹Alvarado, G., Skinner, M., Plaut, D., Moss, C., Kapungu, C., and Reavley, N. (2017). A Systematic Review of Positive Youth **Development Programs in Low-and Middle-Income Countries.** Washington, DC: YouthPower Learning, Making Cents International.

²Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M. & Evans-Whipp, T. (2016). Measuring Positive Youth Development **Toolkit: A Guide for Implementers of Youth Programs. Washington,** DC: YouthPower Learning, Making Cents International.

INDICATOR:

INCREASED

AT THE

TRAINING/

POSITIVE IDENTITY

CONCLUSION OF

PROGRAMMING

AGENCY

Positive identity

Self-efficacy

Ability to plan

Perseverance

future

ahead/Goal-setting

(diligence)Positive beliefs about

INTERNATIONAL YOUTH DEVELOPMENT SURVEY, **SUBSCALE ON OPTIMISM**

- WHEN I THINK ABOUT THE FUTURE, I FEEL OPTIMISTIC.
- I KNOW WHAT KIND OF PERSON I AM. • I REALLY BELIEVE IN MYSELF.
- THINGS USUALLY TURN OUT WELL FOR ME.
- I THINK THE WORLD AND PEOPLE IN IT ARE BASICALLY GOOD.

I FEEL OKAY ABOUT THE WAY I'VE HANDLED MYSELF SO FAR.

ASSETS

HEALTHY,

PRODUCTIVE

AND

ENGAGED

YOUTH

- Formal education
- Interpersonal skills (social and
- <u>Higher-order</u> thinking skills
 - Recognizing emotions Self-control
- communication skills) Academic achievement

CONTRIBUTION

INDICATOR:

INCREASED HIGHER-

ORDER THINKING

SKILLS AT THE

TRAINING/

CONCLUSION OF

PROGRAMMING

• Youth engagement

NUMBER/PROPORTION (%) OF YOUTH PARTICIPATING IN ONE OR MORE OF THE FOLLOWING (SELECT ALL THAT APPLY): ADVOCACY, MENTORSHIP (YOUTH AS MENTORS), **VOLUNTEERING, YOUTH-**FOCUSED CLUBS, OTHER.

CHINESE POSITIVE YOUTH

ON COGNITIVE COMPETENCE

ANY PROBLEM.

PROBLEMS.

DIFFERENT ANGLES.

DEVELOPMENT SCALE, SUBSCALE

• I BELIEVE THERE IS A SOLUTION FOR

I KNOW HOW TO SEE THINGS FROM

I WILL TRY NEW WAYS TO SOLVE MY

• I KNOW HOW TO FIND THE CAUSES OF

I KNOW HOW TO DEVELOP PLANS TO

I CAN DIFFERENTIATE THE GOOD AND

AND SOLUTIONS TO A PROBLEM.

ACHIEVE MY OBJECTIVES.

BAD ASPECTS OF THINGS.

ENABLING ENVIRONMENT

- Opportunities for prosocial involvement
- Prosocial norms
- Value & recognition Youth-responsive services
- Gender-responsive services Youth-friendly laws and
- Gender-responsive policies
- Physical safety
- Psychological safety

IMPROVED BONDING WITH PEERS AT THE **CONCLUSION OF** TRAINING/PROGRAMMING

INDICATOR:

CALIFORNIA HEALTHY KIDS SURVEY, SUBSCALE ON CARING RELATIONSHIPS WITH PEERS I HAVE A FRIEND ABOUT MY OWN AGE:

- WHO REALLY CARES ABOUT ME.
- WHO TALKS WITH ME ABOUT MY PROBLEMS.
- WHO HELPS ME WHEN I'M HAVING A HARD TIME.







CONSIDERATIONS FOR ADAPTATION

- AGE
- DEVELOPMENTAL STAGE AND LIFE STAGE
- GENDER AND CULTURE
- LANGUAGE AND LITERACY
- PHYSICAL AND SOCIAL POSITION

