

<p><b>STANDARD SECTOR INDICATOR CODE:</b> YD-002-A</p>	<p><b>Life Skills – positive communication:</b> Number of youth, out of the total number of youth the Volunteer/partner worked with, who exhibited new positive communication or relational skills in one or more of the following ways: active, reflective listening with empathy; summarizing or paraphrasing others’ words; assertive negotiation skills; expressing needs and wants clearly; resisting opportunities or pressure to engage in risky behavior; resolving conflict appropriately without resorting to violence or combative behavior. (YD-002-A)</p>	
<p><b>Type:</b> Outcome</p>	<p><b>Unit of Measure:</b> Youth</p>	<p><b>Disaggregation:</b> <b>Sex:</b> Male, Female <b>Type of Youth:</b> In-School Youth, Out-of-school Youth</p>

**Definitions:**

**Youth** – In-country projects may adapt a locally appropriate definition of youth. While youth are commonly defined as ages 15-24, some external agencies, such as UNFPA and WHO, more broadly define young people as ages 10–29. Volunteer reporting against youth indicators should reflect the ages of youth their project is designed to reach in their host country, and PMs/APCDs should clarify for Volunteers the target age of youth for their activities.

**Partner/s** – refers to the local counterpart who is co-facilitating positive communication activities with the Volunteer.

**Empathy** – Identification with the feelings, thoughts, or attitudes of another person.

**Assertive negotiation skills** – A young person demonstrates assertive negotiation skills by recognizing when they need to negotiate their participation in something that is in conflict with their personal values, and proposing alternatives.

**Rationale:** Positive communication encompasses resistance skills and conflict resolution skills, which are part of the set of social competencies that contribute to a young person engaging in positive behaviors and avoiding negative, destructive behaviors. An increase in the number of youth exhibiting new positive communication skills shows a growth in that critical social competency.

**Measurement Notes:**

- 1. Tools and Methods:** A post should select the most appropriate tool for the post, and adapt it at the post level for their Volunteers’ use. Recommended methods for gathering data from individuals to show progress toward achieving this indicator include observation, an interview or another method.
- 2. Activity-Level Baseline Data Collection:** Baseline data is required for measuring change and progress toward indicator achievement for this outcome indicator. Volunteers are asked to maintain a record of youth with whom they are working (TOTAL) and baseline and follow-up measures for each youth. Please note that successful documentation of a life skills change requires a period of relationship and trust-building with young people, and an understanding of cultural norms and gender relationships. It is recommended that a level of trust be developed before taking initial baseline measures for this indicator, and that the “program” of activities adopted begin following this baseline measure.
- 3. Frequency of Measurement:** Please note that successful documentation of a behavior change or new practice may not be immediately apparent following the completion of activities and may need to be planned for at a later time. Volunteers should report in their VRF once at least one individual has achieved the indicator. Indicator achievement per individual can be reported only once per fiscal year in the VRF.

- 4. Definition of change:** The minimum change to report against this indicator is one or more new positive communication or relational skills exhibited by each young person the Volunteer/partner works with. Regardless of which skills the youth already had, demonstrating one new skill for that young person after working with the Volunteer/partner is the change identified in this indicator.

**Alignment with Summary Indicator:** YOUTH LIFE SKILLS and ED LIFE SKILLS