

STANDARD SECTOR INDICATOR CODE: YD-003-A	Life Skills - decision making & critical thinking: Number of youth, out of the total number of youth the Volunteer/partner worked with, who demonstrated improved decision making and problem solving skills. (YD-003-A)	
Type: Outcome	Unit of Measure: Youth	Disaggregation: Sex: Male, Female Type of Youth: In-School Youth, Out-of-school Youth
Definitions: <p>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.</p> <p>Partner/s – Local counterpart who is co-facilitating decision-making and critical thinking activities with the Volunteer.</p> <p>Decision making & critical thinking - Problem solving and critical thinking refers to the ability to use knowledge, facts, and data to effectively solve problems. This doesn't mean needing to have an immediate answer, but being able to think on your feet, assess problems and find solutions. The ability to develop a well thought out solution within a reasonable time frame, however, is a skill that employers value greatly.</p>		
Rationale: Decision making, critical thinking, and problem-solving skills are amongst the forty developmental assets that contribute to a young person engaging in positive behaviors and avoiding negative, destructive behaviors. An increase in the number of youth demonstrating improvements in these skills shows a growth in the assets a young person needs to prepare for their roles in family life and health, the world of work, and active citizenship.		
Measurement Notes: <ol style="list-style-type: none"> 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. 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. Successful documentation of a life skills change requires relationship and trust-building with young people, and an understanding of cultural norms and gender relationships. A level of trust should be developed before taking initial baseline measures for this indicator, and that the "program" of activities adopted begin following this baseline measure. 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. Definition of change: The minimum change to report against this indicator is newly demonstrated use of one of the decision making, critical thinking, and problem solving skills by each youth the Volunteer/partner works with. Regardless of which skills the youth already used, 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		