

**Indicator: # of youth who demonstrate strengthened life skills (YD\_005)****YOUTH IN DEVELOPMENT SECTOR** **Type:** Outcome**Unit of Measure:** Youth**Disaggregation:**

**Sex:** Male, Female; **Age:** 0–9, 10–14, 15–19, 20–24, 25+; **Specific life skill developed:** positive self-concept; self-control; higher-order thinking skills

**Outcome Measured:** Youth demonstrate strengthened life skills

**Definitions**

**Life skills:**<sup>1</sup> Life skills, or “soft skills,” are a broad set of skills, competencies, attitudes, and personal qualities that enable youth to effectively navigate their environment, work well with others, perform well, and achieve their goals. The Peace Corps focus on the following life skills:

- **Positive self-concept.** A realistic awareness of oneself and one’s abilities, strengths, and potential.
- **Self-control.** The ability to regulate oneself, control impulses, delay gratification, and manage emotions.
- **Higher-order thinking skills.** Skills encompassing problem solving, critical thinking, and decision making.

**Data collection**

**Tool:** Life Skills Assessment used by all Volunteers in the Youth in Development sector.

**Frequency of data collection and tracking:****Time 1 (T1)—Beginning of the youth club, camp, school-based curriculum, or mentoring for this objective.**

Volunteers will administer the Life Skills Assessment to youth they expect to engage with over the course of the intervention. Volunteers can administer the survey verbally reading aloud the questions to the youth and recording his/her answers, or Volunteers can give each individual a written copy if all youth are literate. After the interview or survey, record the youth’s name, age, and T1 scores in the Youth Life Skills Tracking Sheet (below).

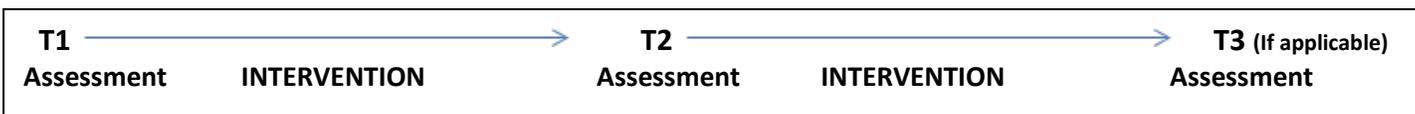
**Time 2 (T2)—End of the youth club, school-based curriculum, or mentoring relationship (or after six months if ongoing):** Volunteers will administer the Life Skills Assessment again to each youth who meets the minimum requirements described below (see “Who to measure”). Volunteers can administer the survey verbally reading aloud the questions to the youth and recording his/her answers, or Volunteers can give each individual a written copy if all youth are literate. After the interview or survey, record the T2 scores on the tracking sheet below. *Note: Youth are not measured at the end of a camp. Ideally, they will transition from a camp to a club and will be measured at T2 in the club context.*

<sup>1</sup> Child Trends. 2015. [Workforce Connections: Key “Soft Skills” That Foster Youth Workforce Success: Toward a Consensus across Fields \(Executive Summary\)](#).

**Time 3 (T3)—End of the subsequent youth club, school-based curriculum, or mentoring relationship (or after an additional six months), if applicable:** Some individuals may not demonstrate an increase in life skills after only six months of a youth club, school-based curriculum, or mentoring relationship. If a youth has not demonstrated the requisite increase in life skills at T2, and if the individual meets the minimum requirements described below (see “Who to measure”), the Volunteer will assess the individual again and record the T3 scores in the second tracking sheet below.

**Who to measure:** For this outcome measurement, Volunteers should only include youth they have worked with in one or more of the following activities focused on life skills:

1. Co-facilitate youth clubs that incorporate life skills development
2. Co-facilitate youth camps on life skills development that are linked to youth clubs
3. Co-teach school curricula focused on life skills development
4. Mentor youth on life skills



### Reporting

**Measuring progress toward the outcome, by sex, age, and life skill:** A youth is considered to have demonstrated strengthened life skills if his/her score is **at least one point higher at T2 or T3 (if applicable) than at T1 in at least one section of the Life Skills Assessment.**

1. Record each youth’s T1 and T2 scores in the first tracking sheet below.
2. For each life skill, add the number of youths who increased their score by at least one point from T1 to T2. Report the “TOTAL ACHIEVED” for each life skill in the VRF. *Note: Individuals may be counted more than once, if knowledge increased for multiple life skills.*
3. If the youth scored at least one point higher in three or more sections at T2, place a Y in the cell that corresponds to the individual’s age and sex; for those who did not demonstrate this increased knowledge of life skills, place an N in the corresponding cell.
4. Record the sum of all Ys + Ns in the row titled “TOTAL REACHED” and the sum of Ys only in the row titled “TOTAL ACHIEVED” for each age and sex category. Report all column totals in the VRF.
5. If an individual did not demonstrate an increase in life skills at T2, use the second tracking sheet with the T3 column to repeat the assessment and reporting process for that individual at the end of the subsequent club, school-based curriculum, or after an additional six months of working with the Volunteer if ongoing.

**How to report missing values:** If a youth does not have a score at T1, do not include the youth in the measurement or on the tracking sheet. If a youth has a score at T1 but does not have a score at T2, record NA in the tracking sheet below and do not include the youth in the TOTAL REACHED number to be reported in the VRF. This youth would be eligible to be assessed at T3 if he or she remains involved in the activity.

**Please refer to the Life Skills Assessment “Teacher’s Edition” for scoring instructions.**

# Youth Life Skills Tracking Sheet

**Outcome:** Youth demonstrate strengthened life skills

**Outcome Indicator:** Number of youth who demonstrate strengthened life skills: higher-order thinking skills, positive self-concept, self-control

Youth's Name	T1 Date _____		T2 Date _____				Did the youth increase their score from T1 to T2 in at least one life skill? (Y/N)										
	Higher-Order Thinking Skills		Positive Self-Concept		Self-Control		M					F					
	T1	T2	T1	T2	T1	T2	0-9	10-14	15-19	20-24	25+	0-9	10-14	15-19	20-24	25+	
<b>TOTAL ACHIEVED BY LIFE SKILL (higher score at T2) to report in VRF:</b>	Higher-Order Thinking Skills Total _____		Positive Self-Concept Total _____		Self-Control Total _____												
<b>TOTAL REACHED (all Ys + Ns) to report in VRF:</b>																	
<b>TOTAL ACHIEVED (Ys only) to report in VRF:</b>																	



