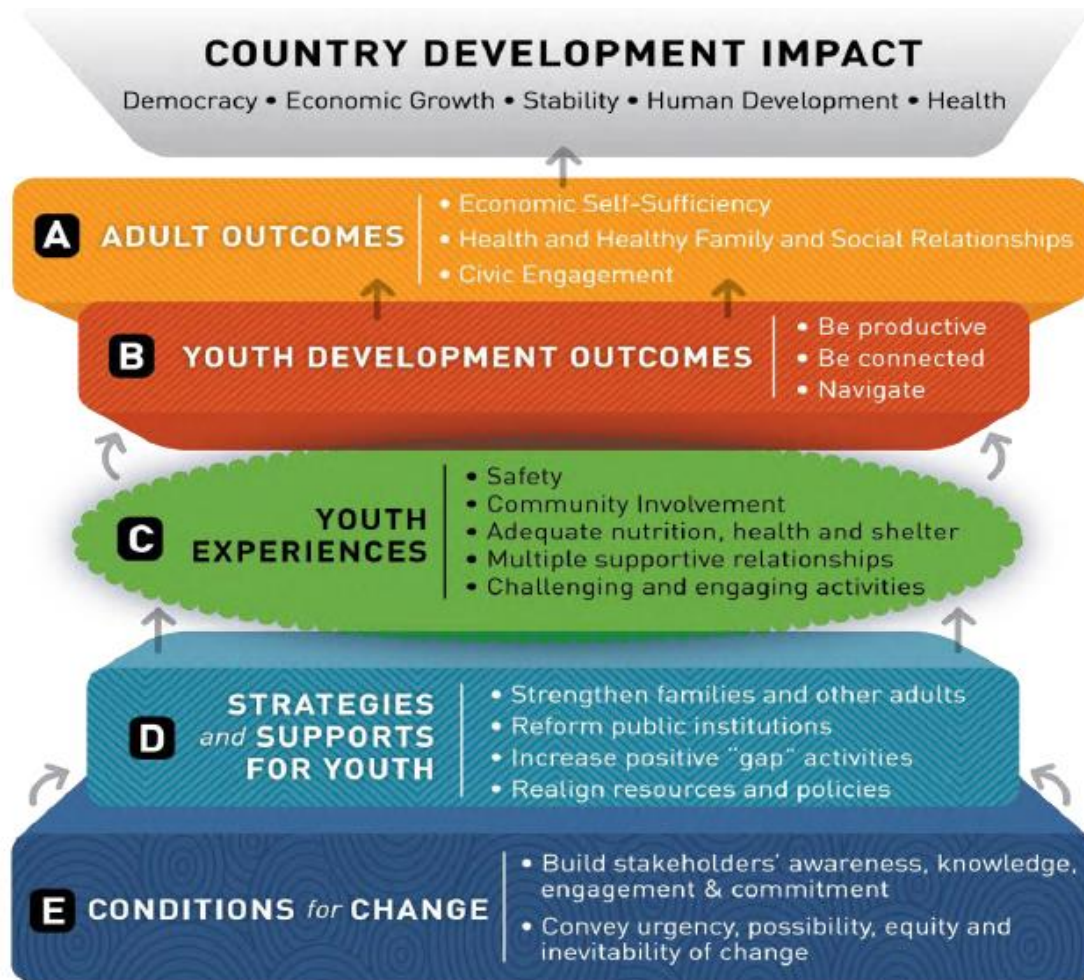




Youth Development Framework



What are long-term goals for youth as adults?

What are critical youth milestones to achieving these goals?

What kinds of consistent experiences, opportunities and supports are needed to achieve these milestones?

What must change in key community settings to provide enough supports and opportunities to youth? (E.g. school, family, community, workplace, regions)

How do we create the conditions and capacity in communities to make these changes possible and probable?



USAID
FROM THE AMERICAN PEOPLE

USAID/The Search Institute: Study of Relationships Between Developmental Assets and International Development Priorities



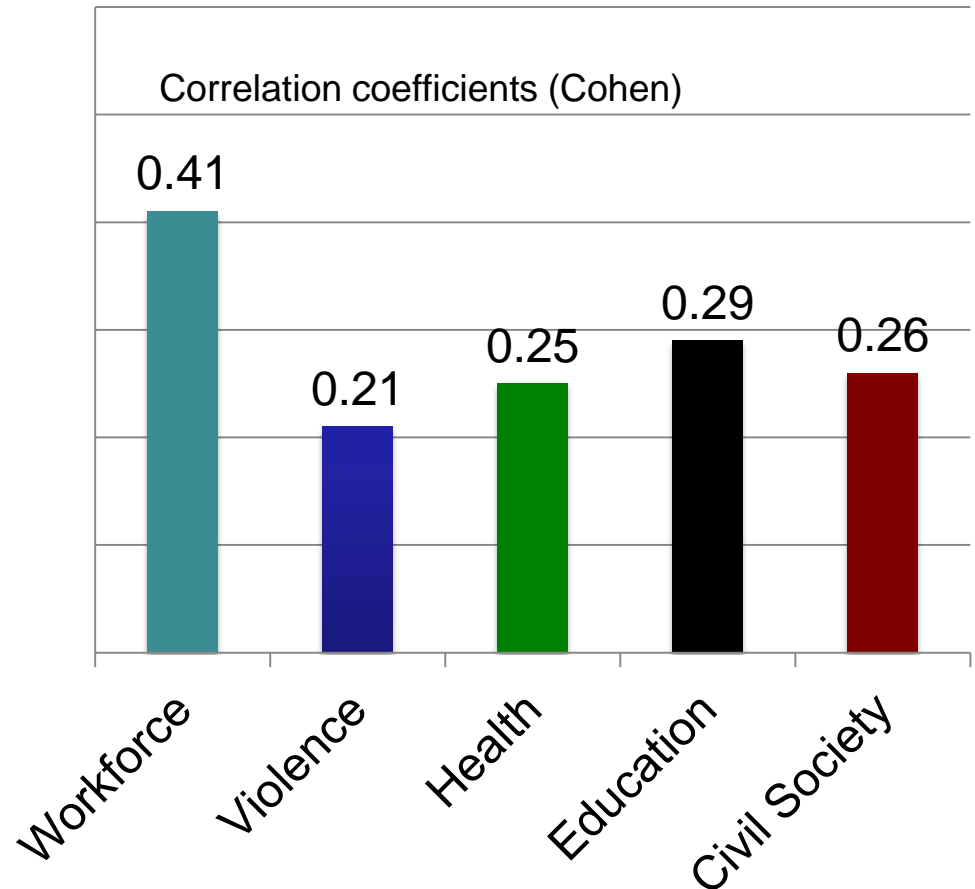
Conducting a Developmental Assets profile survey, Kigali, Rwanda (2012)

Do Development Assets Make a Difference in Majority-World Contexts?

Countries: Bangladesh, Honduras, Jordan, Rwanda

Sample: 3,148 youth

Partners: Search Institute, EDC, Save the Children





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Recent USAID Studies on Holistic Positive Youth Development

- *State of the Field Report on Holistic, Cross-Sector Youth Development*
- *Scan and Review of Youth Development Measurement Tools*

**STATE OF THE FIELD REPORT:
HOLISTIC, CROSS-SECTORAL YOUTH
DEVELOPMENT**

**USAID YOUTH RESEARCH, EVALUATION, AND
LEARNING PROJECT**

Final Report

February 2013

This report was produced for review by the United States Agency for International Development. It was prepared by the Aguirre Division of JBS International, Inc. Its authors are Nancy Guerra and Christina Olenik. Rachael Kozolup, Matt French, Nicole Zdrojewski, and Lynn Losert provided research support.

Adolescent Self-Regulatory Inventory (ASRI)

Name: _____ Date: _____

Rate how true each statement is for you ranging from *Not at all true for me* to *Really true for me*.
Mark the box under the rating that best applies to you.

casey life skills | **life skills assessment** C3 Somewhat true for me

Name _____

Daily Living

Are the following statements like me	No	Mostly No
I know where to go to get on the Internet.		
I can find what I need on the Internet.		
I know how to use a computer.		
I can create a document on a computer.		



40 Developmental Assets[®]

Search Institute[®] has identified the following building blocks of youth development—**Developmental Assets[®]**—that help young people thrive.

Support

1. **Family support**—Family life provides high levels of support.
2. **Positive family communication**—Young person and family member is willing to seek advice and counsel from one another.
3. **Other adult relationships**—Young person receives support from other adults.
4. **Caring neighborhood**—Young person experiences caring relationships with neighbors.
5. **Caring school climate**—School provides a caring, supportive environment.



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Scan and Review of Youth Development Measurement Tools (May 2014, JBS International)

Top 5 Tools for USAID Youth Programs (of 15 total)

Name of Tool/Developer Access to Tool	What the Tool Measures
Jamaica Youth Survey by Meeks-Gardener, Williams, Guerra, & Walker (University of Delaware) http://www.open.uwi.edu/sites/default/files/Jamaica_Youth_Survey_final_report%5B1%5D.pdf	Positive sense of self, self-control, decision-making skills, moral system of belief, prosocial connectedness.
Flourishing Children Positive Indicators Development Project by Child Trends http://www.childtrends.org/wp-content/uploads/2013/05/Child_Trends-2012-08-21-FCPI-CIProtocol.pdf	Personal flourishing in: school/work, relationships, relationship skills, helping others
Short Measures of Positive Youth Development by Tufts University http://ase.tufts.edu/iaryd/documents/4HpydResources/PYD-SFofficialReport.pdf	Measures changes in levels of PYD: confidence, competence; character; caring; connection
Passport To Success by International Youth Foundation Karen Phillips, k.phillips@iyfnet.org	Changes in life skills: self-confidence, managing emotions, personal responsibility, respecting self and others, cooperation/Team work, communication/ Interpersonal skills, creative thinking, critical thinking/ problem solving, decision making, conflict management
Learn, Earn and Save Project by University of Minnesota for MasterCard Foundation Joan DeJaeghere, deja0003@umn.edu	Measures impact of entrepreneurship training through finances, employment, savings, life savings