Softs Skills Measures for International Youth Development Programs

Tommy Galloway and Laura Lippman
tgalloway@fhi360.org, llippman@fhi360.org
Purpose of this activity

• To identify strong measures of the nine key skills that emerged from our review that foster positive youth outcomes across sectors
• Applied criteria on suitability for international youth programs.
Process of Screening and Review of Tools

STEP 1: Literature review

STEP 2: Develop characteristics for tool screen and inventory

STEP 3: Tool Screen

STEP 4: Tool Inventory

STEP 5: expert interviews and consultative group meeting

STEP 6: scoring tools in database

STEP 7: analysis of data

STEP 8: identified high scoring tools that address top three cross cutting skills
### YPA Soft Skills Measurement Tools Review: Initial Selection Screen

<table>
<thead>
<tr>
<th>Tool Title</th>
<th>Tool Content Validity (if 'no', exclude)</th>
<th>Soft Skill(s) identified</th>
<th>Notes</th>
<th>Age Appropriateness (if 'no', exclude)</th>
<th>Notes</th>
<th>Contextual Appropriateness</th>
<th>Notes</th>
<th>Measures Change</th>
<th>Notes</th>
<th>Cost of tool</th>
<th>Final verdict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool A</td>
<td>yes</td>
<td>self-control</td>
<td>measures self-regulation</td>
<td>yes</td>
<td>adolescents</td>
<td>yes</td>
<td>Generally appropriate</td>
<td></td>
<td>none</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Is it aligned with the top skills from our reviews?**

**Is it age (12-29) and contextually appropriate?**

**Is there a cost?**
Characteristics of Tool Inventory

- Author/developer
- Type of assessment
- Usage description
- Intended age range
- Evidence of international usage
- Administration characteristics
- Key soft skills addressed using common skill terms developed for the project
- All soft skills addressed using authors’ terms
- Outcomes that the measure has been used with

- Number of questions per construct
- Type of response scale
- Samples tested
- Evidence of Validity
- Evidence of Reliability
- Adaptability considerations
- Fairness or evidence of bias
- Cost, if any
- Link to the assessment, if available
## Measurement Tool Scoring

Scored between 0, 0.5, and 1 based on whether evidence provided meets commonly accepted thresholds.

Four criteria comprise “ease of use”, each can score 0.25 for a total score of 1.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Aligned w/ Intl. Youth Programs</th>
<th>Evidence of Validity</th>
<th>Outcomes Tested</th>
<th>Evidence of Reliability</th>
<th>Evidence of Intl. use</th>
<th>Relevant Sample Tested</th>
<th>No Computer, Tablet, Smart Phone Required</th>
<th>No Trained Personnel Required</th>
<th>English + Other Languages</th>
<th>Short Length of Admin</th>
<th>TOTAL (out of 7.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement Tool X</td>
<td>yes</td>
<td>yes*</td>
<td>yes</td>
<td>yes*</td>
<td>yes</td>
<td>yes</td>
<td>not required</td>
<td>not required</td>
<td>yes</td>
<td>no info.</td>
<td>6.75</td>
</tr>
</tbody>
</table>
Overview of Measurement Tools for Each Skill

![Bar chart showing the number of tools for each skill, with categories for self-control, positive self-concept, social skills, communication, higher-order thinking skills, goal orientation, responsibility, empathy, and positive attitude. The chart indicates the number of high, medium, and low tools for each category.]
Overview of Types of Tools for Each Skill

- Positive self-...
- Self-control
- Higher-order...
- Social skills
- Communication
- Goal orientation
- Empathy
- Responsibility
- Positive Attitude

Legend:
- "reports by others"
- game assessment
- multiple types
- performance assessment
- direct assessment
- observation checklist
- self-report
Regions Covered by Tools

- EU/EUAs
- Asia
- Afr.
- LAC
- CA
- Mid.E
- Oce.
- AF/PAK

Number of Tools

- EU/EUAs: 20
- Asia: 15
- Afr.: 10
- LAC: 5
- CA: 2
- Mid.E: 1
- Oce.: 1
- AF/PAK: 0
Age Ranges Covered

Percent of tools by Age Range of Respondents
Validity

- 44% (32 tools)
- 37% (27 tools)
- 19% (14 tools)

- Meets threshold of 0.3
- Tested, but no data provided, or below threshold
- No information found
Reliability

- 64% (47 tools) Meets threshold of 0.7
- 5% (4 tools) Tested, but no data provided, or below threshold
- 30% (22 tools) No information found
Tools that Measure the Key Skills and Scored High

Measure the top three cross-cutting skills found to promote positive youth development:

• Self control
• Positive Self-Concept
• Higher order thinking skills

Tools grouped based upon the degree to which they met all of the criteria:

• high (meeting 5-7 criteria),
• medium (meeting from 3 to less than 5 criteria)
• low (meeting less than 3 criteria).
## Top Tools from the Measurement Database

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Tool Score Position</th>
<th># of Key Skills Measured</th>
<th>Positive self-concept</th>
<th>Self-control</th>
<th>Higher-order thinking skills</th>
<th>Social skills</th>
<th>Communication</th>
<th>Goal orientation</th>
<th>Empathy</th>
<th>Responsibility</th>
<th>Positive Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Health Kids Survey, Social and Emotional Health Module</td>
<td>high</td>
<td>9</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Chinese Positive Youth Development Scale (CPYDS)</td>
<td>high</td>
<td>8</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SENNA 1.0</td>
<td>high</td>
<td>8</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>√</td>
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<tr>
<td>SENNA 2.0</td>
<td>high</td>
<td>8</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<tr>
<td>Child and Adolescent Wellness Scale (CAWS)</td>
<td>high</td>
<td>7</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>The Anchored BFI Tool</td>
<td>high</td>
<td>7</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>The Big Five Inventory</td>
<td>high</td>
<td>7</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>√</td>
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<tr>
<td>Knack</td>
<td>high</td>
<td>6</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Jamaica Youth Survey</td>
<td>high</td>
<td>5</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Responses to Stress Questionnaire (RSQ)</td>
<td>high</td>
<td>4</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
These ten tools can be grouped in three general categories of prior use:

**Program Evaluation:**
- The Chinese Positive Youth Development Scale
- Jamaican Youth Survey

**Group Performance Monitoring:**
- The California Health Kids Survey, Social Emotional Health Module
- Brazilian SENNA surveys, 1.0 & 2.0

**Individual Assessments:**
The rest of the tools have been used for individual psychological or skill assessments.

Programs will need to evaluate the tools for their own purposes!
Challenges

• Different terminology across tools
• Evidence of validity and reliability lacking
• Predominance of self-report
• General response scales insensitive to change
• Measuring change in individual skills over time
• Developmental and contextual appropriateness
• Validation for evaluation of short programs
Recommend Further Tool Development

- **Adapt** from existing tools, for program use, with appropriate age groups
- **Measure** at least top three skills and use common terminology
- **Develop** short scales, easy to administer, analyze and report, and translate into key languages
- **Use** multiple methods (Self Report, Observations, Anchoring)
- **Pilot** test the measure in different international context, and test, ensuring reliability and validity of tool
- **Validate** for use for measuring change in soft skills over duration of program, to assess effectiveness of program in improving skills
Recommendations

✓ Improve measurement to address biases in self-reports:
  • Measure frequency of behaviors
  • Refinement at high end of scale to detect growth over time
  • How much of a skill is enough to affect an outcome?

As a next step, YouthPower Action proposes to create/adapt and pilot an instrument to measure the top cross cutting soft skills.
How to stay in touch...

For questions, comments, or to receive a copy of this paper, please contact us at:

Obed Diener, Activity Director
odiener@fhi360.org

Laura Lippman, Senior Technical Advisor
llippman@fhi360.org

Tommy Galloway, Technical Officer
tgalloway@fhi360.org