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Cross-Sectoral Youth (CSY) Project

Agra, India

CSY

An Assessment of Young People's Developmental Assets



education

economic growth

democracy and governance

global development alliance

An Assessment of Young People's Developmental Assets

Prepared By

Centre for Urban and Regional Excellence (CURE)

In Collaboration with

Education Development Center, Inc. (EDC)

EQUIP3 (Education Quality Improvement Program) is a USAID "Leader with Associates" consortium that focuses its work on opportunities for earning and learning, especially for young people out of school and out of work. The Cross-Sectoral Youth Initiative breaks new ground in engaging resources from education, health, economic growth, and democracy and governance sectors in order to learn which strategies are most likely to have positive impacts on the development of young people in partner countries.

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An Assessment of Young People’s Developmental Assets CAP-Cross Sectoral Youth Project

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1. Background

The Cross Sectoral Youth (CSY) Project, supported by USAID in various countries such as India, Morocco, and the Democratic Republic of Congo, aims to better meet the needs of youth in developing countries by fostering collaboration across sectors, such as health, democracy and governance, education, and economic growth. To learn more about CSY visit: <http://csy.edc.org>.

CSY India was aimed at bringing about sustainable improvements in developmental assets of young people – girls and boys between the ages of 12 and 24 years – to enable them to participate in a range of livelihoods and civic actions. Assets are a set of abilities that shape people’s lives and environments, and an increase in assets has a positive impact on the quality of life of the individual, as well as that of community and society.

CSY India was built upon the existing community development initiative, the Crosscutting Agra Program (CAP) in five low-income settlements in the Trans-Yamuna area of Agra. The programme has been implemented in Agra by the Centre for Urban and Regional Excellence (CURE) with financial assistance from USAID and in partnership with the Agra Municipal Corporation and various local agencies, private sector and Agra civil society.

CSY interventions for youth mobilization and engagement in selected slum /low income settlements in Agra began on April 15, 2007. A wide range of youth-based activities focused on preparing young people for decent livelihoods (i.e., skills, education, health awareness). Actions were also aimed at identifying new and sustainable livelihood pathways linked to the city’s primary economy –tourism – and engaging young people into community development actions, in particular sanitation improvements and civic action.

Over the project nearly 250 young people from five low-income/slum settlements in the Trans Yamuna Area of Agra were engaged in the project activities. This study aims to assess the impact of project interventions on the development of youth assets using a developmental assets framework that looks at eight asset categories and five context areas.

2. Objectives

The key objectives of the study were to:

- Measure change in developmental assets among young people participating in the CAP-CSY project;
- Profile asset growth patterns over time and identify key contributing factors in change;
- Make gender comparisons between asset development; and
- Make recommendations for asset promotion among young people in community development projects.

3. Search Institute's *Developmental Assets Profile* (DAP)

The Developmental Assets Profile (DAP) is a survey instrument designed to measure the presence of developmental assets among young people. It was developed by the Search Institute,¹ a research organization based in Minnesota (USA). It is designed as a quick, simple, valid, and reliable tool to track changes in asset

¹ For more on the Search Institute and the DAP see www.search-institute.org

levels experienced by young people between the ages of 11 and 18 years. It also provides a way to document, quantify and portray “types and levels of development assets in the lives of adolescents.”

The DAP is a 58-item survey instrument that was created by the Search Institute in order to measure the presence and change over time of the eight categories of *developmental assets* found within Search’s *40 Developmental Assets* framework. The DAP is an individual measure that yields quantitative scores for eight asset categories (Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity) and five broad context areas (Personal, Social, School, Community, and Family).

According to the Search Institute, “Developmental assets are development vitamins – positive experiences and qualities essential to healthy psychological and social development in childhood and adolescence.²” These assets influence an individual’s personal growth and development, in addition to protecting them from negative outcomes.

Search Institute’s *40 Developmental Assets* framework comprises a set of 20 *external* and 20 *internal* assets deemed essential for participating and contributing to the society.

- **External assets** are the positive experiences and relationships that encourage and support young people (i.e., positive role models such as among peers, parents, teachers, neighbors, adults). These also include boundaries and expectations defined by parents, adults, society etc. and young people’s constructive use of time.
- **Internal assets** are characteristics and behaviors that reflect positive personal and psychological development, such as positive values and identity, social competencies and commitment to learning.

According to the Search Institute, assets influence a person’s ability to make decisions and respond to various life situations. Assets also shape the immediate surroundings of an individual, such as the family, overall social relationships and environment. Presence or lack of assets can have positive or negative outcomes. However, “[low] levels of assets are related to increased risk for negative outcomes including academic underachievement and school problems; alcohol, tobacco and illicit drug use; precocious sexual activity; and antisocial behavior and violence. High levels of assets are related to positive outcomes including academic achievement, leadership, thriving and well-being.”³ Measuring asset development in the young provides an insight into factors that influence their development, in addition to helping to determine the range of interventions required for bettering their social functioning and role performances.

Asset categories	Context categories
Support	Personal
Empowerment	Social
Boundaries and Expectations	Family
Constructive use of Time	School
Commitment to Learning	Community
Positive Values	
Social Competencies	
Positive Identity	

CAP-CSY Developmental Assets Survey Tool

The DAP’s demonstrated success in various geo-socio-cultural contexts and effectiveness in social development programming influenced CAP-CSY project’s decision to develop its own customized developmental assets tracking tool to quantify youth assets in low-income settlements of Agra. This modified tool was used by CAP-CSY to assess youth asset change as an outcome of the project’s development intervention. CAP-CSY’s customized tool drew on a number of the individual survey items and sub-scales found in the DAP and was similarly influenced by Search Institute’s overall 40 Developmental Assets framework.

² pg-1-2, User Manual, Development Assets Profile, Fall 2005

³ same as above

Important Reminder – In order to ensure the highest quality of DAP usage, the Search Institute requires all prospective partner groups to request permission for both translating and using the DAP. If your organization is interested in using the DAP in its entirety, please contact the Search Institute at debg@search-institute.org.

4. Methodology

This asset impact study was designed as a before and after comparative research of youth assets.

Three sets of data have populated the study:

- Baseline data, collected at the start of the project – May 2007
- Midline data, collected halfway through the project – November 2007
- Final data, collected at the conclusion of project activities – May 2008

Time series data was developed with the objective of observing trends. Midline data was gathered but not formally analyzed. However, the process of data gathering was used for determining the nature of interventions in the second phase of the project.

4.1 Sample

The sample size and composition, which varied across the three sets of data, is summarized in Table 1. The variation can be attributed to the project approach, timeline, and nature of interventions.

As the sample size remained large over the study period, the results can be said to be representative.

Sex	Age Group								
	12-18 years			19-24 years			Total		
	Baseline	Midline	Final	Baseline	Midline	Final	Baseline	Midline	Final
Boys	40	50	51	25	16	40	65	66	91
Girls	121	132	127	13	24	23	134	156	150
Total	161	182	178	38	40	63	199	222	241

4.2 The Tool

The CAP-CSY Developmental Assets Survey Tool was used to profile assets among young people in the CSY project. This tool consisted of 32 individual items. The final set of items was rated by the team of experts. The tool was translated into Hindi so that it could be used by the local field teams. The abridged English version can be found in Annex 1.

CAP-CSY drew upon the eight asset categories found in the Search Institutes *49 Developmental Assets* framework in the construction of its scoring matrix. Of the eight asset categories, four – Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time – captured external assets. The remaining four – Commitment to Learning, Positive Values, Social Competences, and Positive Identity – captured internal assets.

The tool was pre-tested with 20 respondents before it was finalized. Based on this pre-test, some questions were restructured and additional illustration and instructions added to the guidelines for administration. Illustrations and instructions developed for each item were discussed with facilitators to ensure standardization. Based on the pre-testing experience, for the final survey, researchers were asked:

- To avoid providing leading illustrations that could influence responses.
- To explain clearly to respondents that their answers should reflect their true personality as opposed to how they may wish to present themselves to the researcher.
- To avoid presenting a moralistic view based on their own judgments or those of the larger society during the survey to reduce apprehension among respondents.

4.2.1 Survey

Three CSY facilitators were trained to administer the CAP-CSY Developmental Assets Survey Tool. Because the youth group was mixed to include both literate and illiterate people, as well as younger and older youth, researchers chose to administer all questionnaires in an interview format (one-on-one) instead of having youth individually self-report via a written survey. This process, though lengthier, ensured more standardization and reliability of responses.

4.2.2 Scoring

The CAP-CSY Developmental Assets Survey Tool drew upon Search Institute's *DAP User's Manual* in the design of its scoring matrix and employed the manual's standard scoring procedures and methodology. Responses were computerized using an Excel program and then analyzed.

5. Results

5.1 Increases in Participation Levels

Participation in the project increased consistently and significantly. Since the start of the project, youth participation has increased by nearly 21 percent. Of the 199 youth that started off in the project, around 147 remained linked to the project until its end and during the exit phase (under various sustainability measures), as well as several months after the end of the project, despite the fact that the project no longer provided active interventions.

More girls than boys engaged with the CSY project at the outset, their participation increasing initially, then stabilizing, and eventually tapering down. In contrast, there was a quantum leap (40 percent) in boys' participation after the midpoint. This gender shift may be attributed to the nature of some of the project activities, which increased visibility after the midpoint of the project and were largely perceived as more appropriate for young men than young women, such as the training of counselors who walk tourists through the Mughal Heritage Walk in Agra.

5.2 Developmental Assets Increase Significantly

There is a significant increase in developmental assets among youth participating in the project. Baseline data shows a significantly higher percentage of youth in the Fair category (58 percent), whereas the final assessment shows a significant shift to the Good category (57 percent). The percentage of youth in the

Score Range	Interpretive Range	All Youth					
		Baseline		Midline		Final	
		N	%	N	%	N	%
0-14	Low	51	25	72	32	17	7
15-20	Fair	115	58	97	44	77	31
21-25	Good	29	15	51	23	141	57
26-30	Excellent	4	2	3	1	11	5
Total		199	100	223	100	246	100

Excellent category doubled from the baseline figure of 2 percent, even though it had shown a decline to 1 percent in the midline stage but rose to 4 percent in the final assessment. Since very few young people fell under the Excellent category, the drop in percentage in the second set of data may be attributed to a sampling error. The four-fold increase between the midline and final results, however, is

significant, as several large events in the project were organized during that period, such as the Youth Diwali Mela and the Trans Yamuna Cricket Trophy.

Gender Asset Gap: Among boys, the achievements are markedly higher, with the majority (81 percent) reporting Good assets, compared with 55 percent of girls. None of the boys scored in the Low asset category; a significant change since the baseline. Girls' asset achievements were fairly consistent, with nearly equivalent numbers in the Fair and Good categories (46 percent and 40 percent, respectively). As discussed in the next section, achievements among boys are noteworthy; from just 12 percent scoring in the Good category at the start to 81 percent; a near seven-fold increase (see Figure 4). Among girls, nearly 55 percent are in the Good category as compared to a baseline figure of 16 percent; such a jump represents an almost four-fold growth. Although achievement for girls is lower than for boys, girls do show a decline in numbers in the Fair category (46 percent from a baseline of 54 percent) possibly explaining the four-fold growth in the Good category.

Figure 1: Performance of youth during DAP study

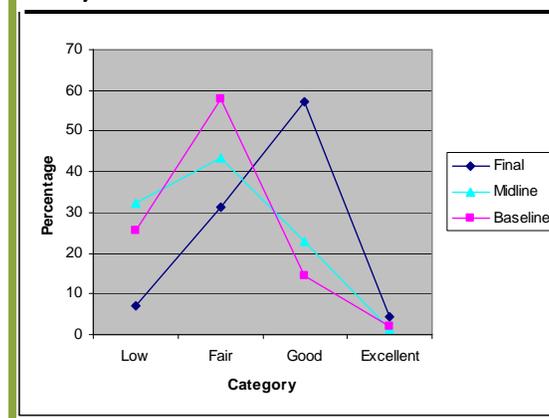
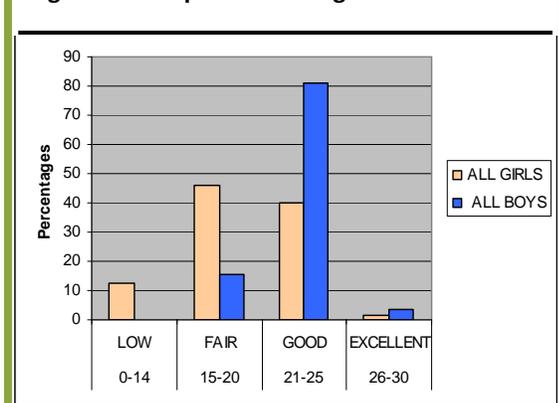


Figure 2: Interpretative Range



traditional milieus as was evident with the Theatre group, which were small female groups that conducted role

The gender gap on developmental assets could be ascribed to the more restrictive environments for girls' participation in community activities and the shift in the nature of activities implemented in this particular project – from small group and female-centric activities, such as henna application, sewing, and training on beauty culture, to large-group activities such as sports and event management. Within the gendered socio-cultural context, an over four-fold increase in girls' assets can be considered a significant project achievement.

Gender asset gap and project activity matching suggests that not all activities and contexts are gender neutral. Small group activities, especially those undertaken in restrictive social environments, may be more female friendly, enabling girls to explore new contexts more gradually and gently. Also, small group events for girls are within the comfort zone of parents in

plays on specific issues relevant to the community, rehearsed in secluded environments, and then, once prepared and well rehearsed, performed at community events.

5.3 Age Impact on Asset Improvement Unpredictable

Predictably, all people improve with age. In the case of CSY, however, this pattern is consistent only up to a point. Younger adolescents scored lower in all categories, except Good, where they have performed better than older children. While this could be attributed to a sampling aberration – many more younger than older children were engaged in the project – it could also be linked to the fact that younger children had more time to engage with the project having fewer obligations (or no explicit demand to work). Certain interventions such as the Back to School Programme and Peer Teaching began on demand (for example, individual participants identifying the need, requesting that they be addressed, and planning for that to happen) and may have also contributed to higher achievement scores for younger youth, placing them in the Good category.

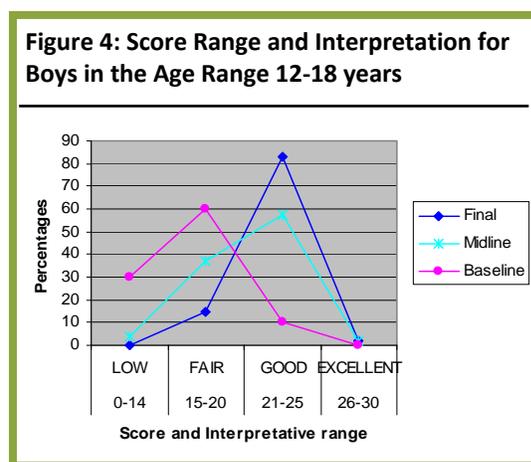
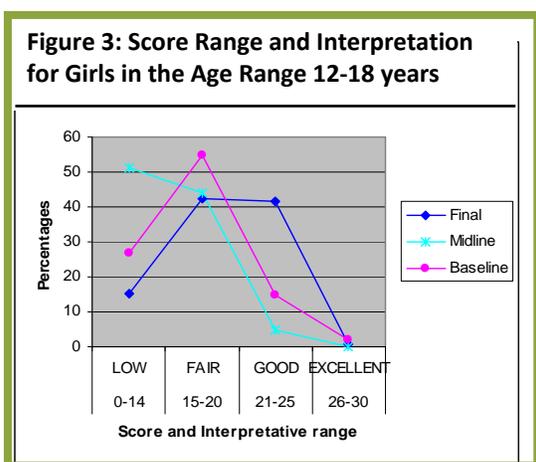


Table 3: Developmental Assets Scores in the Final Survey by Age and Gender

Score Ranges	Interpretive Range	Girls				Boys			
		12-18 Years		19+ Years		12-18 Years		19+ Years	
		N	%	N	%	N	%	N	%
0-14	Low	17	15	0	0	0	0	0	0
15-20	Fair	48	42	15	68	7	15	6	16
21-25	Good	47	42	6	27	39	83	30	79
26-30	Excellent	1	1	1	5	1	2	2	5
Total		113	100	22	100	47	100	38	100

5.3.1 Asset Differences by Age and Gender

Comparisons suggest that younger girls' asset development ranged between the Low and Good categories, whereas for older girls the development ranges between the Fair and Excellent categories. This difference was much less marked among boys. Young girls were more likely to score in the Fair category, whereas older girls were more likely to score in the Good category. Among both boys and girls, younger children outperform their seniors in the Good category. Such unpredictability is difficult to explain, except to state that older youth in low-income communities tend to get involved in livelihood initiatives, often get married, and are burdened with family responsibilities at an early age.

5.4 Asset Attainment Attributable to CSY Intervention

In an examination of the time series data, both boys and girls in the younger age range of 12-18 show a steady increase in developmental assets; moving from Low to Fair and Good categories over the year (Girls: Low: 27% to 15%; Fair: 55% to 42%, Good 15% to 42% and Boys: Low: 30% to 0%; Fair: 60% to 15%, Good 10% to 83%) (See Figures 3 and 4 above.). Interestingly, among young girls, there is an initial drop from 15 to 5 percent in the Good category between baseline and midline, but thereafter, a significant rise in the final survey to 42 percent. For young boys, the increase is both steady and leapfrogs in the good category, from 10 percent (baseline) to 83 percent (final).

Younger boys' better asset attainment than girls over the programme period has been possible because of their larger access to family resources and the fact that they have more free time with fewer controls, both of which have enabled them to engage with the programme and the choice of activities. This explanation can be further established by examining the participation trends; a higher number is seen in the Low asset category at the mid stage followed by a drop at the end point.

Figure 5: Score Range and Interpretation for Girls in the Age Range of more than 19 years

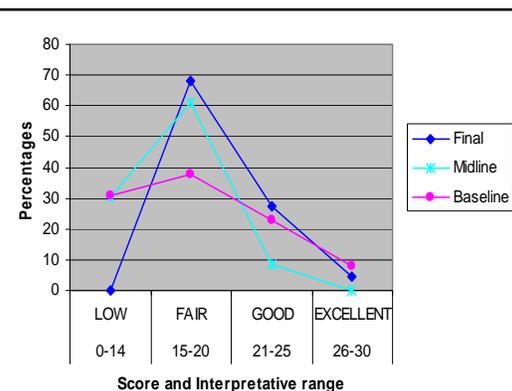
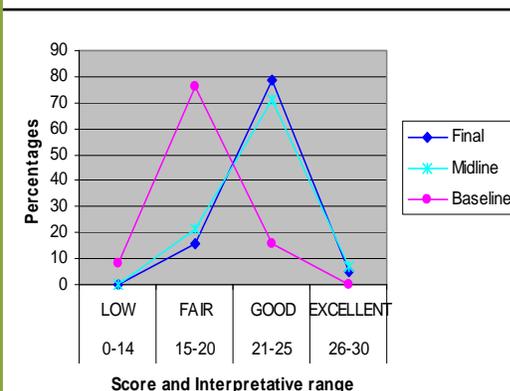


Figure 6: Score Range and Interpretation for Boys in the Age Range of more than 19 years



Among the older youth too, assets have improved as a result of project interventions. While boys moved from the Fair to Good category – 76 percent in the Fair category in the baseline to 79 percent in the Good category in the final assessment – girls in the Fair category nearly doubled from 38 percent to 68 percent. Girls in the older age group showed an initial drop in numbers in the Good asset category between baseline and midline; however, the trend reverses in the final assessment. The final percentages at 27 percent were above the baseline attainments at 23 percent but also significantly higher than midline data at 9 percent. This patchy trend (drop in the midline assessment) can be attributed to the large numbers of new youth joining the project much after the project began (N=94, nearly 40 percent).

5.5 Internal Asset Attainment Improves

The number of young people with internal assets in the Good category has improved. Paradoxically, there has been an increase in number and percentage of youth in the Low and Fair categories as well. A discussion of the comparison between males and females with regards to internal assets scores follows.

Table 4: Internal Asset Scores for All Youth							
Score Range	Interpretive Range	All Youth					
		Baseline		Midline		Final	
		N	%	N	%	N	%
0-14	Low	31	16	126	57	58	24
15-20	Fair	120	60	58	26	94	38
21-25	Good	39	20	38	17	86	35
26-30	Excellent	9	5	1	0	8	3
Total		199	100	223	100	246	100

5.5.1 Boys Make Better Gains in Internal Assets

Both girls and boys have shown improvement in internal asset attainments over the project period. However, boys clearly outperform girls in the attainment of internal assets: whereas girls tend to move between the Low and Fair categories in the end analysis, boys range between Fair and Good. Ninety-one percent of boys are in the Fair to Good categories, whereas 85 percent girls are in the Fair to Low groups. Nine percent of boys have received excellent scores. Better gains in internal asset scores among boys despite lesser numbers engaged in the project may suggest, among other things, that the types of activities in the project, such as tour facilitation, event management, and sports festivals, found favor with boys as opposed to girls.

Internal asset scores among girls fluctuated over the project period. While there was a quantum jump in Low category scores among girls in the median period, the trend started to reverse towards the end of the project. In the early stages, large numbers of girls got engaged with the project, and the intensity of mobilization operations was high. This initial enthusiasm waned over time: many girls returned to their original home based tasks; newer girls replacing those that had dropped out. The latter had less exposure/orientation to the project, and midline scores were essentially baseline scores for many of the new entrants.

Figure 7: Final Internal Asset Scores by Sex - Final

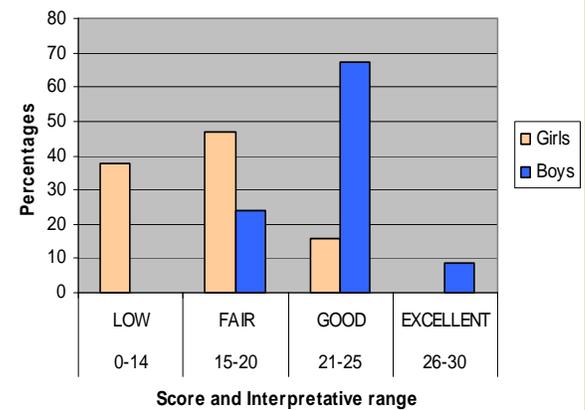


Figure 8: Internal Asset – Score Range and Interpretation for Girls Over Time

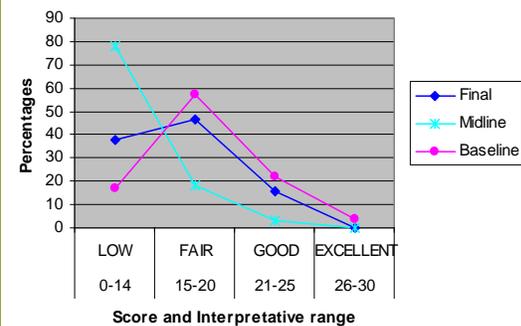


Figure 9: Internal Asset – Score Range and Interpretation for Boys Over Time

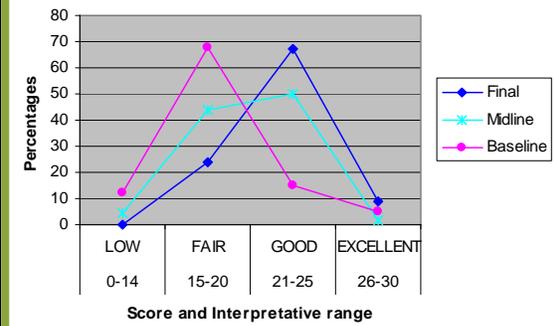


Figure 10: Internal Asset – Scores Range and Interpretation for Girls in the Age Range 12-18 years

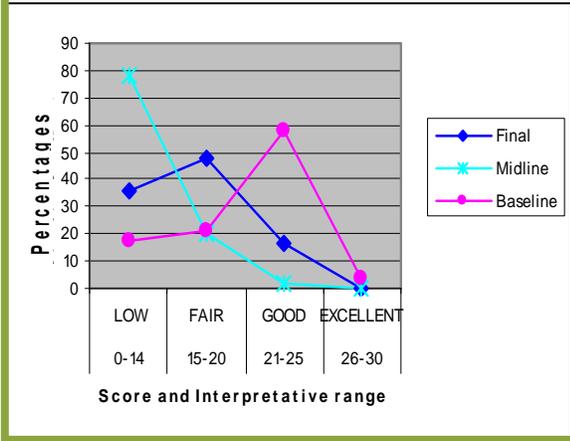


Figure 11: Internal Asset – Scores Range and Interpretation for Girls in the Age of More than 19 years

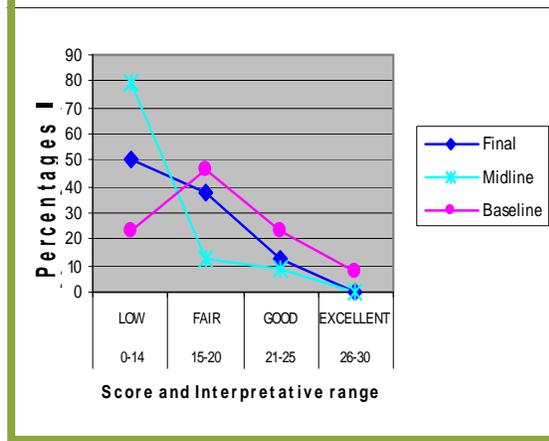


Figure 12: Internal Asset – Score Range and Interpretation for Boys in the Age Range 12-18 years

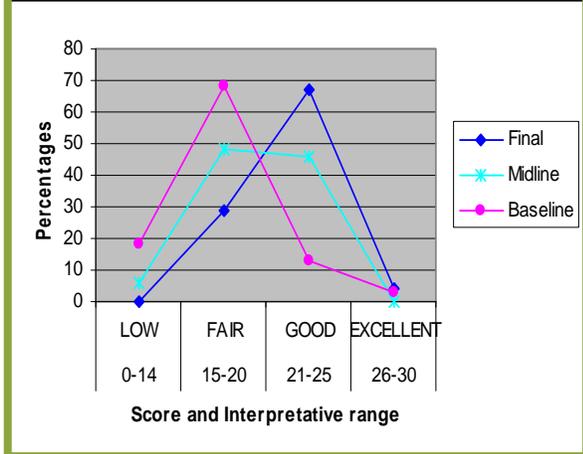
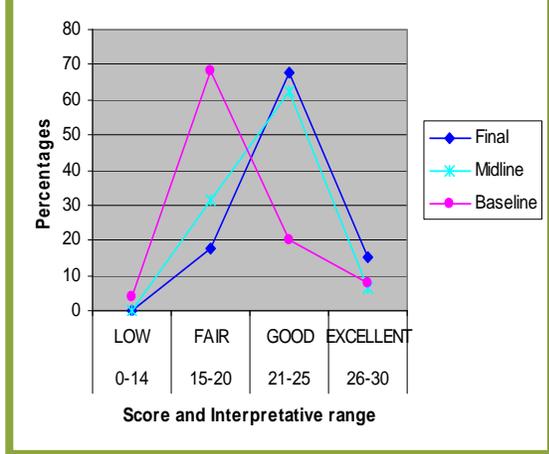


Figure 13: Internal Asset – Score Range and Interpretation for Boys in the Age Range of more than 19 years



The gender gap on internal asset scores persisted across age groups with both older and younger girls getting between Low and Fair scores. Younger girls, though, seem to be moving a bit quicker on the learning curve as compared with older girls.

Compared with girls, boys in both younger and older age groups have performed better.

Internal asset growth has been better for boys. Even in the Excellent score category there were improvements, from 3 percent in the baseline to 4 percent among the younger boys and from 8 to 15 percent among the older boys. The low improvements in the highest category may be read with the caveat that the nature of group changed significantly as the project progressed and many young people went back to pursuing studies or employment.

5.6 External Asset Attainment

External asset development among youth improved significantly under the project. The percentage of young people in the Good and Excellent categories increased, whereas those in the Low and Fair categories declined.

Score Range	Interpretive Range	All Youth					
		Baseline		Midline		Final	
		N	%	N	N	N	%
0-14	Low	78	39	54	24	17	7
15-20	Fair	84	42	86	39	41	17
21-25	Good	32	16	52	23	127	52
26-30	Excellent	5	3	31	14	61	25
Total		199	100	223	100	246	100

5.6.1 Gender Gap closes for External Asset Development

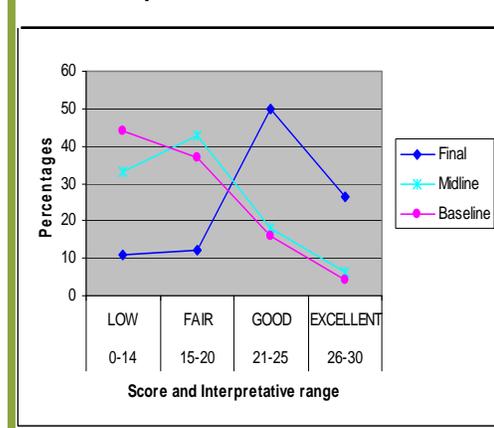
While boys continued to outperform girls on external asset scores as well, the gap was less pronounced. In fact, although girls scored lower in both Fair and Good categories, in the Excellent category, they have surpassed boys. On the other hand, 11 percent of girls scored in the Low category compared with none of the boys.

The substantial improvement in performance among both boys and girls is the result of significantly large numbers that have achieved Good and Excellent asset scores. Percentages in the Good assets category shot up from 16 to 50 percent for girls and 17 to 54 percent for boys, and in the Excellent category, from 4 to 27 percent among girls and 0 to 22 percent among boys. Interestingly, boys performed better in the midline survey with higher percentages in the Excellent category, their scores actually declining in the final study. This decline could be attributed to the very fluid nature of youth organizations that were formed during the programme and were in very early stages, requiring much more time than the programme was able to provide to solidify them.

Figure 14: External Asset Scores by Sex – Final



Figure 15: External Asset – Score Range and Interpretation for Girls Over Time

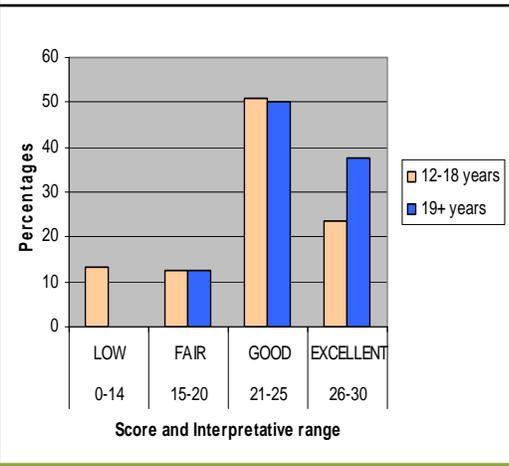


5.6.2 Older Children Attain Better External Assets

External asset achievement was faster for older as opposed to younger children. At the median stage, the achievements among older boys were markedly better than younger ones for both the Good and Excellent categories. In the final study, this gap has closed somewhat, suggesting that the project was beginning to have an impact on younger aged children as well.

In the final assessment, there were larger numbers of older girls than younger girls scoring in the Excellent category. An equal number of older and younger girls receive Fair and Good scores.

Figure 17: External Asset Scores by Girls – Final



Interestingly, none of the older girls scored in the Low category as compared with 13 percent younger girls in this category.

Albeit slowly, the younger girls demonstrated a steady improvement in attainment of external assets, suggesting that a longer intervention span would have helped to sustain the upward learning curve. Younger girls showed improved performances in both the Good and Excellent categories; 51 percent from 17 percent and 23 percent from 4 percent from baseline data, respectively.

Figure 16: External Asset – Score Range and Interpretation for Boys Over Time

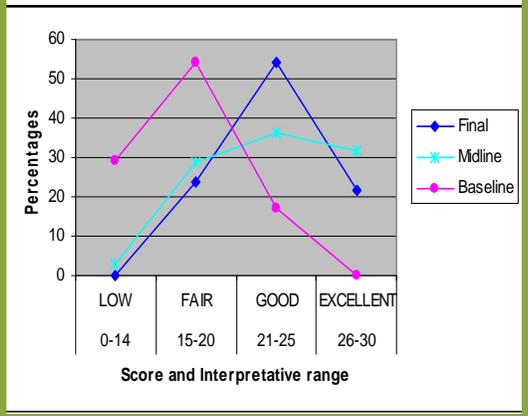


Table 6: External Asset Scores by All Youth – Age Wise

Score Range	Interpretive Range	12-18 years						19+ years					
		Baseline		Midline		Final		Baseline		Midline		Final	
		N	%	N	%	N	%	N	%	N	%	N	%
0-14	Low	69	43	48	27	17	9	9	24	6	15	0	0
15-20	Fair	60	37	73	40	29	16	24	63	13	33	12	19
21-25	Good	27	17	36	20	94	52	5	13	14	35	33	52
26-30	Excellent	5	3	24	13	40	22	0	0	7	18	19	30
TOTAL		161	100	181	100	180	100	38	100	40	100	64	100

Figure 18: External Asset – Score Range and Interpretation for Girls in the Age Range 12-18 years

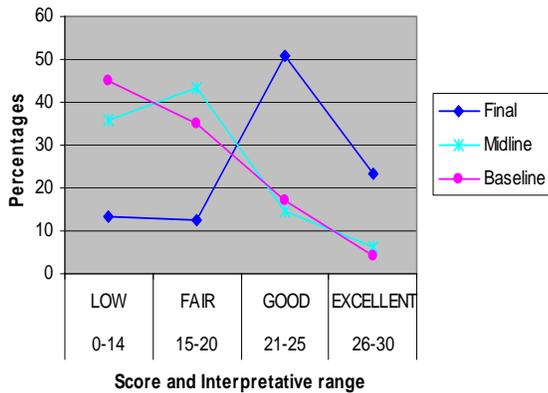
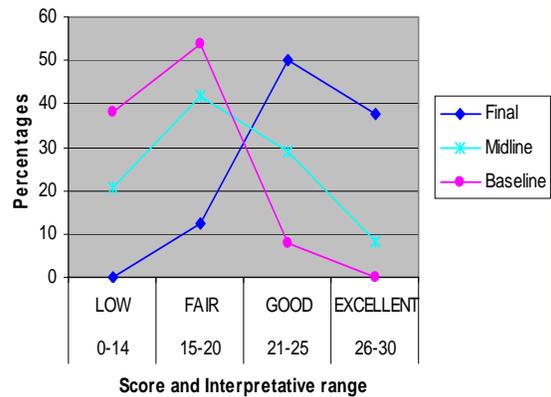


Figure 19: External Asset – Score Range and Interpretation for Girls in the Age Range of More than 19 years



Among older girls, the impact of the programme has been much more dramatic on the growth of external assets; percentage in the Good and Excellent categories has not just gone up from 8 to 50 percent and 0 to 38 percent, respectively, but have but also sustained over the programme cycle. This dramatic change may be attributed to their participation in the theatre, art, story writing workshops and community radio development.

Figure 20: External Asset – Score Range and Interpretation for Boys in the Age Range 12-18 years

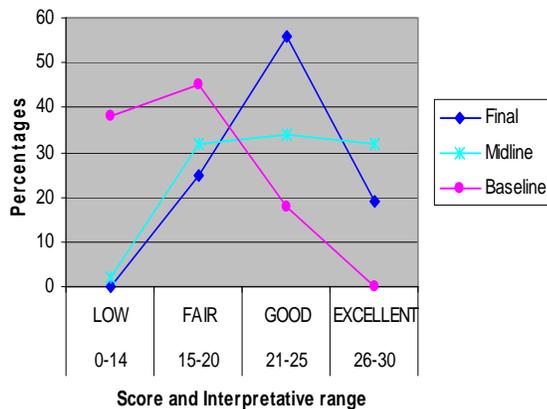
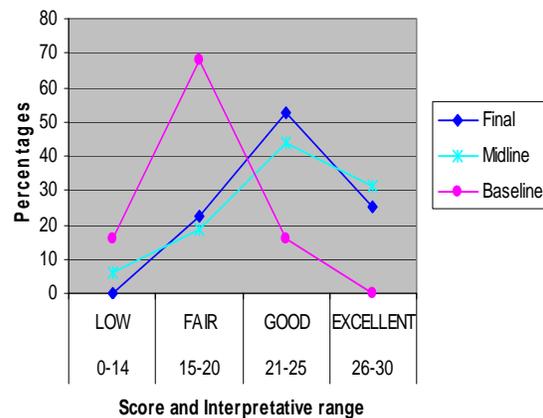


Figure 21: External Asset – Score Range and Interpretation for Boys in the Age Range of More than 19 years



Among boys too, there was a steady improvement in attainment of external assets both from younger to older groups. However, this improvement was evident in all asset categories except in the Excellent category, where boys in both age groups registered a drop between the midline and final studies. While younger boys dropped from 32 percent at the midline survey to 19 percent in the final survey, older boys registered a lesser drop from 31 percent to 25 percent.

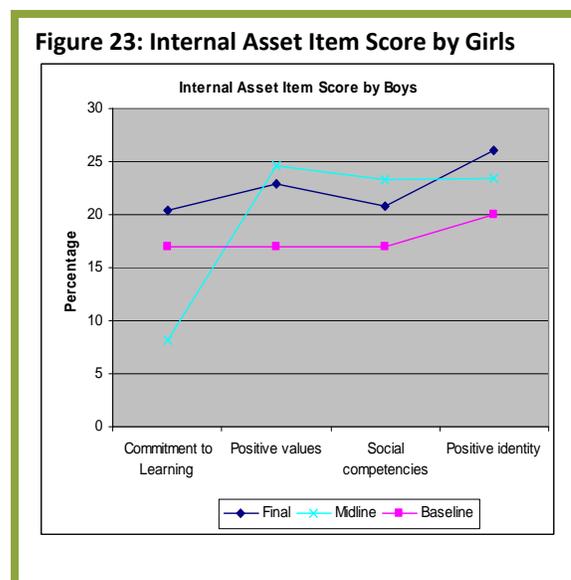
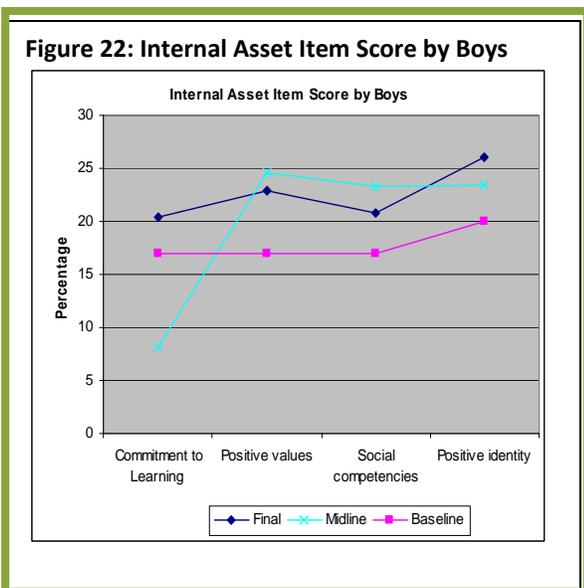
5.7 Internal Asset Attribute Development: Variable Trends

Four key categories constitute the internal asset domain of CAP-CSY Developmental Assets Survey Tool; Commitment to Learning, Positive Values, Social Competencies, and Positive Identity.

Table 7: Internal Asset Item Score – All Youth

	Baseline	Midline	Final
Commitment to Learning	15	4	11
Positive values	18	20	21
Social competencies	18	20	20
Positive identity	20	16	23
Composite Average	18	15	19

Internal assets improved among the young as a result of their participation under CSY except for Commitment to Learning, which, although lower than baseline data, is significantly higher from the midline values. This improvement possibly resulted from the large numbers of new people who joined the project in the middle.



Among boys, Commitment to Learning and positive identity attributes have improved more than Positive Values and Social Competencies. In case of girls, while Social Competence attributes recorded a marginal improvement, Positive Identity and Positive Value attributes remain unaltered. Commitment to Learning, in fact, shows a decline. Commitment to Learning and development of Positive Identity actually shows a decline across age groups. The other two category scores remain unchanged. This trend could be ascribed to lower levels of learning aspirations among girls, mostly as a result of gender socialization. Socialization may also be responsible for slow/declining attainment among girls as these internal barriers are difficult to overcome and require much more persistent effort to change.

Table 8: Internal Asset Item Scores by Girls – Age Wise						
	12-18 years			19+ years		
	Baseline	Midline	Final	Baseline	Midline	Final
Commitment to Learning	14	3	6	15	3	4
Positive values	18	18	19	21	19	19
Social competencies	18	18	20	19	19	19
Positive identity	20	13	21	19	12	19
Composite Average	18	13	16	19	13	16

Table 9: Internal Asset Item Scores by Boys - Age Group						
	12-18 years			19+ years		
	Baseline	Midline	Final	Baseline	Midline	Final
Commitment to Learning	17	8	20	18	9	21
Positive values	17	24	22	17	26	23
Social competencies	16	23	20	19	25	21
Positive identity	19	23	26	21	25	26
Composite Average	17	19	22	19	21	23

In the case of boys, most aspects show an upward trend across the age group, but a flip-flop across the time series data.

5.8 External Asset Attribute Development: Significant and Sustainable

The external attributes tested under CAP-CSY Developmental Assets Survey Tool include: Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time.

Table 10: External Asset Item Score by All Youth			
	<i>All Youth</i>		
	Baseline	Midline	Final
Support	17	15	24
Empowerment	15	20	24
Boundaries and expectation	16	18	22
Constructive use of time	15	16	19
Composite Average	16	18	22

Figure 24: External Asset Item Scores by Boys

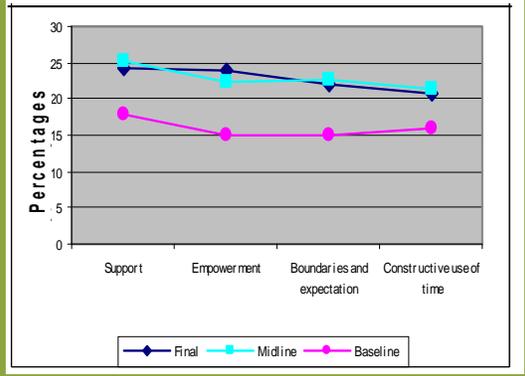
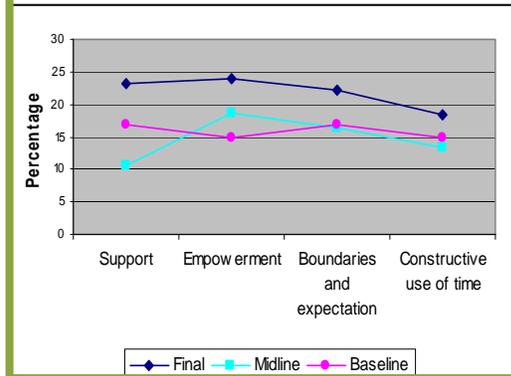


Figure 25: External Asset Item Scores by Girls



A significant rise in all external attributes is evident over the project period among the young people. This increase was steady over the span of the project for all categories except for Support, where the curve line in the graph dips in the middle (showing a decline), possibly because of the induction of a new group of youth in the project.

Among boys, all four attributes were better developed from start of the project, although the development after the midline survey remained mostly stable, except in the case of Empowerment, which improved (from 22 to 24 percent), indicative of sustainability in attribute change.

Girls registered more significant achievements in all the external asset attributes; the rise in Constructive Use of Time however is not equi-proportionate to the other categories.

Table 11: External Asset Item Scores by Girls – Age Wise

	12-18 years			19+ years		
	Baseline	Midline	Final	Baseline	Midline	Final
Support	17	18	23	18	21	25
Empowerment	15	18	23	15	21	26
Boundaries and expectation	17	16	22	18	19	25
Constructive use of time	16	13	18	11	14	21
Composite Average	16	16	21	16	19	24

Age group results show a steady growth in all attributes in case of girls; albeit, the growth pattern across the various attributes was somewhat mixed and choppy. However, the rising curve indicates sustained rise in attributes with maturation.

	12-18 years			19+ years		
	Baseline	Midline	Final	Baseline	Midline	Final
Support	18	25	24	20	25	25
Empowerment	14	22	24	18	23	24
Boundaries and expectation	15	22	21	16	24	23
Constructive use of time	17	21	22	15	22	20
Composite Average	16	23	23	17	23	22

In the case of boys, the maturation of traits was less predictable. While there was growth in Support and Boundary and Expectation attributes, there was none vis-à-vis Empowerment, and there was an actual decline in the Constructive Use of Time across the ages. The latter may be because many of the older boys, having finished their studies, were in the process of hunting for jobs or settling down in their chosen vocations, and hence were not fully occupied.

5.8 Rise in Attributes in all Context Categories

Regarding context categories, there was a definite rise in all the categories across age and gender, with the maximum rise under Family Support (17 to 24 percent), suggesting that the project was able to build positive interactions between youth and their families.

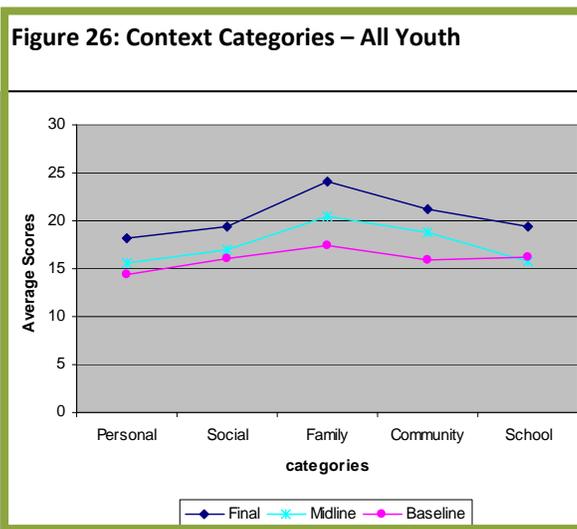


Table 13: Context Category Scores by Sex						
Context Attributes	Average Scores					
	Girls			Boys		
	Baseline	Midline	Final	Baseline	Midline	Final
Personal	19	12	16	18	25	21
Social	17	15	17	16	23	23
Family	17	19	24	17	25	25
Community	18	18	20	16	22	24
School	15	13	19	17	21	21
Composite Scores	17	15	19	17	23	23

Between boys and girls, across all context categories, girls demonstrated slower attainment of attributes than boys. The rises in all categories were not very significant. In fact, average scores in the Personal and Social categories actually decreased in the midline survey. While in the Personal category the score finished higher in the final survey, in the Social category the score only leveled up with the baseline score.

For boys, the performance on all external assets attributes registered significant increases as compared with the baseline, although there was a tapering of the growth curve following the midline period for all attributes except the Personal, where there was an increase from the baseline survey to the midline survey but a decrease thereafter.

Table 14: Context Category Scores by Girls – Age Wise						
Context Attributes	Average Scores For Girls					
	12-18 years			19+ years		
	Baseline	Midline	Final	Baseline	Midline	Final
Personal	20	12	17	19	12	16
Social	19	14	17	17	16	17
Family	19	18	23	17	21	27
Community	19	17	20	18	19	21
School	14	13	18	15	14	22
Composite Scores	18	15	19	17	16	21

For younger girls, average scores declined from the start of the project started for the Personal and Social categories, whereas for Family, Community and School interactions, the scores rose, albeit marginally. For the older girls, all attributes registered an improvement following the baseline, except for the Personal category, which showed a decline. In the Social category, the scores declined at first but eventually leveled out. It is difficult to find an explanation for this result based on the particular interventions of this project, except to say that project interventions did not focus on personal counseling, which in future similar initiatives, may be something to consider.

Table 15: Context Category Scores by Boys – Age Wise						
Context Attributes	Average Scores For Boys					
	12-18 years			19+ years		
	Final	Midline	Baseline	Final	Midline	Baseline
Personal	21	24	18	23	26	19
Social	23	22	16	24	24	17
Family	25	25	16	26	25	19
Community	24	22	16	24	22	17
School	22	21	17	20	22	17
Composite Scores	23	23	16	24	24	18

In the case of boys, however, the performance was significantly better, as across all age groups the boys registered higher averages in all categories.

6. Summary of Results

1. The participation of youth, particularly boys, in the project increased consistently and significantly, which indicates a rising interest among young people for youthful activities. The decline in the participation of girls is attributed to the nature of project activities - large group/community events – that are possibly more attractive to boys as compared with small group actions that are more female-friendly.
2. There was a four-fold increase in developmental assets among participating youth, with performances improving from Fair to Good.
3. Both boys and girls improved their developmental assets, although achievement for boys was better than for girls. The gender gap in developmental assets may be ascribed to the more restrictive environments for girls' participation in community activities. Within the gendered socio-cultural context though, an over four-fold increase in assets of girls can be considered a significant project achievement.
4. There is no predictable pattern in asset development across age for both boys and girls. Younger children had better performance scores vis-à-vis seniors in the Good category. Such unpredictability is hard to explain, except to state that older youth in low-income communities get involved in livelihood initiatives, get married, and are burdened with family responsibilities at an early age.
5. Steady increases in asset achievements from Low to Fair and Good categories over the year suggest that the impact is the result of CSY interventions.
6. Both girls and boys showed improvement in internal asset growth over the project period, with boys clearly outperforming girls whose scores shifted throughout the project period.
7. An internal asset gender gap persists across age groups. Compared with girls, boys in both younger and older age groups performed better.
8. Boys outperform girls on external asset scores as well; however, this gap between the sexes is less pronounced.
9. External asset achievement has been faster for older as opposed to younger children, although the gap appeared to have been closing, suggesting that the project was having an impact on younger-aged children as well.
10. External asset attainment for younger girls was steady, but slow, suggesting that a longer intervention span would have helped to sustain the upward learning curve.
11. Among older girls, the programme impact on the growth of external assets was much more dramatic, with both substantial increases in scores and sustainability over the programme cycle. This dramatic change can be attributed to girls' participation in theatre, art, story writing workshops and community radio development.
12. Among boys too, there was a steady improvement in attainment of external assets from younger to older groups. However, this improvement was not consistent.
13. Attribute development in the internal asset category varied across the two sexes and age groups. Among boys, there was a rise in Commitment to Learning and Positive Identity attributes, but for girls, there is only a marginal improvement noted in Social Competence, with Commitment to Learning, in fact, showing a decline, which can be ascribed to lower aspirations and socialization patterns for girls.

14. The significant rise in all external attributes over the project period was consistent for all categories except for Support, for which category scores decrease in the middle. This temporary decline may be attributed to the indication of a new group of youth in the programme.
15. Among boys, all four attributes showed increased scores over time from the start of the project, although the development after the mid-term remained mostly stable, except in the case of Empowerment where it improved (from 22 to 24 percent), indicative of sustainability in attribute change.
16. Girls, too, registered more significant achievements in all the external asset attributes; the rise in Constructive Use of Time, however, is not equi-proportionate to the other categories.
17. Age group results showed a steady growth in all external attributes among girls, although the pattern of growth was somewhat inconsistent although results showed sustained increase in attributes over a longer time (from baseline to final survey).
18. For boys, the maturation of external traits was less predictable. While there was growth in Support and Boundary and Expectation attributes, there was none vis-à-vis empowerment, and there was an actual decline in the constructive use of time across the ages.
19. A distinct rise in all context attributes, across age and gender is evident, with the maximum rise occurring in the area of Family Support, suggesting that the project was able to build positive interactions between youth and their families.
20. Girls demonstrated a slower attainment of context attributes than boys. Performance on all context asset attributes for boys registered significant increases, but with a tapering of the growth curve after the median period.
21. For younger girls, average scores declined for Personal and Social categories, whereas they rose for Family, Community, and School interactions. For older girls, all attributes, except personal, registered an improvement. In the social category, the scores declined at first but eventually leveled out. In the case of boys, however, the performance is significantly better; across all age groups and categories, boys have registered higher averages.

7. Summary of Lessons Learned

Results from the application of the CAP-CSY Developmental Assets Survey Tool suggest that CSY interventions have resulted in significant improvements in asset growth among adolescent boys and girls across age groups. The growth curve is inconsistent for some of the categories and age groups, however, appears to be sustained over the longer term. A few important lessons for future projects emerge from the above analysis:

1. Youth-based projects must be planned on a longer time scale; 12 months (the current project period) is quite insufficient for bringing about a consistent and significant change across all groups, attributes and context categories.
2. Activities that are seemingly gender neutral are not necessarily so, with certain activities, such as large group events, being more male friendly and others, such as small group activities, being more female friendly. Youth projects will need a mix of both to keep the interest of youth alive. Gender asset gap and project activity matching suggests that not all activities and contexts are gender neutral. Small group activities may be more female friendly in restrictive environments; enabling girls to explore new contexts/vistas more gradually. Also, small group events for girls are within the comfort zone of parents in traditional contexts as was evident with the Theatre group.
3. Youth-based projects are complex. Under the CSY project one could pursue a number of activities during a short period of time, resulting in an uneven/patchy impact. CSY had a little bit for everyone. If given a longer duration, more intensive, focused inputs may have been possible for developing specific attributes in a sustainable manner. Youth-based projects must allow for both broadening and deepening approaches and following a much wider range of actions.
4. The CAP-CSY Developmental Assets Survey Tool has (or reflects) an inherent gender bias (and this may also apply to some aspects of Search Institute's *40 Developmental Assets* framework and its DAP tool). This bias has become noticeable following the results of the current assessment, for example, in the category of Commitment to Learning. In the gender and social context of Agra the declining performance among girls may very well be attributed to the fact that not many of them expect to finish their entire studies. Similarly, low social asset scores for girls in a restrictive environment should be in the acceptable range. There is a need to revalidate the tool for its context and gender fairness – especially to the extent that researchers want to use standardized scoring ranges such as Low, Fair, Good, and Excellent.

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