



CARE'S YOUTH LEADERSHIP INDEX

TOOLKIT 2014



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CARE'S WORK IN EDUCATION

Since its founding in 1945, CARE has implemented education-related activities, beginning with programs to build schools, operate school-feeding initiatives, develop educational materials, and run literacy programs. Education became a programmatic focus area for CARE in 1994, leading to an increase in our understanding of, and focus on, the implementation of holistic education-based approaches to addressing poverty.

CARE has long focused its attention on the most marginalized groups, and attends to the disproportionate disadvantage that girls often face as one of the most marginalized groups in many societies. CARE believes that every child has the right to a quality education, and every government has a responsibility to educate all children – even in the most difficult circumstances and for the most vulnerable groups.

Introduction to CARE's Youth Leadership Index (YLI)

The greatest obstacles to girls' education across the globe are often a result of their lower social status. CARE has set forth the case that the considerable benefits of girls' education can be sustained, deepened, and even multiplied if integrated with purposeful efforts to address and positively alter girls' lower social status.

CARE's Girls' Leadership Model has been developed to guide efforts focused on cultivating leadership skills in adolescent girls and supportive changes in behaviors, customs, and policies in the societies around them. With this model, leadership projects were developed in 28 countries, and multiple measurement tools were developed to measure: changes in girls' status; educational outcomes; changes in gender equitable attitudes; and leadership.

The *Youth Leadership Index*, YLI, was designed specifically by CARE to longitudinally measure changes in self-perceptions of leadership among youth, specifically those aged 10-17. The questions in the YLI ask youth about their self-confidence, their decision-making, problem solving and organizational skills, their sense of voice, and their ability to motivate others. The YLI also measures cooperation, diligence, independent thinking, personal responsibility, and leadership interest.

Specifically, the strength of the YLI comes through its use to plan, implement, or evaluate programs. For example, data may be used as a baseline before implementing a project and again as a comparison during and/or at the end of the project. The data may be compiled to show youth leadership scores across individuals, as well as grouped together by school, community, or region. The YLI is not designed to be used for comparisons between boys' and girls' individual leadership scores, or to rank girls and boys according to their individual YLI scores.

In 2012, the YLI was adapted from the Girls Leadership Index (GLI) (a scale that was developed and used by CARE to quantitatively measure leadership specifically among girls) for collection of data from boys and girls. The GLI had been piloted in nine countries¹, but further analysis indicated the need for refinement of the tool, resulting in the YLI. The YLI was piloted with 2,750 adolescent boys and girls in multiple communities across three countries, Bangladesh, Burundi, and India. This piloting showed high overall reliability scores (Bangladesh 0.75; Burundi 0.78; and India 0.87), as well as high reliability scores for both boys and girls (boys 0.73 to 0.88; girls 0.77 to 0.86) indicating strong promise as a tool to measure leadership competencies among youth. CARE recognizes and thanks the talented team at Miske Witt & Associates for their work and leadership on the piloting, assessments, and revision of the YLI.

In its current format, the YLI was used as one of the baseline tools in a rigorously evaluated project in Zimbabwe (Improving Girls' Access Through Transformative Education – IGATE²), contributing to build a general profile of marginalized girls and to inform implementation strategies. The results from Zimbabwe indicated differences in perceptions of leadership between districts and among girls whose families belong to specific religious groups; interestingly, the lowest scores were found among groups whose learning outcomes are also poor. The average score found (58 out of 84, or 69%) was in the same range as pilot results with girls who had not been exposed to leadership training in other countries.

Based on CARE's experience with the GLI, scores are likely to drop after initial leadership training, due to the increased awareness of their own self-confidence/voice, decision-making, problem-solving and organizational skills. Scores are likely to increase through time if girls engage in effective leadership development programs, developing leadership skills and an awareness of their importance.

¹ Bangladesh, Egypt, Honduras, India, Kenya, Malawi, Peru, Tanzania and Yemen.

² IGATE is being implemented by a consortium led by World Vision UK, with CARE's participation.

CARE intends to continue testing and refining the YLI to strengthen its validity and to explore any gendered differences that might exist among individual items within the tool. We welcome our partners and colleagues to use the YLI in their work. Should you use, adapt, or reference the YLI, please include the following reference: CARE USA (2014). *Youth Leadership Index (YLI) Toolkit*. CARE USA: Atlanta.

Each use of the YLI provides valuable information that permits CARE to continually improve it, so that the results validly and reliably reflect participants' perspectives and beliefs. Please share your results and experiences using the YLI and this Toolkit with CARE (education@care.org) so they may contribute to further enhancements of the tool.

This guide includes the full Youth Leadership Index instrument, guidance for its use in the field, as well as its scoring criteria.



Considerations for YLI Instrument Use and Data Collection

Notes to the Research Lead

- Administering the YLI is different from participatory research. Every survey must be administered the same way every time to every participant. Data entry must be exact. This will require extensive training of data collectors and data entry personnel -- at least two days.
- It will take approximately 45-60 minutes to administer this instrument in one setting.
- The process of translation and back-translation of the instrument and the scripts must be started at least four weeks before planned data collection.
- A participant consent policy must be established or reviewed for this research (i.e. active [signing a form] or passive consent).

If the Country Office/organization/project has the resources to follow the steps above and below, then administration of the YLI can proceed.

Checklist for data collection

You are ready to collect data in the field if you answer “yes” to all questions below.

1. Communities have been identified and contacted; a focal person has been designated at each site for organizing groups and places for data collection
2. All instruments and administration scripts have been translated, back translated, and revised as necessary following the back translation.
3. Data collectors and supervisors have been hired (with equal numbers of men and women if collecting information from both boys and girls; if data collection is with only girls, then all women data collectors should be used; likewise with boys).
4. Data collection supervisors and data collectors have been trained to administer all versions of the instrument to be used in data collection.
5. Data entry time has been planned and data entry persons have been trained.
6. Surveys have been copied, collated, put into groups and numbered; packets are prepared with surveys, scripts and control sheets.³ (Note: Pencils for each respondent, erasers and pencil sharpeners are also recommended.)
7. A data storage site has been identified along with plans for securing the data after it has been collected.
8. The lead researcher has read this entire manual and related materials from cover to cover, understands, and is confident that the project/ organization has all the resources necessary to proceed.

³ See [Annex 3](#) for an example of a data collection control sheet.

1. The YLI Instrument

1.1 BACKGROUND

The Youth Leadership Index (YLI) is a survey tool used to collect quantitative information on youth attitudes and behavior. The YLI is designed for data collectors to read each question and the response options aloud to youth participants, who fill the responses themselves.

The questions in the YLI ask youth about their self-confidence, their decision-making, problem solving, and organizational skills, their sense of voice, and their ability to motivate others. The YLI also measures cooperation, diligence, independent thinking, personal responsibility, and leadership interest.

The YLI was developed as a quantitative tool to allow CARE to measure changes in perceptions of youth leadership over time. In its current format, the YLI has been piloted in multiple communities in four countries. This manual has been informed by the procedural and administration lessons learned during the pilot.

The pilot test of the YLI demonstrated that the instrument is reliable and may be used with confidence. However, it is nonetheless important for you to pilot the YLI instrument in one local community before proceeding further. A small-scale, local pilot will allow data collectors to practice administering the instrument as well as to highlight any translation issues and allow for troubleshooting of problems (such as how to deal with disturbances during administration). This small scale pilot is only to improve administration, not to change the instrument or collect data for analysis.

Tip from the 2012 pilot study: After piloting the YLI instrument in one local community, the supervisor and/or research lead should meet with data collectors and discuss the top five key issues or challenges, and to brainstorm ways to address the issues during the actual data collection.

1.2 INSTRUMENT USE

The purpose of the YLI is to gather quantitative data across multiple age groups about changes in participants' perceptions of youth leadership over time.

The instrument may be used to plan, implement or evaluate programs. For example, data may be used as part of a baseline before implementing a project and again as a comparison during and/or at the end of the project. The data may be compiled to show aggregate leadership scores by school, community, or region.

More specifically, the instrument may be used:

- To plan, implement or evaluate youth leadership programs. For example, data collected at a program's initiation, midpoint, and completion may be compared for program development, assessment, and evaluation purposes;
- To compare aggregate youth leadership scores across programs, schools, groups, communities, or regions;
- To provide an aggregate scaled leadership score for a particular group;
- To design professional development programs to help foster youth leadership;
- To strengthen teachers' ability to implement principles and strategies used in supporting and developing youth leadership;
- To form the basis of professional conversations with supervisors and/or teachers;
- To develop community youth leadership strategies.

The instrument should not be used:

- To report individual-level leadership scores. Scores should be reported for aggregate groups only;
- To create sub-scores for particular leadership areas (e.g., self-confidence, voice, etc.). These items (questions on the YLI) should be investigated as individual variables and not scaled together;
- To collect data for programs that do not address issues of youth leadership;
- To criticize or blame teachers, parents or community members for either youth leadership development or lack of youth leadership development.

1.3 TRANSLATION PROCESS

To ensure that the instruments to be used are of the highest quality, we will use the process of translation and “back translation” described below. Begin the translation process as soon as possible since it may take at least four weeks to complete.

Steps for the Country Office/ Organization/Project

- 1) Identify two (2) translators who are highly proficient speakers of the target language and of English. (The target language is the one local language that will be used for all instruments during the research study). Note: Tell the two (2) translators that they must not communicate with each other during the translation process. (They can contact other translators if they have questions about a word, but not the second translator hired for this work.)
- 2) Ask one of the two translators to translate the English language instrument(s), instructions, and scripts into the target language by a given date.
- 3) After the translation is complete, ask the second translator to translate the instruments from the target language back into English by a given date without looking at the original instruments, instructions, or scripts. (This process is called back-translation, and it is necessary to check for accuracy of the first translation as well as any difficulties in understanding caused by the wording of the items on the instruments).
- 4) On the given date, the translators will provide the back-translation to the Country Office/ organization/ project. The lead researcher will then compare the original language instruments with the back-translation versions. Any problematic differences should be noted, and the research lead should determine whether or not particular phrases or items in the target language translation should be changed and re-translated.
- 5) When the lead researcher has approved the final translation, the instrument(s), instructions, and scripts can be printed and prepared for photocopying.

2. Roles and Responsibilities

2.1 ROLES AND RESPONSIBILITIES OF DATA COLLECTION SUPERVISORS AND DATA COLLECTORS

Successful data collection requires effective collaboration between the data collection supervisors and data collectors. This section details their roles and responsibilities. It can be used as a checklist for data collection.

2.1.1 Data Collection Supervisor's Responsibilities

The data collection supervisor's role is to manage the data collection process, ensuring that each data collector is following the data collection protocols. The supervisor should communicate with the Lead Researcher about any questions related to the data. This will help to safeguard the reliability of the data.

Preparation for Data Collection – Data Collection Supervisor's Tasks:

- Organize a small group of people to supervise the translation, back-translation and revision process to ensure the translated instruments are as accurate as possible. (See Translation Process, section 1.3 above.)
- Oversee data collection logistics
 - > Ensure that copies of the control sheet (see **Annex 3**) have been compiled with the survey and each data collector understands the purpose of the control sheet.
 - > Ensure that a unique identification (ID) number (see description below) is written on each page of every instrument.
 - > Organize data collection materials into packets ready for administration.
 - > Review data collection logistics and protocols with all data collectors.
- Communicate regularly with the data collectors about data collection times, dates, locations, and other logistics.

During Data Collection – Data Supervisor's Tasks:

- 1) At the site, introduce the data collection team to the person in charge and the participants.
- 2) Explain the purpose of the research briefly to the person in charge and the participants.
- 3) Ensure that appropriate rooms or spaces have been allocated for data collection.
- 4) Ensure that data collectors have explained the research and gained consent of each participant (either verbally or through consent forms, according to the policy followed by the Country Office/ organization/ project).
- 5) Oversee the administration of the data collection instrument. Ensure that data collectors are following the data collection protocol exactly as planned, that they are using standardized examples when needed, and that they help participants individually as needed.
- 6) Answer any questions asked by data collectors, people on site, participants.
- 7) Assist data collectors with any challenges or unforeseen circumstances.

After Data Collection – Data Collection Supervisor's Tasks:

- 1) Verify that each survey is complete.
- 2) Hold a daily formal debriefing meeting with data collectors to discuss problems that they faced (e.g., dealing with disturbances or with large groups) and solve problems with them.
- 3) Ensure that a secure storage space is created in the office (e.g., in a locked file cabinet), and that all data are stored.

2.1.2 Data Collectors' Responsibilities

The data collector's role is to administer the surveys, to collect the surveys, to give surveys to the supervisor after data collection sessions, and to keep notes about questions or problems about the survey or the process.

Data Collectors' Responsibilities

Data collectors should work in pairs, with the following individual responsibilities:

- One data collector will read the instructions and the instrument items aloud to participants.
- The other data collector will ensure that the participants are filling out the survey correctly; will distribute pencils; will answer questions as needed; and will collect pencils at the end of the data collection session (unless it has been agreed in advance to leave the pencils with participants).

Data Collectors should regularly communicate with the Data Collection Supervisor about data collection times, dates, locations, and other logistics.

During Data Collection – Data Collectors' Tasks:

- 1) Adhere to strict time schedules, arrive prepared and on time, and act and dress professionally.
- 2) Mobile phones should be turned off during data collection so that individuals are not distracted while administering the survey.
- 3) Write an ID number on each form, if requested by the data collection supervisor.
- 4) Introduce yourself and make the purpose and the process of the research clear to all. Ensure that consent has been given (either verbally or in writing, according to the Country Office/ organization procedures).
- 5) Administer the data collection instrument to participants by following the data collector scripts exactly as written.
- 6) Check each participant's completed survey to make sure answers have been circled completely before submitting the survey to the data collection supervisor.
- 7) Thank youth and adults following the administration of the instrument at each data collection site.
- 8) Immediately after the data collection session is completed write down any concerns, comments, etc., in order to share them with the data collection supervisor.

After Data Collection – Data Collectors' Tasks:

- 1) Participate in a debriefing session with the data collection supervisor and other data collectors after each day of data collection.
- 2) Discuss any challenges to data collection with the data collection supervisor.

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ROLES AND RESPONSIBILITIES – SUMMARY OF KEY POINTS

Data Collection Supervisors	<p>The data collection supervisor's role is to manage the data collection process. The data collection supervisor's responsibilities include:</p> <ul style="list-style-type: none">• Creating a data collection plan:<ul style="list-style-type: none">> Map out roles and responsibilities for data collectors and supervisors> List all supplies needed for data collection> Create a detailed data collection plan (sample size, site selection, timeline, etc.)> Discuss and familiarize data collectors and supervisors with the data collection instrument and consent forms• Managing all data collection logistics such as scheduling and organizing data collection and checking surveys for unique ID number• Overseeing data collection by liaising with research site and participants and assigning space for data collection
Data Collectors	<p>The data collectors' role is to administer the surveys, give the surveys to the research coordinator, and to keep notes about questions or problems about the survey or process.</p>
Consent	<p>Follow Country Office/ organization guidelines.</p>
Confidentiality	<p>When working with any participants, in particular with children and youth, we have an obligation to protect them by ensuring that their survey responses are kept in strict confidence.</p>

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3. Training Data Collectors

Notes to Data Collection Supervisor/Facilitator leading the Training: (1) Since data collectors will work in pairs, if possible, you may want to identify in advance which pairs of data collectors will administer the different versions of the instruments, and have them practice working on this particular version of the instrument during the workshop. (2) Decide who will enter ID numbers and when. This may take place at the end of the workshop day, or you may choose to do this on your own with one or two assistants.

3.1 INTRODUCTION

Welcome everyone to the Data Collector Training Workshop.

Workshop Goal – For data collectors to be prepared to collect data for the YLI.

3.2 INSTRUMENT TRAINING WORKSHOP SCHEDULE

ACTIVITY	LENGTH	TIME OF DAY
Session 1 Introduction and workshop goals; agenda. Background: Why this research, these instruments, these participants.		
Session 2 Roles and responsibilities for quality data collection		
Session 3 Detailed review of the Youth Leadership Index <ul style="list-style-type: none"> • Introduce instrument • Practice survey in pairs – Tell data collectors to write down their questions or concerns to discuss in the large group • Come back together as large group to discuss the instrument and questions 		®
Session 4 Logistics (This may include writing the ID numbers on the surveys, or informing data collectors that this will be done in advance.)		
Session 5 Data entry guidelines and good practices		

Tip from the pilot data collection: Provide two full days – at least one for training and one to allow for follow-up to the training, practice, and for any corrections and/or problems to be addressed before going to the site for data collection.

3.3 TRAINING SESSION

Distribute copies of the survey instrument (**Annex 1**) and YLI Administration Scripts (**Annex 2**)

- 1) Explain the organization/ project work broadly to the data collectors.
- 2) Read sections 3.1 and 3.2 (above) out loud to the group and explain the instrument.
- 3) Discuss the importance of uniformity and consistency.

Say to data collectors: “It is very important that all participants have the same survey experience so that the data can be reliably used to compare and contrast. If participants at different schools or communities have different experiences with the data collection, then we are no longer able to compare the data from those participants. This means that data collectors must ONLY say the scripts they are given, plus any examples, prompts, or clarifications that were created as part of the data collection plan.”

As a data collector it is important that you:

- Do not make up your own examples, prompts or clarifications.
- Follow the script word for word, without varying, each time the survey is administered.
- Remain neutral in your body language and tone of voice. Body language can show when you are frustrated, bored, excited, or if you agree or disagree with a statement. Try to keep your body language and tone of voice neutral during the survey administration. Your actions can affect how participants answer the survey. It is important that your actions do not affect their responses.
- Be respectful of participants at all times during data collection. Seeking permission, thanking participants, and maintaining respectful body language are all ways to show respect for participants. Note: Do not discuss the data collection process or analysis in front of participants.
- Do not express any of your value judgments regarding the abilities, intelligence, knowledge of gender equity, or any other aspect of the community or participants. This research is not intended to criticize or judge any participants.

Uniformity on Culturally Appropriate Dynamics

While it is critical that this type of survey research be as standardized as possible, it is also important to be aware of and sensitive to different culturally appropriate behaviors and dynamics. For example, administering the survey to men and women in the same or separate rooms should be decided based on cultural norms and accepted behaviors. Other aspects of the data collection may be influenced by cultural or country contexts. Examples of this are listed below.

- Examples or explanations of the survey statements or response options should make sense in the cultural or community context in which the data is being collected.
- Any gestures used to demonstrate the possible response options should be decided upon during data collector training and should be culturally appropriate.
- The timing of the data collection, both the time of year and the time of day may be influenced by cultural expectations and shifts in circumstances that affect results.
- Whether data collection begins promptly with fewer participants, or begins later with more participants should be decided during data collector training and should take cultural norms into account.

- The location used for data collection, especially for community members, should be chosen with care, taking into account travel time and cultural expectations.
- Data collection should be monitored at all times to ensure safety. Please use culturally appropriate safety mechanisms, such as windows and doors remaining open at all times.

Any decisions that are made based on culturally appropriate dynamics should be clearly documented by the data collection supervisor and labeled with the date, location, and ID numbers affected by each decision. It is appropriate to create examples and gestures that are culturally sensitive; however, the survey itself should not be changed.

4) Ensure data collectors have an in-depth understanding of the instrument and how they are to administer it. Below are some suggested ways to meet these goals (e.g., understanding of instrument, comfort with administration – language, gestures).

SUGGESTION 1	SUGGESTION 2
<ol style="list-style-type: none"> 1. Ask all data collectors to sit in a large circle. 2. Read entire instrument as a large group, each data collector reading one statement or part of a script. Check for their understanding item by item. 3. Then separate data collectors into pairs. The person who appears more comfortable with the instrument should be the reader; the one who appears less comfortable should practice being the monitor. 4. While role playing, each person should take note of any questions they have about word meanings or administration. 5. After all groups have practiced the role play with the instrument, the whole group meets in plenary <ul style="list-style-type: none"> • to discuss the questions that arose in reading the items; and • to create examples for use in the field if they are asked any questions. • NOTE: ALL data collectors should use the same examples. They should note these examples on their survey sheet or in a notebook. 	<ol style="list-style-type: none"> 1. Have data collectors look through the entire YLI. Discuss it with them briefly. 2. Divide the data collectors into pairs (the pairs in which they will work at the research site, if possible) to review the YLI. 3. First one reads the first half of the instrument out loud, pausing and reading as s/he will read when administering the instrument. 4. Then the second person reads the instrument out loud, pausing and reading as s/he will read when administering the instrument. 5. While reading, both take note of any questions they have about the meaning of an item AND questions they think participants may have about the meaning of an item. 6. After each pair of data collectors has read through the instrument, the whole group meets in plenary <ul style="list-style-type: none"> • to discuss the questions that arose in reading the items; and • to create examples for use in the field if they are asked any questions. • NOTE: ALL data collectors should use the same examples. They should note these examples on their survey sheet or in a notebook.

- 5) Discuss the use of gestures and decide if they may be culturally appropriate to use. If so, decide during this training session and uniformly document what gestures will be used to represent the survey response options. If gestures are used, the gestures or other culturally appropriate demonstration of intensity should be decided upon before data collection begins. The same gestures should be used for every administration of the YLI. All data collectors should be sure to use the same gestures.

For example: Literacy Issues: Explaining response options

Some participants may find it difficult to complete the survey. To assist them, you may give a visual clue for each response as it is read aloud to participants (as noted above, this should be done only if it is culturally appropriate). A particular gesture could be given to show the intensity of feeling from “not at all intense” to “very intense.”

For example, possible gestures could include:

- Disagree Strongly: vigorously shake head no
- Disagree Somewhat: shrug and shake head no
- Agree Somewhat: shrug and shake head yes
- Agree Strongly: strongly shake head yes

If a gesture is used, the same gesture should be used for each response option and for each question on the survey. The two sample questions should be read aloud to the participants, using the gestures to demonstrate how to complete the survey.

- 6) Discuss how to facilitate data collection: **See Section 4: Instructions for Data Collection in the Field, subsection 4.2: On site** in this Toolkit for specific guidance and steps.
- 7) Discuss possible scenarios, both positive and negative. This may include logistics as well as technical and translation issues.

When data collectors are administering surveys there will likely be some interruptions or other problems. Here are a few general tips for dealing with typical issues:

- Broken pencils – Be sure to bring extra pencils, a pencil sharpener and erasers. Ask participants with broken pencils to raise their hands to get a new pencil from the data collector(s). Calmly wait to continue reading the survey until the participant has a new pencil.
- Participants talking with a neighbor – Calmly remind participants that the survey is for each individual to answer. Without calling on anyone in particular ask if there are any questions and then move on with the administration. Do not call attention to the participants who were talking, specifically, but instead address the entire room. This is to not embarrass any individual participant, because this could affect his or her responses.
- Questions – Participants may ask many questions; they may want to know about each question on the survey, the purpose of the entire survey, the organization, the project, or the data collector him/herself. Answer questions about your role as a data collector at the end of the survey administration, not before it is started.
- Other interruptions – There may be other interruptions or distractions not listed here. Perhaps a head teacher will want to come and watch for part of the survey or perhaps other students will want to watch from outside the classroom. In these types of instances calmly acknowledge the interruption and then bring the participants’ (especially youth) attention back to the survey. Remind the participants about which question you are currently reading and move on as quickly as possible from each interruption.

- 8) Debrief regarding process, challenges, questions, logistics, and next steps.

3.4 CONFIDENTIALITY AND ETHICS

Confidentiality

When working with any participants, but in particular youth, we are obliged to protect them and maintain confidentiality first and foremost.

- **Confidentiality:** There are two levels of confidentiality. First, the data collectors and CARE / other organizations' staff involved in the project must be able to maintain the confidentiality of the participant. This means that there is a guarantee that a participant's individual responses will not be made public and cannot be attributed to any particular individual. This builds trust between the participant and data collector, and between the staff and the community. Second, the survey must be labeled with a unique ID number and stored in a safe, secure, locked area (e.g., a locked file cabinet). Any list of ID numbers that links participants' names with numbers and may be needed for tracking participants should also be stored in a locked, secure place. After the project has ended and a stipulated compliance period (which varies per project) for has lapsed, all paper copies should be destroyed (shredded) and electronic computer files completely deleted.
- **Ethical considerations:** Think about the intended and unintended outcomes, especially when working with marginalized groups of people (e.g., marginalized girls and boys). Prior to beginning the data collection, be aware of who is in the same area/space with the participants. For example, if there are teachers or parents in the room with students, it may affect the way youth respond to the survey. Also keep in mind the promise you make to youth that you will not share their comments with the school staff or parents.

Steps to maintain confidentiality:

Keep the names and ID numbers in a secure location at all times. This means that the surveys will be stored in a secure area at the end of the study, such as a locked file cabinet at the CARE office, to preserve the confidentiality of the participants.

In addition, all staff working with data must maintain the confidentiality of each participant. This means that staff working with data cannot ever reveal to other staff, youth, or other community members any participant name or response to any statements or question(s).

Working with Children & Youth:

Principles for protection of children and youth should be applied. Suggested guidelines for working with children and youth may be found in [Annex 4](#).

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4. Instructions for Data Collection in the Field

4.1 PREPARATION

Decide Sampling

When conducting a research study it is generally not possible to collect data from an entire population. Whether you are collecting data from a very large population of people (say all children ages 10 to 12 across all project communities) or a smaller population (people only from one community) you will only be able to collect data from a small representation of that population. This is called a sample. There are a variety of ways to choose a proper sample and sample size. If you are a CARE researcher and have questions about sampling procedures, please contact CARE Head Office for reference documents on proper sampling technique.

Selecting Data Collectors

In general it is preferable to have an equal number of male and female data collectors if collecting data from girls and boys. If collecting data from girls only, or boys only, a female-only or male-only team may be required. The size of sample you have chosen will determine the number of data collectors required. The hiring of data collectors should be taken into consideration far enough in advance to ensure equal numbers (or as close as possible) of men and women are hired. Language skills may also influence the selection of data collectors.

Translation

Ensure the survey instrument as well as all scripts have been translated before beginning data collection training.

The data collection supervisor should create a small group to check the translations and back translations to correct mistakes or decide what words to use for problematic translations.

Tip from pilot: When translating the instruments and scripts, use words that have been used in other programs in the communities to reduce confusion and explanations needed.

4.2 ON SITE

- In advance of every data collection, the Data Collection Supervisor should plan how many surveys will be collected from each site during each visit. The Data Collection Supervisor should assign each Data Collection team of 2 individuals to their specific daily assignments before arrival at the data collection site.
- Data collection supervisors will need to check that all appropriate materials have been collected and packed for survey administration. The materials needed include:
 - > Two YLI Administration Scripts (**Annex 2**): one for each Data Collector
 - > Two number stamps (for putting unique respondent ID numbers on each survey) and an ink pad; alternatively, data collectors may use pens to write down IDs
 - > Pencils (number of respondents estimated per session, plus five extras)
 - > Erasers
 - > Number of surveys estimated, plus five additional copies
 - > All required scripts and control sheets
 - > Plastic bags or large envelopes for complete surveys
- Each Data Collection Team (composed of 2 data collectors) should be given their packet of materials (above).

- Upon arrival at the data collection site (e.g. school), the Data Collection Supervisor on-site should confirm the locations for each data collection session, and which individuals are available, including clarifying any time and space constraints. This should have all been arranged in advance of arrival.
- Ideally, the survey will be administered in an enclosed room such as a classroom with seats/benches and a writing surface/desk for each respondent. If possible, each respondent should have their own desk facing the facilitator. Respondents should not be crowded together, as this may prevent some respondents from answering truthfully, as they cannot answer confidentially. Other than the team of Data Collectors and the respondents, there should not be any additional individuals present in the room.
- The two Data Collectors should introduce themselves and thank everyone for sharing their time. The two data collectors should announce their roles (e.g. who is going to read the surveys, and who will be circulating around the room for help)
- Once every respondent is seated, the Data Collectors should pass out copies of the survey so that every respondent receives one copy of the survey, as well as a pencil or writing implement.
- Only after every respondent receives a copy of the survey, should the Data Collector who is reading the survey begin reading the script to administer the survey.

Administration Reminders:

- > Remain neutral during entire survey administration. Maintain a neutral tone of voice as well as body language.
- > Do not make assumptions about level of understanding of participants (i.e., do not explain concepts unless asked. When asked, use the examples discussed during data collection training.)
- > Do not use gestures not agreed upon during data collection training and read scripts exactly.
- During the survey administration, the Data Collector who is not reading the survey should be circulating around the room ensuring that all respondent questions are being answered, that respondents are responding to the correct question, and that the forms are being filled in completely.
- Once the survey has been completed, ask all respondents to remain seated while both data collectors collect the surveys from respondents, thanking them again for sharing their time and opinions. As you collect the surveys, ensure that all pages are clearly labeled and all pages are still attached together (e.g. that a staple did not come undone). After all surveys have been collected, the respondents may leave.
- Once respondents have departed, the Data Collectors should complete the Control Sheet, documenting the total number of surveys completed, which respondent codes were used, date, time, location, etc. If there are any incomplete areas or errors, these should be resolved before turning in the completed packet to the Data Collection Supervisor on-site.
- Completed packets should be given back to the Data Collection Supervisor, who will use the information from the Control Sheet to populate a master document to track total data collection mapped against the data collection framework.

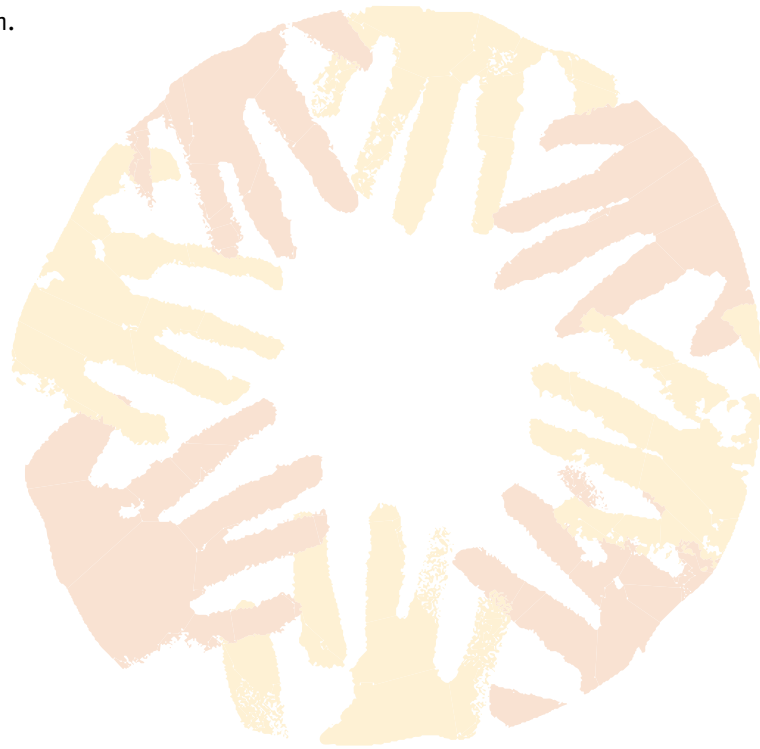
Tip from pilot: It may be beneficial to prepare activities or games in advance to use with children outside the room/ area where the data collection is taking place so that they do not distract survey participants.

4.3 AFTER DATA COLLECTION

After survey administration is complete be sure to write down all problems and observations.

At the end of the day, the Data Collection Supervisor should facilitate a debrief session. During this time, the Data Collectors should speak about their experiences (i.e., lessons learned), especially those that may inform the next day's data collection.

The Data Collection Supervisor should read all of the control sheets daily after the debriefing meeting to be sure that issues have been discussed and will be resolved. Any issues not already mentioned could be discussed the next morning before data collection.



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5. Scoring the YLI

The 21 individual-level questions on the YLI are items that can be summed to create an overall leadership score. The survey response options for the 21 individual questions are quantified as follows:

- Rarely = 1
- Sometimes = 2
- Most of the Time = 3
- Almost Always = 4

To calculate the leadership index score, individual scores on the 21 individual questions are summed to get a total score, as illustrated in the following formula:

$$YLI_{\text{Individual Score}} = \sum_{1}^{21} YLI_{\text{Individual Level Questions}}$$

Since the possible range of answers for each question is from one to four, the lowest possible leadership score is 21 (when a respondent answers “1” to each of the 21 questions), and the highest possible leadership score is 84 (when a respondent answers “4” to all of the 21 questions).

It is important to be wary when reporting leadership scores at the individual level for the YLI. While the reliability scores for the YLI are quite high (.75 to .87 across 3 country contexts), they are not universally high enough to make claims about individual level scores. Instead, it is recommended that YLI scores be reported as group aggregates. For example, To average the YLI scores for the entire sample:

$$YLI_{\text{sample}} = \frac{1}{N_{\text{sample}}} \sum_{1}^{N_{\text{sample}}} YLI_{\text{Individual, sample}}$$

To average the YLI scores by community:

$$YLI_{\text{community}} = \frac{1}{N_{\text{community}}} \sum_{1}^{N_{\text{community}}} YLI_{\text{Individual, community}}$$

To average the YLI scores for females:

$$YLI_{\text{female}} = \frac{1}{N_{\text{female}}} \sum_{1}^{N_{\text{female}}} YLI_{\text{Individual, female}}$$

To average the YLI scores for males:

$$YLI_{\text{male}} = \frac{1}{N_{\text{male}}} \sum_{1}^{N_{\text{male}}} YLI_{\text{Individual, male}}$$

6. Annexes



ANNEX 1: YLI YOUTH SURVEY**Introduction**

The purpose of this survey is to collect information on youth attitudes and behaviors.

There are no correct or incorrect answers to these questions. This is not an exam and your participation is optional. If you would like to participate, please answer honestly and as best you can. Your answers will be kept private. They will not be shared with your family, friends, or teachers.

Thank you for helping us!

What is your name? _____

Are you female or male? *(Please circle one.)* Female | Male How old are you? _____

Practice Item

Instructions: For the following statement there are four answer choices (rarely, sometimes, most of the time, and almost always). Choose the answer choice that comes closest to how often the statement is true for you. *(Please circle one answer for the following statement.)*

When I have an opportunity, I start conversations with adults:

Rarely | Sometimes | Most of the Time | Almost Always

Now, please turn the page and we will begin.

Date: _____

Country: _____ Province/District: _____ Community: _____

ANNEX 1: YLI YOUTH SURVEY

Instructions: For each of the following statements there are four answer choices (rarely, sometimes, most of the time, and almost always). Choose the answer choice that comes closest to how often the statement is true for you. **Please circle one answer for each statement.**

STATEMENT				
1. I like to try new activities that I may not know how to do.	Rarely	Sometimes	Most of the time	Almost Always
2. My friends ask me for advice.	Rarely	Sometimes	Most of the time	Almost Always
3. I recognize when people have different skills to contribute to a task.	Rarely	Sometimes	Most of the time	Almost Always
4. I am comfortable when my teacher calls on me to answer a question.	Rarely	Sometimes	Most of the time	Almost Always
5. I contribute ideas to discussions at home even if they are different from others' ideas.	Rarely	Sometimes	Most of the time	Almost Always
6. I ask questions at school when I don't understand something.	Rarely	Sometimes	Most of the time	Almost Always
7. I can describe my thoughts to others.	Rarely	Sometimes	Most of the time	Almost Always
8. The things I do set a good example for my peers.	Rarely	Sometimes	Most of the time	Almost Always
9. I consider possible outcomes of my decisions before making them.	Rarely	Sometimes	Most of the time	Almost Always
10. I accept responsibility for the outcomes of my decisions.	Rarely	Sometimes	Most of the time	Almost Always

Continued on page 21

Date: _____

Country: _____ Province/District: _____ Community: _____

STATEMENT				
11.I recognize when choices I make today can affect my life in the future.	Rarely	Sometimes	Most of the time	Almost Always
12.I can show what is important to me with my actions.	Rarely	Sometimes	Most of the time	Almost Always
13.If someone does not understand me, I try to find a different way of saying what is on my mind.	Rarely	Sometimes	Most of the time	Almost Always
14.I encourage others to join together to help my community.	Rarely	Sometimes	Most of the time	Almost Always
15.I cooperate with others to get things done at home.	Rarely	Sometimes	Most of the time	Almost Always
16.If someone treats me unfairly at school, I am comfortable telling an adult.	Rarely	Sometimes	Most of the time	Almost Always
17.I am willing to work hard to achieve my dreams.	Rarely	Sometimes	Most of the time	Almost Always
18.I am better able to finish a task when I plan ahead.	Rarely	Sometimes	Most of the time	Almost Always
19.When I have the opportunity, I can organize my peers to do an activity.	Rarely	Sometimes	Most of the time	Almost Always
20.I am interested in being a leader at my school.	Rarely	Sometimes	Most of the time	Almost Always
21.I try to understand the cause of a problem before trying to solve it.	Rarely	Sometimes	Most of the time	Almost Always

Date: _____

Country: _____ Province/District: _____ Community: _____

ANNEX 2: YLI ADMINISTRATION SCRIPT

Only the two data collectors should be in the room with those taking the survey (e.g., the teacher, parent, or other community members or children should not be in the room or outside the room within hearing distance while the data collector is administering the survey).

1) YLI introduction script

Greetings, my name is _____ . I am happy to be with you here today.

I have come to your (school, community center, etc.) today to ask you to write some answers on a paper called a “survey.” (Hold up the survey and show it to them.) It will take about 45 minutes for you to complete.

This survey asks you to respond to some statements. **The purpose of this survey is to help us learn more about youth attitudes and behaviors.** We really want to know what **you** think. This is not an exam. There are no correct or incorrect responses. Please respond honestly and as best you can. Your responses will be kept private. We will not share your responses with your family, friends, or teachers.

Your participation in this activity is voluntary. You can leave anytime you want. Please let me know if you would like to not participate. (Pause to see if anyone wants to leave, then continue.)

2) Instructions script

Instructions for YLI

What is your name? Please write your name on the line at the top of this page. (Hold up your form and show them the line.)

The next question asks if you are female or male. If you are a girl, circle the word “female.” If you are a boy, circle the word “male.”

Next, how old are you? Please write your age on the next line. If you are unsure how old you are or you do not know, please write the number you think is correct.

Now I will explain how we will work together to complete this survey. I will say the number of each statement and then I will read each statement out loud. Please put your finger by that number and read along with me silently. After the statement I will read four possible responses, which you can also read next to the statement. You will have time to think about what I have read and choose your response. Circle one response for each statement. Please draw a full and complete circle around only one response. (If there is a blackboard in the room, demonstrate how to draw a full circle. If not, bring an example with you.)

Remember: Please respond to the statements as you personally feel, not how your friends or others may respond. If you are unsure or feel confused, please raise your hand and my friend over there (point to other data collector in the room) or I will come and help you understand the statement.

Are there any questions before we try an example?

3) Practice statement script

I will start by reading one practice statement and the responses.

*(Use standardized gestures, agreed upon during training, to help demonstrate the meaning of each response, if appropriate.)
For this survey, the four possible responses are: "rarely," "sometimes," "most of the time," and "almost always."*

If you have any questions after I finish reading the practice statement, please raise your hand.

Practice statement: "When I have an opportunity, I start conversations with adults." Responses: rarely, sometimes, most of the time, almost always. (Read practice statement and the responses again. If using gestures, repeat them again here.)

Now circle your response to the practice statement. (Walk around the room to confirm that participants are circling responses correctly.)

This is how I will read the statements and responses for the entire survey. Are there any questions? (Answer any questions.)

If you have a question or if your pencil breaks during the survey, please raise your hand and we will help you.

Now, please turn the page and we will begin.

4) Verbal administration of YLI script

We will now begin the survey. Please let us begin.

"Statement 1." *(Read each statement and answer choices out loud two times. Pause after the statement, then say, "Statement 2" and continue.)*

After you finish reading all the survey statements, say: "We have now completed reading and filling out the survey."

5) Survey collection and thank-you script

I will now collect your surveys one by one. When I walk in front of your seat (desk, table), please give me your survey. Thank you. (The data collector picks up each survey and checks the front page to make sure the name and age have been filled in correctly before picking up the survey from the next participant.)

Thank you for completing this survey.

ANNEX 3: CONTROL SHEET FOR DATA COLLECTION

Information sheet to include in envelope with each set of surveys collected

Date: Day: _____ Month: _____ Year: _____

Data Collector 1: _____

Data Collector 2: _____

Name of school or site: _____

Beginning time of session: _____

End time of session: _____

ID number range: _____

Number of girls: _____

Number of boys: _____

Total number present: _____



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ANNEX 4: SUGGESTED GUIDANCE FOR INTERVIEWING CHILDREN

The stakeholder interviews are an exciting opportunity to gather information relating to innovative approaches to education for marginalized girls. The following guidelines must be followed when interviewing children and adolescents under age 18 in order to ensure that the interviews are a positive experience for all involved. They would be relevant in any information collection activity involving children or adolescents under age 18. Please read these guidelines in advance of conducting any interviews or data collections with children and youth, and bring them with you to the field for reference.

1. Children's participation⁴

Children must have the opportunity to express their views about activities that affect their welfare, and these views should be respected.

In order to adhere to the basic ethical principle of respect for persons, children and adolescents must be treated with honesty and integrity. Their opinions provide a valuable perspective that should be respected and responded to in an age-appropriate way. Investigators have a responsibility to identify appropriate opportunities and roles for young people to express their views about the information-gathering activity in ways that are appropriate to their age.

Children and adolescents can provide crucial information about their needs and how to respond to them. For example, they can review questionnaires and advise investigators if the proposed techniques for gathering information are appropriate or likely to be reliable or if any questions might cause distress and should be changed. They can also help to collect information from other children and assist with the interpretation and communication of the results.

Children's participation helps improve methods for gathering information, thus enhancing the accuracy and usefulness of the findings. Involving children in age-appropriate decision-making may also have other benefits, including providing opportunities to improve their self-esteem and support of each other. Promoting the participation of children and adolescents recognizes their potential to enrich decision-making processes, to share their perspectives, and to participate as active citizens.

In addition, it is unethical to prevent children and adolescents from participating in decision-making about things that affect their lives. The principle of children's participation affirms that children and adolescents have the right to express their views in all matters affecting them. It requires that their views be heard and given due weight according to their age and maturity, in accordance with human rights conventions. Participatory approaches must also be designed to ensure that information gathering supports inclusion of minority voices, such as those with disabilities, is nondiscriminatory, and is age-appropriate.

Investigators must pay careful attention to balancing the two distinct roles that children and adolescents may play in the information-gathering activity:

a) Children and adolescents as participants in the information-gathering activity.

Participatory approaches that promote the inclusion of input from children and adolescents in the design, development and/or collection of information-gathering activities are an important way to recognize young people's views and should be used to the maximum extent possible.

⁴ The guidance and text in this section is taken from: Horizons Population Council, IMPACT, and Family Health International. Ethical Approaches to Gathering Information for Children and Adolescents in International Settings: Guidelines and Resources. Section 2.

b) Children and adolescents as respondents in the information-gathering activity.

Information gathering on sensitive topics can be upsetting and should be regarded as intrusive. To protect children from harm, the use of information-gathering methods should be kept to the strict minimum required to gain appropriate information on sensitive issues, in accordance with the basic ethical principle of beneficence.

Giving children and adolescents the maximum opportunity to express their views must be balanced with protecting their best interests and safeguarding them from potential harm by minimizing intrusion. Children and adolescents must have the opportunity to express their opinions without compromising their safety and wellbeing.

2. Considerations for especially vulnerable children⁵

Children who are in especially vulnerable situations require additional safeguards to protect their welfare.

Maintaining ethical standards is particularly important for children and adolescents without a parent or guardian, or those who are not protected by an effective legal system because of displacement, refugee status, or social marginalization. Approval from a child's parent or guardian is required whenever possible, but many vulnerable children and adolescents may not have a legally responsible adult to look after their interests.

Orphaned, separated, and unaccompanied children and adolescents require special considerations to avoid being exploited. For example, in the United States, children and adolescents who have been separated from their parents and close family members, including those in the care of agencies, may be included in a study only if it is:

- Specifically related to their status as separated children; or
- Conducted in schools, camps, hospitals, institutions, or similar settings in which all children are included as participants.

Children and adolescents living in circumstances of armed conflict, severe poverty, famine, or other destabilizing events face increased risks with no guarantee of safety. Adults working with children and adolescents in these particularly insecure settings, where infrastructures are weak or populations are mobile, face many challenges when collecting accurate information. For example, it is often harder to provide follow-up services to meet children's needs and the information revealed may be particularly sensitive.

Program managers struggling to meet the basic needs of war-affected populations may be unable to perform even routine monitoring and evaluation of their services. In such circumstances, investigation teams must be extremely sensitive to the nature of their activities and question whether it is appropriate to contact children. When it is -possible to enter such communities, investigators face the difficult task of anticipating consequences that threaten the safety of children, their families, and their communities. This requirement extends throughout the activity, including attention to collecting data anonymously or keeping records of disclosed personal information confidential long after the activity is complete.

⁵ The guidance and text in this section is taken from: Horizons Population Council, IMPACT, and Family Health International. Ethical Approaches to Gathering Information for Children and Adolescents in International Settings: Guidelines and Resources. Section 5.

3. Ethical Standards for Research with Children⁶

The following principles would entail a minimum set of standards for research with children.⁷

Principle 1. NON-HARMFUL PROCEDURES: The investigator should use no research procedure that may harm the child either physically or psychologically. The investigator is also obligated at all times to use the least stressful research procedure whenever possible. Psychological harm in particular instances may be difficult to define; nevertheless, its definition and means for reducing or eliminating it remain the responsibility of the investigator. When the investigator is in doubt about the possible harmful effects of the research procedures, consultation should be sought from others. When harm seems inevitable, the investigator is obligated to find other means of obtaining the information or to abandon the research. Instances may, nevertheless, arise in which exposing the child to stressful conditions may be necessary if diagnostic or therapeutic benefits to the child are associated with the research. In such instances careful deliberation with relevant research governing body should be sought.

Principle 2. PARENTAL CONSENT: The informed consent of parents, legal guardians or those who act in loco parentis (e.g., teachers, superintendents of institutions) similarly should be obtained, preferably in writing. Informed consent requires that parents or other responsible adults be informed of all the features of the research that may affect their willingness to allow the child to participate. This information should include the profession and institution affiliation of the investigator. Not only should the right of the responsible adults to refuse consent be respected, but also they should be informed that they may refuse to participate without incurring any penalty to them or to the child.

Principle 3. INFORMED CONSENT: Before seeking consent or assent from the child, the investigator should inform the child of all features of the research that may affect his or her willingness to participate and should answer the child's questions in terms appropriate to the child's comprehension. The investigator should respect the child's freedom to choose to participate in the research or not by giving the child the opportunity to give or not give assent to participation as well as to choose to discontinue participation at any time. Assent means that the child shows some form of agreement to participate without necessarily comprehending the full significance of the research necessary to give informed consent. Investigators working with infants should take special effort to explain the research procedures to the parents and be especially sensitive to any indicators of discomfort in the infant. In spite of the paramount importance of obtaining consent, instances can arise in which consent or any kind of contact with the participant would make the research impossible to carry out. Non-intrusive field research is a common example. Conceivably, such research can be carried out ethically if it is conducted in public places, participants' anonymity is totally protected, and there are no foreseeable negative consequences to the participant. However, judgments on whether such research is ethical in particular circumstances should be made in consultation with a relevant research governing body.

Principle 4. ADDITIONAL CONSENT: The informed consent of any persons, such as schoolteachers for example, whose interaction with the child is the subject of the study should also be obtained. As with the child and parents or guardians informed consent requires that the persons interacting with the child during the study be informed of all features of the research which may affect their willingness to participate. All questions posed by such persons should be answered and the persons should be free to choose to participate or not, and to discontinue participation at any time.

⁶ The guidance and text in this section is taken from: Society for Research in Child Development. (2012). Ethical Standards in Research. Retrieved November 5, 2014 from <http://www.srcd.org/about-us/ethical-standards-research>.⁵ The guidance and text in this section is taken from: Society for Research in Child Development. (2012). Ethical Standards in Research. Retrieved November 5, 2014 from <http://www.srcd.org/about-us/ethical-standards-research>.

⁷ Note: two sections from the original guidelines have been excluded here. -

Principle 6. DECEPTION: Although full disclosure of information during the procedure of obtaining consent is the ethical ideal, a particular study may necessitate withholding certain information or deception. Whenever withholding information or deception is judged to be essential to the conduct of the study, the investigator should satisfy research colleagues that such judgment is correct. If withholding information or deception is practiced, and there is reason to believe that the research participants will be negatively affected by it, adequate measures should be taken after the study to ensure the participant's understanding of the reasons for the deception. Investigators whose research is dependent upon deception should make an effort to employ deception methods that have no known negative effects on the child or the child's family.

Principle 7. ANONYMITY: To gain access to institutional records, the investigator should obtain permission from responsible authorities in charge of records. Anonymity of the information should be preserved and no information used other than that for which permission was obtained. It is the investigator's responsibility to ensure that responsible authorities do, in fact, have the confidence of the participant and that they bear some degree of responsibility in giving such permission.

Principle 8. MUTUAL RESPONSIBILITIES: From the beginning of each research investigation, there should be clear agreement between the investigator and the parents, guardians or those who act in loco parentis, and the child, when appropriate, that defines the responsibilities of each. The investigator has the obligation to honor all promises and commitments of the agreement.

Principle 9: JEOPARDY: When, in the course of research, information comes to the investigator's attention that may jeopardize the child's well-being, the investigator has a responsibility to discuss the information with the parents or guardians and with those expert in the field in order that they may arrange the necessary assistance for the child. Researchers need to be aware that they may obtain findings suggesting that a child's health and well-being might be in jeopardy, that these findings may include false positives, and they should be knowledgeable about current human subjects procedures and regulations for informing families of incidental findings.

Principle 10. UNFORESEEN CONSEQUENCES: When research procedures result in undesirable consequences for the participant that were previously unforeseen, the investigator should immediately employ appropriate measures to correct these consequences, and should redesign the procedures if they are to be included in subsequent studies.

Principle 11. CONFIDENTIALITY: The investigator should keep in confidence all information obtained about research participants. The participants' identity should be concealed in written and verbal reports of the results, as well as in informal discussion with students and colleagues. When a possibility exists that others may gain access to such information, this possibility, together with the plans for protecting confidentiality, should be explained to the participants as part of the procedure of obtaining informed consent.

Principle 12. INFORMING PARTICIPANTS: Immediately after the data are collected, the investigator should clarify for the research participant any misconceptions that may have arisen. The investigator also recognizes a duty to report general findings to participants in terms appropriate to their understanding. Where scientific or humane values justify withholding information, every effort should be made so that withholding the information has no damaging consequences for the participant.

Principle 13. REPORTING RESULTS: Because the investigator's words may carry unintended weight with parents and children, caution should be exercised in reporting results, making evaluative statements, or giving advice.

Principle 14. IMPLICATIONS OF FINDINGS: Investigators should be mindful of the social, political and human implications of their research and should be especially careful in the presentation of findings from the research. This principle, however, in no way denies investigators the right to pursue any area of research or the right to observe proper standards of scientific reporting.

Principle 15. SCIENTIFIC MISCONDUCT: Misconduct is defined as the fabrication or falsification of data, plagiarism, misrepresentation, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, analyzing, or reporting research. It does not include unintentional errors or honest differences in interpretation of data. Vigorous leadership will be provided in the pursuit of scientific investigation that is based on the integrity of the investigator and the honesty of research. The presence of scientific misconduct will not be tolerated.

4. Interviewing⁸

A. The questionnaire

- 1) The questionnaire content and language should be sensitive to the language, needs and feelings of the age group to be interviewed and their capabilities.
- 2) The questionnaire language should be kept as simple as possible and not be patronizing.
- 3) The research should avoid questions which might result in a child or young person making unreasonable demands on a parent or guardian.
- 4) The questionnaire must also avoid classification questions that are unnecessarily intrusive or are difficult for the child or young person to answer. Where consent is being sought, it may be preferable for some classification questions to be asked of the parent or responsible adult, rather than the child or young person.

B. The interview

- 1) It is not normally necessary for the responsible adult to be present during the interview. Where their presence would be undesirable for technical reasons - e.g. if it could introduce bias - this must be explained and consent sought to interview the child alone.
- 2) The child/young person must be reminded of their right to withhold answers to particular questions.
- 3) Any disclosure of a confidential nature which may be potentially harmful to the child or young person must be dealt with in a sensitive and responsible manner.
- 4) Care must be taken to avoid any physical contact with the child/young person.

C. Research venues

- 1) Research should only be conducted in safe and appropriate environments.
- 2) If the research is conducted in the clients' domain, the client must share equal responsibility with the researcher for providing a safe and appropriate venue.
- 3) If a child is recruited in the street and taken into a central (hall test) location, there must always be another adult present in the same room throughout the interview.
- 4) It is advisable for research carried out in the home of the child/young person, either in person or by telephone, that an adult remains on the premises - though not necessarily in the same room - throughout the interview.

⁸ The guidance and text in this section is taken from: MRS, Conducting Research with Children and Young People, March 2006.

5. Checklist for operationalization

The following tables operationalize the principles in these guidelines into a checklist format for ease of reference during research and information collection.

PRINCIPLE	OBSERVED	COMMENTS
Principle 1. Non-Harmful Procedures		
Principle 2. Parental, Legal Guardian or in loco parentis Consent		
Principle 3. Informed Consent Child		
Principle 4. Additional Consent		
Principle 6. Necessary Use of Deception Methods Reviewed		
Principle 7. Anonymity of Information in Institutional Records		
Principle 8. Mutual Responsibilities between Investigator, Parents, Guardians, those acting in loco parentis, Children		
Principle 9: Disclosure of Research or Information Uncovered Jeopardizing to the Child (if applicable)		
Principle 10. Unforeseen Consequences Mediated		
Principle 11. Confidentiality of Information		
Principle 12. Duly Informing Participants of Information		
Principle 13. Reporting Results Judgment Exercised		
Principle 14. Use and Presentations of Findings Mindful of Potential Implications		
Principle 15. Scientific Misconduct Prevented		®
Principle 16. Personal Misconduct Prevented		

Questionnaire

PRINCIPLE	OBSERVED	COMMENTS
Content and language sensitive to language, needs and feelings of age group interviewed		
Language simple and not patronizing		
Avoid questions that might make unreasonable demands on parent/guardian		
Avoid classification questions unnecessarily intrusive or difficult for child/youth to answer		

The interview

PRINCIPLE	OBSERVED	COMMENTS
If responsible adult present undesirable for technical reasons, this is explained and consent sought		
Child/young person reminded of their right to withhold answers to particular questions		
Disclosure of confidential nature potentially harmful to the child or young person dealt with in a sensitive and responsible manner		
Care take to avoid any physical contact with child or young person		

Research venue(s)

PRINCIPLE	OBSERVED	COMMENTS
Research conducted in safe and appropriate environment		
If conducted in clients' domain, the client shares equal responsibility with the researcher for providing a safe and appropriate venue		
If child recruited in the street and taken into a central location, another adult present in the same room throughout the interview		
If carried out in the home of the child/young person (in person or telephone), an adult remains on the premises throughout the interview		

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