EVALUATION FRAMEWORK FOR PEER-BASED YOUTH PROGRAMS

OVERVIEW

Peer-based youth programs are diverse but they share some common objectives:

- ➢ To provide a **safe space** and **safe learning environment** for young people without fear of judgment, misunderstanding, harassment or abuse

- ➢ To **increase knowledge and skills** within a specific area, e.g. sexual health; parenting skills for young parents; mental health; diversity issues

- ➢ To **increase social connectedness** and create a **sense of belonging** within **supportive peer networks**

- ➢ To provide **positive adult and peer role models** for young people who may only have experienced negative influences from adults and peers

- ➢ To provide activities and opportunities which help young people to develop a **positive self concept**, **self acceptance** and **high self esteem**.

- ➢ To **prevent the onset or further development of mental health problems** including depression, anxiety, self harm and suicidal ideation

- ➢ **To increase confidence** and to **develop and enhance communication and social skills**

- ➢ To **empower young people** to build **personal resilience** and **improved help-seeking behaviour** through increased knowledge of available support, reduced stigma associated with mental health difficulties and help-seeking, the development of positive coping strategies and the development of skills needed to access help

- ➢ To **foster future thinking and optimism** and to widen young people's understanding and beliefs of the opportunities available to them.

Peer-based youth programs are implemented within a range of settings and with a range of populations showing some common **attributes of youth most at risk**. Peer-based youth programs work through a complex interplay of **environment, peer group factors** and **program factors** to deliver **short term impacts on the individual**. A process of **normative socialisation** takes place where new members to the group learn the behavioural rules/norms of the group (the "code of conduct") through observation of positive role models, experimentation, and feedback received from the group. The short term individual impacts contribute to **long term outcomes** as well as indirect **impacts on others**. A range of

external and **moderating factors** (i.e. the "context" in which the program operates) influence program implementation, impacts and outcomes.

The **Evaluation Framework for Peer-Based Youth Programs** describes each of these components in more detail and can be applied to all types of peer-based youth programs including after-school programs, online support services, drop-in spaces and youth camps.

USING THE EVALUATION FRAMEWORK
TO MEASURE PROGRAM EFFECTIVENESS

Program effectiveness is often measured by assessing the extent to which programs meet their objectives. Good program objectives are measurable and based on quantifiable indicators. Some programs may already have key performance indicators (KPI's) that they have agreed with their funding source. If KPI's do not exist, program staffing teams are advised to identify and agree on the specific local indicators which will be used to measure program effectiveness before selecting evaluation tools.

Indicators define **what** you will measure and programs should set local targets for selected indicators e.g. *50% young people complete program.* Evaluation tools are **how** you will measure selected indicators e.g. surveys tools, observation, group discussions, and interviews.

The **Evaluation Framework for Peer-Based Youth Programs** outlines the components you might consider when identifying specific local indicators for your program and includes some **example indicators** as a starting point. Indicators can be numeric e.g. *the number of young people who finish school*. Indicators can also be based on observed behaviour e.g. *young people showing improved social skills*. Behavioural indicators can also be quantified e.g. *the number of young people showing improved social skills.*

A good way to decide on what indicators you will measure is to ask some simple questions:
How will we know that the program is having a positive effect on participants?
What changes would we expect to see in young people as a result of participating in the program?
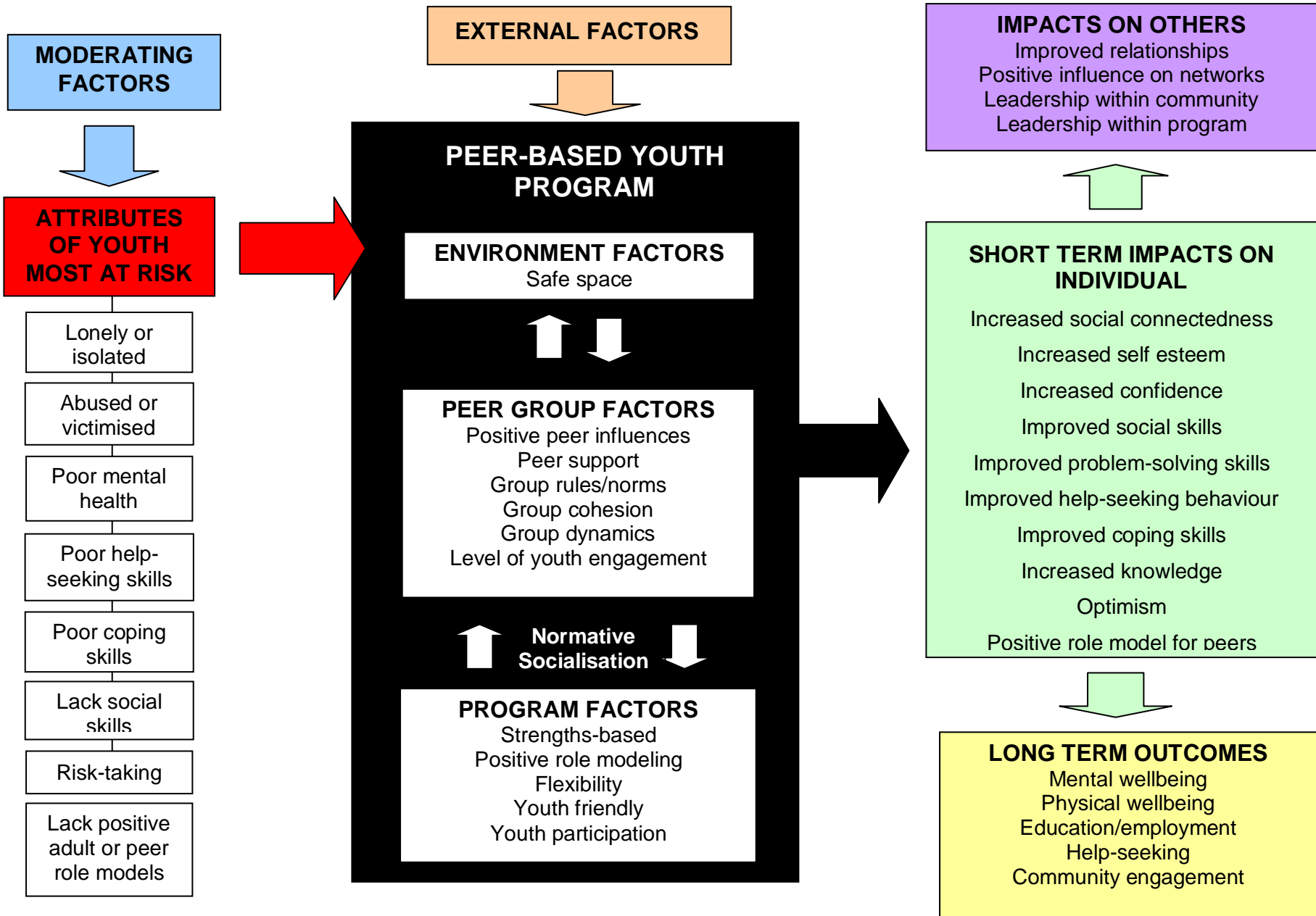
What features of the program are important in achieving intended effects and therefore need to be monitored?

What might indicate that the program is not having its intended effects?

Please refer to the **Evaluation Framework for Peer-Based Youth Programs – User Guide** for more information on how to use this resource for monitoring and evaluating your program.

MY-PEER toolkit [1.0]

MODERATING FACTORS

EXTERNAL FACTORS

IMPACTS ON OTHERS
Improved relationships
Positive influence on networks
Leadership within community
Leadership within program

ATTRIBUTES OF YOUTH MOST AT RISK

Lonely or isolated

Abused or victimised

Poor mental health

Poor help-seeking skills

Poor coping skills

Lack social skills

Risk-taking

Lack positive adult or peer role models

PEER-BASED YOUTH PROGRAM

ENVIRONMENT FACTORS
Safe space

PEER GROUP FACTORS
Positive peer influences
Peer support
Group rules/norms
Group cohesion
Group dynamics
Level of youth engagement

Normative Socialisation

PROGRAM FACTORS
Strengths-based
Positive role modeling
Flexibility
Youth friendly
Youth participation

SHORT TERM IMPACTS ON INDIVIDUAL

Increased social connectedness

Increased self esteem

Increased confidence

Improved social skills

Improved problem-solving skills

Improved help-seeking behaviour

Improved coping skills

Increased knowledge

Optimism

Positive role model for peers

LONG TERM OUTCOMES
Mental wellbeing
Physical wellbeing
Education/employment
Help-seeking
Community engagement

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Component	Description	Example Indicators
ATTRIBUTES OF YOUTH MOST AT RISK The attributes which increase the level of risk for a young person		
Lonely or isolated	Youth experiencing social, cultural, emotional, psychological or geographical isolation	- Low rate of program attendance - Disengaged from school - Quiet and withdrawn - Low level of interaction with peers
Abused or victimised	Victim of mental, physical, sexual or emotional abuse. Victim of bullying, harassment or stigmatization	- Low self esteem - Mental health problems, e.g. anxiety, fear
Poor mental health	Mental health problems, lack of coping skills and limited or no access to support networks	- Accesses mental health services - Depression/anxiety symptoms - Suicidal ideation or attempted suicide - Self harm - Hopelessness - Negative self concept/low self esteem
Poor help-seeking skills	Perceived stigma associated with help-seeking. Lack of confidence/skills to access help	- Does not seek help - Unable to identify need for help - Unaware of support services available
Poor coping skills	Lack of coping strategies and problem solving skills	- Non-productive coping strategies e.g. self harm - Mental health problems
Lack social skills	Lack of communication skills and lack of awareness of social norms	- Unable to make friends - Anger outbursts or frustration - Negative conflict resolution, e.g. fighting - Rejection by peers
Risk taking	Involved in risk-taking behaviours including alcohol and other drug abuse	- Alcohol, smoking or other substance abuse - Positive testing for sexually transmitted diseases - Unwanted pregnancy - Self-injury/violence - Lack of road safety
Lack positive adult or peer role models	Exposure to unsupportive or judgmental adults and/or negative peer influences/peer pressure	- Peer rejection - Dysfunctional family environment - Peer group is a negative influence - Anti-social behaviour

Component	Description	Example Indicators
MODERATING FACTORS The factors which further increase or decrease the level of risk for a young person		
Personal	May include culture, housing, socio-economic status, health status, family environment, lifestyle, life experience	- Stable housing - Homelessness - Uncertain accommodation - Negative life experiences including abuse, trauma, family dysfunction - Low socio-economic status
Equity	Health policy – local, state, federal. Access to health information & health care, community services & resources. Cost of healthcare and support services.	- Access to youth health services - Free or affordable healthcare
Connectedness	Connectedness to family, school, community and religious groups may act as a buffer to other risk factors the young person may be exposed to	- Strong supportive relationships with family - Sense of belonging and acceptance at school - Involvement in community groups, projects, activities - Involvement in religious groups
Other health promoting influences	Positive influences from television, advertising, through schools and other mass media. Positive family, school, peer and community influences	- Experience using health services - Knowledge of others' experiences using health services - Knowledge of health and support services
EXTERNAL FACTORS The factors outside the peer-based program which influence its design, implementation and evaluation		
Funding		
Staffing	Influences program staffing capacity and number of participants	- Ratio of staff/moderators/volunteers to participants
Assessment criteria	Influences which indicators are monitored and prioritised for action.	- Key performance indicators set by funding body, e.g. number enrolled, number graduating, number going on to further study or employment
Size of program	Influences number of participants and number of program sites	- Number of participants less than 10 - Number of participants between 10-20 - Number of participants is 20+ - Single site or multi-site
Age of program	Influences the sustainability of a program	- Program established less than 1 year - Program established 1-3 years - Program established 3-5 years

Component	Description	Example Indicators
		- Program established more than 5 years
Program type	Influences program type e.g. programs may be semester-based, weekend, one day, drop-in, online, phone-based. Associated level of contact and influence with the target group varies with program type	- High level of contact with young people - Low level of contact with young people - Variable level of contact with young people
Host organisation		
Strategic goals and culture	Strategic goals and culture of organisation hosting peer-based youth program	- Strategic goals aligned to program goals - Opportunities for youth participation - Organisation actively encourages and promotes programs with a high degree of youth participation
Community		
Community attributes	Community prioritises youth services especially where there is a high number of young people within the community	- Range of youth health services available within community - Community investment in program - Community support of program, e.g. providing venue/other services

PEER-BASED YOUTH PROGRAM
The context in which a peer-based program is implemented. The environment, peer group factors and program factors which contribute to a peer-based program achieving its intended impacts and outcomes.

ENVIRONMENT FACTORS
The attributes of the setting in which the peer-based program is implemented which are considered important for the program to achieve its objectives

Safe space		
Location or setting	Program is implemented within a secure setting with ongoing maintenance	- Number of incidents of property damage - Number of accidents - Visible security measures - Young people report feeling safe within program setting
Refuge	Participants feel psychologically and/or physically safe within the program setting	- Number of bullying incidents - Number of harassment incidents - Number of incidents of violence - Young people comply with program rules - Young people feel able to disclose personal information amongst peers
Anonymity allowed	There is no requirement to disclose personal data. This may be beneficial in small/diverse communities. May promote discussion of sensitive or embarrassing issues	- Young people choose to remain anonymous

Component	Description	Example Indicators
Other participants	Monitoring of all participants occurs to ensure the space remains positive and safe for all. Group members are exposed to a range of viewpoints and processes are put in place to discourage 'groupthink'	- There is critical dialogue amongst peers - Dominant views challenged or debated - Staff take action to address negative peer influences - Young people do not feel threatened by other participants' behaviour - All participants meet eligibility criteria for program - All group members feel able to offer their opinion - Young people feel able to ask questions without feeling silly
Staff/volunteers	Staff recruitment, screening and retention processes are well defined and support program goals. There are clear role expectations of staff and volunteers in relation to participants.	- Number of staff conflicts - Number of staff resignations - Number of staff dismissals for inappropriate behaviour - Level of staff stress - Level of staff retention - Staff/volunteers hold current Working With Children certificates - Staff/volunteers do not have diagnosed mental health problems - Job descriptions for staff/volunteers - Staff/volunteers are trained and supervised - Young people report feeling safe around staff/volunteers
Boundary management	Boundary management policies exist and are enforced by both group members and staff/volunteers. There are guidelines for managing emotional, physical or professional boundaries between staff, volunteers and peers	- Appropriate relationships exist between young people and staff/volunteers - Staff/volunteers and young people do not socialise together outside sessions - Staff/volunteers do not accept gifts or invitations from participants - Staff/volunteers do not accept calls out of hours - Appropriate relationships exist between peers
Ethical practice	Program has a duty of care to participants. Staff/volunteers do not provide specialist help, support, advice or counseling. Data confidentiality procedures are	- Action taken to address behavioural intentions associated with harm - Number of referrals to specialist services - Confidentiality of personal data

Component	Description	Example Indicators
	implemented	
Behaviour management processes	Expectations of behaviour are communicated and reinforced.	- Number of behavioural incidents which require sanctions or consequences - Consistent enforcement of sanctions or consequences
Group rules/ norms in place	Group rules/norms are established and enforced by the group and reinforced by staff/volunteers	- Signage and/or brochures explaining group rules

PEER-BASED YOUTH PROGRAM

PEER GROUP FACTORS
The attributes of the young people participating in the peer-based program which are considered important for the program to achieve its objectives

Positive peer influences		
Positive peer role models	There are opportunities to interact with positive peer role models	- Number of staff interventions to manage negative peer influences - Group is productive and does not reinforce negative norms - Staff take action to manage negative peer influences
Alternative positive perspectives	Participants are exposed to alternative positive ways of thinking and beliefs held by positive peer role models	- Positive feedback between peers - Number of young people who achieve personal goals during program
Peer support		
Shared experiences/ social validation	Participants have shared experiences and similar issues and are able to gain socio-emotional support and validation of their issues from peers. Group members have a sense of belonging and acceptance which may be especially important where current peer networks are unsupportive.	- Young people receive emotional support from others - Youth report feeling a sense of belonging - Group members provide positive feedback to others
Emotional support	Opportunities for development of self identity in a safe space. Young people have opportunities to feel loved, valued and supported by others	- Young people reach out to others - Young people build strong supportive relationships with each other and staff/volunteers

Youth development opportunities	Young people have opportunities to learn/practise social skills and help-seeking skills within a safe space by observing others.	- Participants question their peers the way the facilitator questions them when they have a problem – what options do you think you have? What could you do?
Component	**Description**	**Example Indicators**
Practical assistance	Program provides respite or refuge from daily stresses and young people are encouraged by peers, staff and volunteers to seek further help outside of the program where necessary	- Group members share problem solving strategies based on own experiences
Group resilience	The group provides a protective and supportive environment when individuals are faced with adversity and may not be able to cope alone	- Group supports individuals in problem solving, coping, decision-making
Group rules/norms		
Clear expectations of acceptable behaviour	Information about group rules/norms is included in orientation/enrolment procedures for participants and in staff/volunteer training. Acceptance of program rules/norms is a condition for participation.	- Signage or brochures explaining group rules - Program rules are observed - Number of incidents requiring staff action - Participants show respect for each other - Participants show respect for staff/volunteers and vice versa
Group cohesion		
Valuing diversity	Program promotes an appreciation of diversity and recognises diverse ethnicity through activities that reflect the language, culture and characteristics of participants	- Program addresses any specific cultural needs e.g. brochures available in different languages, interpretation services - Participants show interest in diverse beliefs - Participants express non-judgmental attitudes - Number of interactions between diverse individuals
Social integration	Program provides a focus for individuals to interact with peers. Processes are enforced to avoid 'majority' or 'clique' rules.	- Number of youth reporting multiple opportunities to learn about and share their culture, history and experiences - Young people from diverse backgrounds do not feel marginalised within program - Friendships and networks with other group members develop through shared experiences - Number of interactions between peers

Component	Description	Example Indicators
		- Evidence of effective teamwork
Group dynamics		
Needs of group	Recognition that group members may not be a homogenous group despite sharing common issues.	- Group is responsive to diverse needs but resistant to negative influences.
Group membership	Group members are perceived as similar peers by one another with shared experiences, issues and/or needs.	- Frequency of new joiners/leavers - Shared experiences, issues and/or concerns
Group size	The group size or membership is optimal for program activities to work effectively	- Staff : participant ratios are optimal - Sub-groups for activities or discussions does not exceed 6-8 participants - Large groups or small groups
Group stability	The group is able to integrate new members effectively. Experienced group members act as 'buddies' or 'mentors' for new members	- New members feel able to contribute to and become actively involved in the group - Program rules/norms remain stable during changes in group membership
Cliques	Cliques within group can influence group dynamics. Processes in place to balance the influence of cliques	- Number and size of cliques - Number of solitary individuals - Level of integration of all group members - Acceptance of new members
Individual differences	Individual differences can affect group dynamics. Processes in place to assess personality types, culture/ethnicity, gender, sexuality, age/developmental maturity, education, literacy, values (religiosity, spirituality, altruism), mental health status and physical health status where these differences could have a negative influence on the peer group.	- Levels of group conflict - Level of integration of all group members -e.g. do certain individuals dominate group? Are certain individuals not included in group activities? - The group reflects a balance of gender, needs, issues, personalities
Level of youth engagement		
User satisfaction	Member referrals, recommendations or testimonials. Advocacy and	- Number of complaints - Level of participant satisfaction

		- Young people have fun and enjoy themselves
		- Number of re-enrolments
		support for program/service	- Number of withdrawals

Component	Description	Example Indicators
Use of IT	Positive experiences with online services may encourage youth to access other support services	- Use of SMS, websites, online discussion forums, online tools - Level of youth engagement using IT
Attendance and active participation	Opportunities to actively participate in new experiences, events and activities that are of interest. Monitoring young people's attendance and possible over-dependence on program e.g. as the only source of friends/activity for a young person.	- Number of youth enrolled in program - Percentage of enrolled youth who complete program - Environment has a positive vibe - Range of events, activities, opportunities available to young people - Percentage of youth who participate regularly - Number of youth participating in program activities - Number of youth involved in peer supporter roles

PEER-BASED YOUTH PROGRAM

PROGRAM FACTORS

The factors associated with the design and implementation of the peer-based program which are considered important to the program achieving its outcomes.

Strengths-based		
Asset building	There is a focus on building young people's assets, not fixing deficits, through involvement in emotional, physical or community challenges either within or outside of program and by enhancing protective factors.	- Group focuses on skills building e.g. problem solving skills, life skills, communication skills, help-seeking skills - Program helps young people identify personal strengths and set goals they can achieve
Positive reinforcement	Program experience provides continuous positive reinforcement and may provide an impetus for youth to make positive changes in their lives. Changes may be seen more quickly as a result of participating in intensive programs e.g. retreats	- Young people make positive lifestyle changes as a result of peer influence and participating in the group e.g. quitting smoking, losing weight
Flexibility		
Autonomy	Program enables self-paced learning. Different learning	- Young people voluntarily participate in program activities

Component	Description	Example Indicators
	styles/rates accommodated	
Content	Group members have some degree of influence over program content. Program is updated to reflect trends in youth culture and changing group needs	- Program has capacity to address specific issues and group needs that may arise - Program remains relevant to current group members' needs
Component	**Description**	**Example Indicators**
Collaboration	There are links to other agencies to facilitate appropriate referrals for specialist help	- Strong relationships exist with referral agencies e.g. housing, sexual health clinics, counseling - Co-location of a range of youth services to facilitate access by youth to services
Range of service delivery options	Maximum reach and accessibility of services is enabled through providing a range of service delivery options.	- Service delivery options may include online, telephone, information pamphlets, face to face and retreats
Service availability	Service has appropriate availability to meet the needs of the target group	- Out of hours support available if needed - Good attendance rates - High level of service usage
Service accessibility	Barriers associated with accessing face to face services are addressed e.g. transport issues, opening hours.	- Alternative service delivery options provided in addition to face-to-face services e.g. online/telephone services - Public transport available for face-to-face services
Reach	Service is accessible to a broad range of youth in the target population e.g. rural, remote, minors, those fearful of stigma associated with help-seeking, young people with cultural and language differences .	- Target group is able to access service - Written information available in other languages if needed - Anonymity maintained if requested - Personal data remains confidential
Positive role modeling		
Staff/volunteers	Learning occurs informally through observation of positive staff or volunteer role models	- Staff/adults model positive attitudes and behaviours - Staff/volunteers use pro-social and positive language - Staff/volunteers challenge negative stereotypes - Staff/volunteers reinforce positive group rules/norms - Staff maintain composure during

		stressful times or periods of uncertainty
Peers	Learning occurs informally through observation of positive peer role models	- Young people adopt healthy lifestyles/avoid risk behaviours - Young people in program model positive/responsible behaviours - Young people display positive coping strategies learned from peers
Component	**Description**	**Example Indicators**
Youth friendly		
Content	There is age-appropriate program content. Differences between younger teens and older teens and their developmental capacity are recognised and reflected in program.	- Balance of fun and serious activities - Young people's suggestions for suitable program activities are requested and implemented if practical to do so - Language used for program information or activities is suitable for literacy levels of group members
Staffing	Staff seek to provide guidance and facilitation. Staff are not prescriptive about what young people should do. Staff aim to develop rapport/trust with young people. Peer supporters are perceived as credible peers.	- Diversity of staff (culture, gender, personality, age, etc) reflects diversity of group membership where possible - Low staff turnover - Passionate and committed staff - Staff are open-minded and non-judgmental - Young people see staff as reliable, knowledgeable and a source of support.
Setting	Programs take place in youth friendly settings	- Program settings are out-of-school, online, telephone or community-based
Youth participation		
Youth involvement	Young people influence program design and implementation. Youth have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.	- Number of youth participating in program design, delivery and evaluation - Level of peer influence from experienced group members - Experiential learning – learning by doing
Ownership of program	There is a balance of power between staff and young people within the program. Participants are encouraged to move through the program at the	- Young people are given decision-making authority to influence program content and delivery - Active involvement of youth in program

	appropriate times e.g. participants become peer supporters or peer educators	delivery e.g. as peer leaders, peer supporters, program facilitators or peer educators

Component	Description	Example Indicators
SHORT TERM IMPACTS ON INDIVIDUAL The immediate or short term changes seen in young people as a result of participating in the program		
Increased social connectedness		
Not feeling alone with issues	Young people are able to put their own issues in perspective and realise others share similar or more critical issues. Young people become less self-focused and less isolated by interacting with their peers more.	- Use of social networking sites (e.g. Facebook) - Young people engage in sport, leisure or social activities - Support from at least 1 close friend - Support from 2 or more non-family adults - Young people share coping strategies - Young people meet others with similar or more critical issues - Young people are less self focused
Sense of belonging/ connectedness	Young people feel a sense of belonging and acceptance with other participants.	- Good communication skills - Assertive language and behaviour - Caring relationships with peers - Increased level of self care - Raised self esteem - Reduced risk behaviours - Young people show excitement and pride in group members' achievements - Unity/cohesiveness of group
Increased self esteem		
Positive self concept	Young people view themselves in a positive way. May feel less marginalised and more able to appreciate and celebrate diversity	- Self acceptance - Able to identify strengths - Question stereotypes of 'normal' - Celebrate diversity - Less afraid to be different
Self care	Young people wish to present a positive image to others and may show increased levels of self care	- High level of self care and positive personal image - Avoidance of/reduced risk behaviours
Self worth	Young person feels as deserving of positive outcomes as anyone else and seeks to achieve positive outcomes for self and others.	- Builds feelings of positive self worth through interactions with peers/staff - Receives positive feedback from others

Component	Description	Example Indicators
Increased confidence		
Communication skills	Young person is able to communicate effectively with other peers, staff or other adults. Able to articulate opinions and alternative perspectives. Able to understand others' needs and communicate own needs clearly.	- Speaks up/voices opinions - Good decision-making skills - Less quiet, opens up more within a group - Not afraid to share opinions -
Assertiveness	Young person is not frightened to say what they want or believe, even if others may disagree.	- Uses assertive language, e.g. *'I would like you to stop talking to me like that'* - Able to defend or justify behaviour or decisions which may not be supported by others
Behaviour	Young people push personal limits and go outside their comfort zone. Act as a positive role model for others	- Able to resist peer pressure - Increased interactions with peers - Improved skills associated with program e.g. parenting, fishing, peer education - Willingness to try new things - More proactive/use of initiative - Take more responsibility - More organised and able to manage time efficiently
Improved social skills		
Adopting group rules/norms	Understands rationale for group rules.	- Adheres to group values/norms - High level of group conformity
Emotional regulation	Shows appropriate management of emotions.	- No anger outbursts - Able to cope with frustration and disappointment in a positive way
Conflict resolution	Shows awareness that conflicts can be resolved without violence or anti-social behaviour/language.	- Willing to discuss issues in a calm and mature way in order to reach a resolution - Number of incidents of fighting - Duration of conflicts
Healthy relationships	Develops stable and mutually beneficial relationships with partners. Develops positive and trusting relationships with mentors, other adults and peers.	- Selective disclosure of personal information to people young person can trust - Confidence to end an abusive or unsupportive relationship - Confidence to articulate personal needs and opinions in a relationship

Component	Description	Example Indicators
Improved problem-solving skills		
Effective problem solving	Shows awareness that different problem solving approaches will have different outcomes. Shows persistence in problem solving when initial strategies do not work. Shows increased self efficacy and belief in personal ability to solve problems.	- Young people are aware of available help/support services - Young people have accurate knowledge and expectations of help services - Young people access other services/support - Show persistence in problem solving - Able to solve problems - Number of youth who report knowing where to get help with problems - Seeing young people start making better decisions
Improved help-seeking behaviour		
Empowerment	Ability to identify personal needs for help and to access appropriate help services	- Awareness of help services available - Knowing how to access help - Knowledge/skills to avoid risk behaviours
Beliefs	Young person believes support is available. Young person has knowledge of support services.	- Accurate knowledge of services and what they can do
Self-efficacy	Young person believes in their personal ability to access help or resolve problems	- Young person talks about intentions to access help - Young person accesses help
Increased awareness and understanding of mental health and mental health difficulties	Young person understands symptoms and signs associated with poor mental health and shows awareness of factors influencing positive mental health	- Makes efforts to develop and maintain positive mental health - Knows when to seek help
Reduced stigma associated with mental health problems	Young person shows an understanding that mental health problems are experienced by a large number of young people	- Increased help-seeking - Increased utilization of services to address needs

Component	Description	Example Indicators
Improved coping skills		
Positive coping strategies	Young person finds alternatives to non-productive coping strategies through exposure to differing levels of adversity experienced by others and coping strategies used by others	- Young people are less 'needy' - Young people are more self reliant and independent - Personal resilience and use of positive coping strategies - Creates and maintains social support networks - 'Acts on' issues, does not 'react to' issues - Does not 'dwell on' issues – shares strategies with others to resolve issues
Increased knowledge		
Empowerment through education	Young people are empowered to help themselves through gaining relevant and specific information targeted to their needs	- Information about relevant topics is communicated e.g. child development for young parents, chronic illness management, sexual health
Optimism		
Future thinking	Young person shows interest in personal development opportunities. Young person is optimistic about personal future.	- Young people focus on positives - Negative thought patterns reduced - Young people talk about their goals and aspirations - Young person reports 'my life has a purpose' - Young people are interested in employment, education, training, community engagement, volunteering - Young person develops hope/sense of possibility
Positive role model for peers		
Behaviour	Young people recognise and accept different viewpoints and appreciate diversity. Young people practice self-management and responsible decision making that reflects healthy choices. Young people are able to resist negative peer pressure and dangerous situations. Show improved help seeking behaviour, personal	- Number of youth who actively promote positive health behaviours - Number of youth involved in leading efforts to promote respect/engagement - Healthy lifestyle choices - Positive conflict resolution - Reaching out to others - Focused on positives - Good social and communication skills

	resilience and positive coping strategies.	- Effective problem solving - Reduced risk behaviours - Young people repeat what they have learnt for others' benefit
Component	**Description**	**Example Indicators**
IMPACTS ON OTHERS The immediate or short term changes seen in other people with whom participants of peer-based programs may interact including school, work or community peers, families and partners		
Improved relationships		
Enhanced communication and social skills	Improved communication and social skills have a positive impact on relationships outside the program	- Reduced conflict in personal and professional lives with family, peers, partners
Positive influence on networks		
Lifestyle choices	Young people can influence family members, peer groups outside program, work colleagues, other community members e.g. stopping smoking, gaining employment, losing weight	- Number of partners, family or peers associated with program participants who make positive lifestyle changes - Level of transition of skills developed within program to other contexts, e.g. home, school, work, community
Leadership within community		
Active participation	Young people actively participate in leadership roles within the community. Young people actively seek to change or influence community attitudes to at risk youth.	- Number of youth who volunteer within community - Number of youth who nominate for youth advocacy, mentoring or leadership roles - Number of youth actively involved in community associations, organizations or networks - Number of youth participating in leadership development programs - Number of youth working with others to identify and solve community problems - Number of youth who are members of Youth Advisory Councils
Leadership within program		
Influences program delivery	Young people actively influence program design and delivery. May provide constructive feedback to refine program.	- Number of youth volunteers within program - Experienced group members influence inexperienced peers - Young person takes on peer volunteer, peer educator, peer supporter or peer leader roles within peer program

Component	Description	Example Indicators
LONG TERM OUTCOMES The longer term changes for young people which are observed at least 6 months after starting the program.		
Mental wellbeing		
Mental health	Young person actively contributes to community, belongs to groups and copes with normal stresses of life. Works productively and fruitfully. Young person develops the attitude, knowledge and skills to realise his or her full potential.	- Reduced suicidal ideation, self harm, depression, anxiety - Supportive peer networks outside program - Accepts support from others - Increased optimism, self worth and self esteem
Physical wellbeing		
Healthy lifestyle	Young person makes healthy and positive lifestyle choices around nutrition, exercise, productive use of time	- Healthy diet and nutrition - Engages in physical activity on a regular basis
Education/ employment		
Education/ training	Young person has intentions to finish school or enrol in further education, training or study	- Number of youth who go on to further education or training - Number of youth who finish school
Employment	Young person engages in full, part-time or casual work or takes up an apprenticeship	- Number of youth who are in full or part time employment - Number of youth in an apprenticeship
Help-seeking		
Specialist services	Young person is able to identify specialist help needs and seek appropriate help	- Identifies need for help - Knows where and how to seek help - Has belief and confidence that help is available
Community engagement		
Attitudes/ behaviour	Young people show pro-social behaviours and values. Young people engage in community projects or activities.	- Reduced problem behaviour e.g. violence or damage to property - Percentage of youth participating in community activities - Boycotting a product for a cause, signing a petition - Number of youth participating in

		environmental, conservation, charitable, political, education initiatives
		- Number of young people who show pro-social behaviour
		- Number of youth working with others to identify and solve community problems