

# Making Youth Work Visible

IMPACT ASSESSMENT  
OF YOUTH ACTIVE  
CITIZENSHIP INTERVENTIONS



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## P R E F A C E

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# Introduction

# 1

## 1.1 Background

The youth sector is still nascent in India. Although a youth policy is in place, national youth service programs are operating, and many organizations are involved in designing and implementing innovative youth development and active citizenship programs, we still need to build a body of knowledge that draws on the experiences of these organizations and develops standards, tools and resources that can be used by others.

India has the largest number of young people in South Asia and some of the most innovative youth programs. However, in contrast to the focus on *women* or the *environment*, there is little research on the status of youth in India. Youth issues and youth programs tend to remain largely invisible to the public and policy makers, and young people are kept on the sidelines instead of being engaged as the change agents they can be. A more collaborative sector where youth organizations<sup>1</sup> can pool their resources and build new knowledge, based on each others' experiences, would enhance and deepen the work that is already

being done. The systematic building and sharing of knowledge will enable the youth sector to influence policy makers and advocate for youth development and active citizenship. Creating a body of evidence to demonstrate the impact of youth interventions is critical to building the credibility of the sector.

In response to this need, **Pravah and Innovations in Civic Participation** (ICP) partnered to design and facilitate a stakeholder consultation in March 2009 on youth development and active citizenship in India. Designed as a listening space to understand different perspectives on youth active citizenship, the consultation brought together key stakeholders and engaged them in a dialogue to explore the different needs of the field and make recommendations for creating a more supportive environment for youth development and active citizenship. One of the outcomes from this consultation was the need for effective evaluation tools, methods and a common framework to measure the impact of youth active citizenship programs. It was recommended that youth organizations in collaboration with research agencies develop appropriate evaluation tools to assess the impact of youth active citizenship programs and create greater visibility and recognition for the sector. Pravah and ICP collaborated to follow up on this recommendation and this report documents the process and outcomes of this intervention.

<sup>1</sup> We believe that youth active citizenship is embedded in the youth sector in India. Additionally, we believe that active citizenship is an integral part of youth development and in some ways, all youth programs should focus on youth development and active citizenship. As such, throughout this report occasionally the broader terminology of youth organizations or youth sector is used. This terminology is intended to also encapsulate youth active citizenship.

## 1.2 Previous efforts

In December 2008, PravaH designed and facilitated a workshop for partners of the National Youth Foundation in India<sup>2</sup> to discuss evaluation of their youth interventions. In our experience, few youth development organizations had developed indicators or instruments for evaluating the impact of their programs. In the last year, several partner organizations also identified this area as a challenge and expressed the need for help in impact assessment. This is not an issue in India alone. ICP also conducted an international experts meeting in 2008 in the United States on measuring the impact of youth voluntary service programs in collaboration with the World Bank. Subsequently ICP developed a framework on evaluating the impact of youth service programs. The meeting demonstrated that there is a lack of consensus about what model best captures the theory of change behind voluntary youth service. It also demonstrated the need for an established set of norms and key features of high-quality youth voluntary service. These experiences highlight the need for further work and reflection on impact assessment of youth active citizenship programs.

## 1.3 The challenges

Despite efforts to develop appropriate instruments to measure impact and develop stronger evidence for the effectiveness of youth active citizenship programs, there has been limited success. Some of the reasons include: (a) there are very few available evaluations of youth active citizenship programs; (b) the available evaluations are mostly case studies that describe programs rather than studying their impact; (c) lack of agreement on the outcomes to be measured; (d) the need for standardized criteria for assessing program impact; and (e) the lack of appropriate tools for documenting changes in young people's knowledge, skills, attitudes and behaviours. Finding solutions to these challenges requires further research and building a common understanding of youth development and active citizenship.

## 1.4 The process

In response to this need, PravaH and ICP designed a phased intervention that enabled a diverse group of stakeholders to participate in the process at different points of time. The process included a series of workshops as well as feedback from young participants and youth facilitators in different parts of the country on the outcomes and indicators developed during the workshops. The process started in March 2010 with a three-day workshop for members of the PravaH team, including youth facilitators. Developed by PravaH, this design informed the rest of the process.

Subsequently, PravaH and ICP brought together a core group of 11 youth development organizations from different parts of the country to share and build on the work that they had already done in this area. Organizations comprising the core group included Ashoka's Youth Ventures (Mumbai), Commutiny—The Youth Collective (Delhi), Doosra Dashak (Rajasthan), Innovations in Civic Participation (USA), Jan Vikas (Gujarat), Patang (Orissa), PravaH (Delhi), Student Partnerships Worldwide (Delhi), Sir Ratan Tata Trust (Delhi), Thoughtshop Foundation (West Bengal) and YUVA (Maharashtra). (See Appendix 3 for the organizational profiles.) During a three-day workshop in April 2010, the core group challenged itself to make its evaluation processes more rigorous and develop a framework for assessing the impact of programs engaging young people as social change agents. Since most of these organizations have been working directly with young people for several years, their insights and contributions are grounded in field experience and the lives of young people.

On 3-4 May 2010, PravaH and ICP organized a consultation with a larger audience consisting of diverse stakeholders with the aim of building on the work of the core group. The focus was on co-creating a common framework that can be used not only by more organizations to assess the impact of their programs and make their work more visible, but can also help young people track their own development. The consultation provided an opportunity to discuss experiences of successful impact assessments, challenges and innovations. Participants were invited to the consultation in May 2010 on the basis of their experience of working with young people as change agents and the region they represented. They included representatives from local youth organizations, a national youth service program (NSS), youth-led initiatives, and organizations supporting youth active citizenship.

<sup>2</sup> National Youth Foundation was set up in 2000 and emerged from the erstwhile youth organizations that implemented the SMILE program initiated by the Indo-German Social Service Society in India.

All the workshops used a similar design, with some variations (see Appendix 1 for the agenda for Core Group Meeting held in April 2010). Recognizing the fact that participants came with rich experiences of working with young people on active citizenship, the design of these workshops created space for meaningful dialogues that enabled participants to share their insights and reach a common understanding regarding the competencies that are required for the development of young people as active citizens. Each phase built on and added value to the previous phase, resulting in a robust framework that was enriched by the inputs given by almost 80 people involved at various stages of this process. (See Appendix 2 for the list of all participants.)

The framework emerged from a discussion on the Fifth Space<sup>3</sup> and how it can be mainstreamed. In contrast to the four socially legitimized spaces of family, friends, education/work and lifestyle/leisure, the Fifth Space—commonly associated with active citizenship—is currently located at the margins of most young people’s lives. One of the reasons is that this space is increasingly reduced to the realm of social action with little room for self-reflection and personal growth. To bring the Fifth Space into the centre of young people’s lives, it is necessary to reposition it as a space that focuses as much on the self transformation of youth as it does on transforming society through them – a space that builds on three aspects: **understanding the self, developing effective relationships and impacting society.**

These three parameters—self, relationships and social action—were identified as critical for youth development and active citizenship. Participants in all the workshops developed competencies and indicators around changes they are trying to create in these three areas as they work with youth as active citizens (see section 3 below for the list of competencies and indicators). Once these were identified, discussed and collated, participants prioritized the most critical competencies that would help them to achieve their program goals. The framework provides a holistic view of a young person’s life and illustrates the interconnections between the five spaces instead of seeing them as discrete, separate entities. Participants also discussed how the Fifth Space can contribute to improving a young person’s life in the other spaces and developed outcomes to capture the impact of active citizenship on these other spaces as well as the desired shift in stakeholder perceptions of young people as change agents.

Apart from inputs from participants at the workshops, the process also included getting inputs from young participants and youth facilitators in different parts of the country. Core group members returned to their regions and shared these competencies and indicators with young participants and youth facilitators in their organizations. While some members covered the same ground with young people as is outlined in Appendix 1, others facilitated a discussion around the indicators developed by the core group. The process generated a great deal of thought and animated discussion around the desired outcomes of their work. It gave young people a chance to reflect on their own experiences and share examples from their lives. Many welcomed this initiative and recommended a simpler, more accessible format that would serve as a learning tool to map their own progress as active citizens. While they acknowledged the importance of these competencies, the young people also pointed out that the manifestation of the competencies—especially those in the area of relationships within the family and building ownership among stakeholders—took time to achieve. They thus suggested that the process and the effort need to be assessed, rather than just the success. Their insights reiterated the need to look beyond time-bound project periods and to find more innovative ways of assessing outcomes that are often difficult to capture through conventional means.

<sup>3</sup> Conceptualized by Pravah, the Fifth Space is a concept that has evolved from extensive research and the experience of Pravah and its partners in youth development.

## 1.5 Next steps

The participants agreed that going forward, we need to share this framework with many more people—and youth in particular—in different parts of the country. Several participants volunteered to take up this initiative in their regions, including YUVA and PUKAR in Maharashtra, Jan Vikas in Gujarat, Patang in Orissa, Swaraj University in Nashik, VSO and PravaH in Delhi and the NSS in Sambalpur University.

The following steps were identified to take the process forward:

- 1 Hold regional consultations and/or facilitate discussions to get feedback on indicators from local organizations, youth facilitators, participants and parents. This will enable us to check whether we have missed critical competencies for youth development and active citizenship interventions.
- 2 Finalize the outcomes and indicators: Based on the feedback, a core group would take the lead to incorporate the feedback and develop smarter,<sup>4</sup> more measurable indicators for the competencies agreed on.
- 3 Develop tools to collect data on indicators: this would require expert technical assistance to develop statistically valid and reliable tools.
- 4 Pilot and review tools.
- 5 Develop a toolkit (competencies, indicators, assessment tools) and build the capacity of organizations to use it.
- 6 Develop a community of practice in which youth active citizenship organizations share their experiences of using the toolkit and continue to learn and support each other to improve and celebrate their work with young people as change agents.
- 7 Write and publish research and reports providing evidence for prioritizing youth active citizenship and share these widely among stakeholders.
- 8 Raise resources to support this initiative.

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<sup>4</sup> SMART: Specific, Measurable, Achievable, Relevant, Time-bound

# Reimagining the Fifth Space<sup>5</sup>



## 2.1 Youth—the latest buzz word

There is a growing interest in young people around the world and specifically in India. This is not surprising given the numbers involved. Young people comprise 40 per cent of India's population and by 2020 it is projected that the average Indian will be 29 years old. This demographic transition has huge implications for India. The attitudes, values and skills of this large cohort will shape the country's future and thus is difficult to ignore. Government programs, the corporate sector and civil society organizations are gradually beginning to place youth firmly on their agenda. All of a sudden, there is a buzz around youth.

It is instructive to explore the varied motives for this recent interest. The primary motive is economic. The demographic transition is being heralded as a demographic dividend and welcomed by the government and the corporate sector because it implies that more young people would be available to join the workforce – ushering in a new era of economic growth and national prosperity. Thus the government is concentrating on vocational training and skill-building programs so that young people can become economically productive and fuel double digit growth rates.

The corporate sector sees youth as potential consumers who will help to raise profit margins. Increasingly, companies target product advertisements at young people and invest in market research on youth tastes and habits in order to make their products more attractive to young consumers.

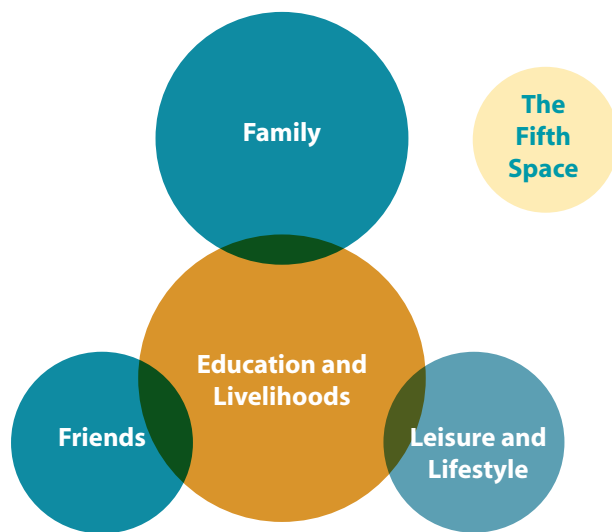
As far as civil society organizations are concerned, the most common approach is to view **youth as clients of development interventions**. This approach focuses solely on one problem faced by young people, to the exclusion of all other facets of the young person, and seeks to eliminate this problem through the intervention. For example, there are several organizations that work with young people to address illiteracy, unemployment, substance abuse, poor health, etc. In contrast, the **youth for development approach** views young people not as a problem, but as a resource, and utilizes their skills, time and energy to work towards development goals. Finally, a more positive approach looks at **youth development as an end in itself** and is therefore able to see the value in youth-centred processes, which focus on building the leadership potential of young people and helping them develop the skills and values they need to be active citizens in their communities, the nation and the world.

<sup>5</sup> This section is based on a perspective paper titled The Ocean in the Drop: A Perspective on Youth Ownership of Common Spaces, developed by Pravaah for Oxfam India in 2009.

## 2.2 What spaces do young people occupy?

In order to design meaningful and grounded youth programs, it is necessary to understand youth-hood and young people’s worlds. What are the socially legitimate spaces that a young person occupies today? Running through the daily schedule of a young person, one would probably come up with .... family, school/college/work, friends, hobbies/entertainment/sport, religious institutions, *shakha*<sup>6</sup>/clubs, etc. It is necessary to understand these spaces and address the varied needs of young people in all aspects of their lives.

Traditionally, there are four legitimized spaces that young people occupy. The first and most dominant space that comes to mind is the home and family. A large part of a young person’s time is spent within the confines of the family. School, college and spaces that support a young person’s quest for a livelihood, is a second area to which young people devote a lot of time, often at the cost of the other spaces in their lives. There may be exceptions for some girls who are denied the opportunity to step outside the home (including for studying and working), but by and large this is a legitimate space for young people. The third space is populated by friends who have a huge influence on their peers at this age. And finally, leisure and lifestyle – the places where young people choose to hang out, be it at *addas*<sup>7</sup>, *dhabas*<sup>8</sup>,



6 Shakhas are branches or units set up by the controversial Hindu nationalist voluntary organization, the Rashtriya Swayam Sevak Sangh (RSS). They conduct various activities for its volunteers that emphasize physical fitness (yoga, games, exercise) as well as social service, community living and patriotism. Volunteers are trained in first aid, rescue and rehabilitation and encouraged to get involved in local development activities.

7 Addas are informal, local spaces for conversation and food.

8 Dhabas are local, inexpensive restaurants, often found on the highways where they serve as truck stops.

sports centres, festivals and cultural associations, college canteens, malls, cybercafés or in religious groups. It is in these four spaces that young people in India spend most of their time, energy and resources.

In contrast to the four socially legitimized spaces mentioned above, the Fifth Space—commonly associated with active citizenship—is currently located at the margins of a young person’s existence. Moreover, as the diagram below illustrates, there seems to be little connection between the five spaces that a young person inhabits.

According to a study conducted by the Centre for the Study of Developing Societies,<sup>9</sup> very few young Indians today are interested in civic engagement and social action. Two-thirds showed little or no interest in politics. Only 20 percent have participated in rallies. For many, active citizenship is expressed largely through voting in elections, and often young people do not know about, or do not have the opportunity to explore, other forms of active citizenship.

## 2.3 Have youth always been mere spectators in society?

The Fifth Space was not always located at the margins. In fact, Indian youth were at the forefront of the freedom movement. The cry for independence and the end of the British Raj drew people from all walks of life, especially young people. Not only was it a socially legitimate space, it dominated every aspect of a young person’s life. Young people flocked together to form study circles, *takli mandals*<sup>10</sup> and youth clubs, and joined the call for *swadeshi*<sup>11</sup> and *satyagraha*.<sup>12</sup> Youth were involved in varied forms of protest—ranging from spinning *khadi* (hand spun cotton), boycotting foreign goods, picketing, staging rallies and *bandhs* (strikes) and even throwing bombs in Parliament. This space invaded their homes and schools, influenced their families and friends and dominated their leisure time. It became an integral part of their lives.

9 DeSouza, P.R., et al. (Eds.). 2009. *Indian Youth in a Transforming World: Attitudes and Perceptions*. Centre for the Study of Developing Societies, New Delhi.

10 Takli mandals were local groups that spun khadi or cotton as a form of protesting against the economic policies of the British Empire.

11 The Swadeshi movement was a successful strategy to remove the British from power by boycotting British products and promoting self sufficiency through the revival of domestic goods and production techniques.

12 Satyagraha is the philosophy and practice of non-violent resistance developed by M.K. Gandhi. It includes the practice of civil disobedience and non-cooperation

The next major surge of youth activism was in the 1960s and 1970s. The Naxalite movement and Jai Prakash Narain's socialist movement attracted a large number of young people in response to the inefficiency of the education system, the oppressive caste system and the failure of the government to deliver on the promises made by the new republic.

If youth were in demand during the freedom movement, soon after Independence, they were relegated to the sidelines of history once again. While 26% of the members in the first Lok Sabha were young people between the ages of 25 and 40, and the second Lok Sabha had an even higher percentage (32%), the average age of the cabinet in 1947 was 54 years. Even though youth were represented in the Parliament in high numbers, they were excluded from governance. Today, the picture is even more dismal. Youth form only 6.3% of the 2009 Lok Sabha and the average age of the cabinet is 62.7 years. Moreover the current Minister of Youth Affairs is 73 years old. By 2020 India will be the youngest country in the world ruled by possibly the oldest cabinet. While participation in government is not the only measure of youth active citizenship, the age profiles outlined here are indicative of the struggle young people face in 21st century India to engage in the mainstream citizenship space.

One of the reasons for this marginal status is that the Fifth Space is not legitimized by society today. In fact, young people are often actively discouraged by parents and teachers from entering the active citizenship arena. It is seen as a distraction from studies and a waste of time. Many young people also see it as "un-cool." If they do participate in social movements, they are rarely included in decision-making forums. Efforts to engage young people in social action have always been cloaked in the language of "service" and "doing their bit for society." The emphasis has rarely been on the transformation of young people themselves. The Fifth Space so far has largely been limited to the realm of social action and provides few opportunities for self reflection, learning and personal growth. By viewing youth as mere drops in the ocean, adults have missed out on the ocean itself.

## 2.4 Why is the Fifth Space critical to youth development?

Although young people may have many more choices today, the pressures on them are still phenomenal. Newspapers frequently report stories of young people who commit suicide because of pressures to perform well in exams, to get a suitable job and to marry someone of their parent's choice. There are also stories of youth facing discrimination based on their caste, gender, religion and sexual preference. In their quest for an identity and recognition, they are often manipulated to serve other people's agendas without exploring and reflecting on their own values. How do young people develop their own identities so that they can withstand these pressures? Where are the spaces where young people can learn about themselves and the world around them so that they can make informed life choices? How do they understand the dimensions of a social conflict and proactively intervene to make a difference?

There are few secular, non-commercial, "hang-out" spaces for young people to meet others, share their views, understand different perspectives and learn from each other. In cities, the few parks, addas and other hang-out zones are being usurped and transformed into parking lots or shopping malls. The limited youth resource centres or youth groups in rural and urban areas run by civil society organizations or government programs do bring young people together however, they rarely include youth-centred processes that enable young people to reflect, experiment and learn from their experiences.

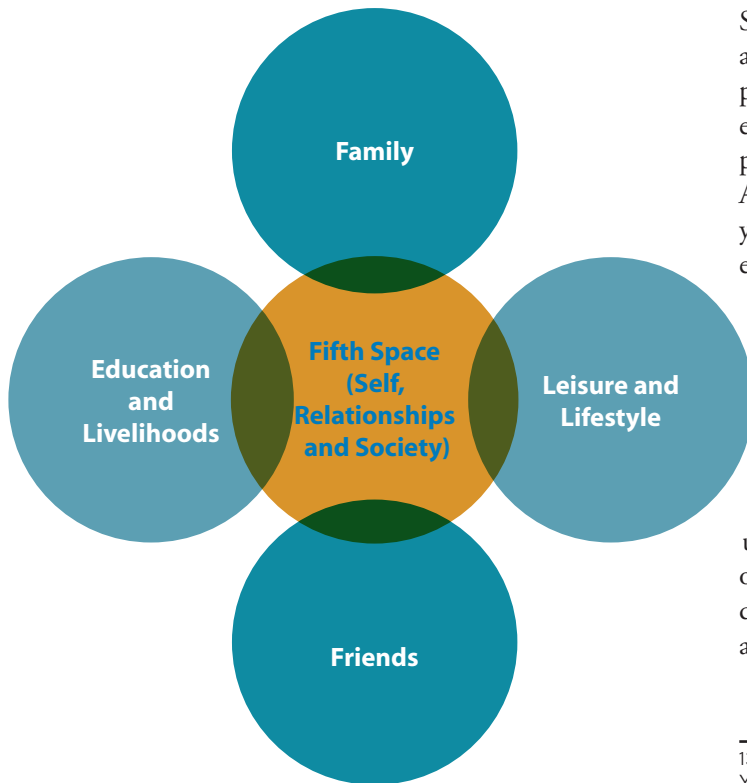
Mainstream education also does not provide a Fifth Space where a young person can learn to negotiate his or her multiple identities, build agreement, resolve conflicts amicably, and connect with and impact the larger world around them. The focus is primarily on preparing young people for careers rather than for life. Yet, experience has shown that a thriving Fifth Space in the community is a critical element for youth development. As the diagram below depicts, the skills learned in the Fifth Space also help young people to engage better in the other spheres of their lives, such as family, friends, work and lifestyle/leisure. The Fifth Space thus also has the potential to make a positive impact on the other spheres and society at large. To quote Aristotle, "To be a good human being, you have to be an active citizen, but it need not be true the other way around." The Fifth Space also has the potential to connect all these spaces so that they can complement and strengthen each other instead of competing with each other for time and resources.

The need for vibrant Fifth Space cultures is even more evident given that by 2020, the average age of an Indian would be 29 years (compared to 37 for China and 48 for Japan). As mentioned earlier, there is a growing interest in youth by politicians, government, corporations and NGOs. However, rather than seeing young people merely as vote banks, workers or consumers, it is critical to recognize them as **change agents** who have the energy, passion and creativity to make a significant contribution to society while also building skills for the future. It is therefore critical to integrate a youth development and active citizenship approach in all youth work and create a Fifth Space where young people can participate in transformational experiences while impacting the world through an iterative process of reflection and action. Otherwise, the demographic dividend could turn out to be a lost opportunity.

## 2.5 How can the Fifth Space take centre stage again?

To bring the Fifth Space into the centre of young people’s lives (as depicted in the diagram above), it is necessary to re-position it as a space that focuses as much on the self transformation of youth as it does on transforming society through them—a space that builds on the aspects of **understanding the self, developing effective relationships and impacting society**—all of which are so critical to youth. Moreover, while impacting society young people impact themselves and if facilitated properly these experiences lead to heightened self awareness, enhanced leadership skills and informed stances and action on social issues.

Based on theories of youth-hood<sup>13</sup> and the experience from the field, we believe that the Fifth Space needs to be a youth friendly, youth-led space that nurtures youth leadership. To build ownership for this space, it needs to be co-created in partnership with young people. The presence of trained and non-judgmental facilitators who support young people to experiment and reflect, is critical to the success of the Fifth Space. The culture of the Fifth Space needs to attract young people by encouraging trust and openness, and by creating opportunities for young people to take on leadership roles, develop their skills, experiment without fear, make mistakes and learn in the presence of experienced facilitators and supportive peers. A fun and joyful experience, the space must also provide young people with opportunities to have cross-border experiences and connect with peers from across borders of caste, class, religion, gender and abilities.<sup>14</sup> For many young people, girls in particular, it could be a chance to step out of the confines of their homes and discover themselves by interacting with other people and living new experiences. It is a space where they can develop bonds of friendship and seek support for common or private concerns. It is also a space where they can understand different perspectives, develop their own opinions and build skills to engage with issues they feel deeply about so that they can inspire others, find solutions and improve their communities.



<sup>13</sup> Jeffs T and M.K. Smith, 1999. "The Problem of Youth for Youth Work" in Youth and Policy 62, pp. 45 - 66.

<sup>14</sup> According to the CSDS study, Indian youth are still cultural islands. Most of their friends are from the same religion, caste and gender. Social borders are strong and border crossings infrequent. 27% of the respondents had no friends across the border and 21% crossed the border only occasionally. Having friends of the opposite gender is an option for only half the youth and more than half do not have friends from other religions.

# Emerging Framework of Youth Work Competen- cies and Indicators

## 3

Participants at the workshops worked in small groups and identified three levels of competencies and indicators around the change they are trying to bring about:

- A. Impact on young people in terms of the desired competencies for active citizenship in those young people who participated in youth leadership programs.
- B. Impact on the other spaces that young people occupy. The assumption here is that the competencies that young people acquire in the Fifth Space would enable them to be change agents in their communities and more effective members within their families, circle of friends, at school or work, and in recreational spaces.
- C. Shifts in stakeholder perceptions of young people as change agents: this is based on the fact that it is necessary to work with other stakeholders, as well as young people, in order to develop a more supportive environment for youth development and active citizenship.

The competencies and indicators at each workshop were combined with the ones developed at the previous workshop so that each stage of the process added value and built on the last stage. The evolving competencies and indicators for each of these levels are outlined in this section.

### 3.1 Changes in competencies of young people

Competencies are defined as knowledge, skills, attitudes and beliefs. The competencies for youth active citizenship are located within three main parameters that are considered to be critical for youth development: (a) self realization and expression, (b) interpersonal relationships and (c) impact on society.

- The first parameter—*Understanding the Self*—focuses on the individual and competencies that deal with self awareness, self esteem, the ability to learn, self expression and making lifestyle choices.
- The second parameter—*Interpersonal Relationships*—focuses on the young person’s ability to develop effective relationships and manage group processes. It includes competencies that deal with respect, appreciating diversity, group membership, and building consensus and collaboration as leaders.

- The third parameter—*Impact on Society*—looks at the ability of young people to impact society and focuses on competencies that enable young people to (a) recognize elements of a system, (b) design an appropriate intervention and (c) implement the intervention as active citizens.

The underlying belief of this framework is that impacting society is a journey from the self to society—a process of self discovery during which young people have the opportunities to understand themselves and their relationship with the world around them, develop the leadership skills needed to inspire others, and initiate social action so that they can bring about a positive change in their communities.

These parameters, competencies and indicators are captured in more detail in the table on the following pages.



Kamini Prakash from PravaH leads a small group discussion at the May stakeholders’ consultation.

<b>A. SELF REALIZATION AND EXPRESSION</b>		
<b>Parameters</b>	<b>Competencies (Knowledge, skills, attitudes and behavior (KSAB))</b>	<b>Indicators</b>
<b>A 1. Self awareness</b>	<p>Ability to see self critically Ability to analyse my identity and be comfortable with multiple identities</p> <p>Ability to assess and articulate one's strengths, personality traits, areas of improvements, prejudices, comfort zones, traits</p> <p>Ability to prioritize my life goals</p> <p>Ability to locate myself in the world and my vision of the world</p> <p>Ability to identify personal vulnerabilities and prioritize well-being for enhancing productivity and happiness</p>	<p>Percentage of time and reflective space for self exploration</p> <p>Articulation of given and constructed identities and comfort zones</p> <p>Examples of questioning and negotiation of boundaries—identity, role, relationships, goals</p> <p>Variations in self concept and others' perceptions</p> <p>Articulation of goals and vision</p> <p>Articulation and analysis of shifts in goals and in my journey</p>
<b>A 2. Self esteem and confidence</b>	<p>Humility</p> <p>Ability to express one's views in public</p> <p>Resilience Locus of control: Shift from external to internal locus</p> <p>Ability to take informed stances/ choices based on one's values</p> <p>Ability to change my stances</p>	<p>Number of perceived risk experiences</p> <p>Number of times one has failed and moved on</p> <p>Identification of personal capacity to handle situations and take responsibility for decisions</p> <p>Articulation of multiple points of view</p> <p>Demonstrated understanding of the values and rationale informing my stance/choice</p> <p>Number of times I have withstood peer/societal pressure</p> <p>Number of times and experiences of challenging existing frameworks and finding creative alternatives to address social and personal challenges (including marriage and career)</p>

A. SELF REALIZATION AND EXPRESSION		
Parameters	Competencies (KSAB)	Indicators
<b>A 3. Learnability/Learning</b>	Ability to learn from my own and others' experiences (including mistakes, successes, setbacks)	Articulation of lessons learned Frequency of course correction based on reflection and lessons learned
	Ability to seek feedback and work on it  Ability to learn from different sources using different learning styles.	Number of times I have sought and responded to feedback  Number of learning opportunities pro-actively created/sought  Number of experiences outside my learning style/comfort zone  Number of times I have challenged myself
	Ability to recognize one's call/passion and follow it  Ability to develop one's own learning plan, reflect and monitor progress	Articulation of learning needs  Frequency of revisiting learning plan
	Ability to ask appropriate questions	Frequency of asking appropriate questions that:  - add to creative knowledge - are challenging - create engagement
<b>A 4. Expression</b>	Ability to celebrate life—sense of optimism, energy, joy, happiness, fulfilment, achievement.  Ability to love and trust	Examples of celebrations and positive stories
	Ability to gauge, express and manage ones emotions	Examples of expressing emotions authentically and demonstrating positive change while dealing with it objectively

**A. SELF REALIZATION AND EXPRESSION**

Parameters	Competencies (KSAB)	Indicators
<b>A 5. Interpret and create new stories</b>	Ability to understand, analyse and construct meaning and communicate it effectively	Frequency of original/authentic/honest interpretations
<b>A 6 Life styles</b>	<p>Time and money management</p> <p>Ability to choose healthy life-styles (physical, emotional and mental, as well as climate conscious and sustainable).</p> <p>Ability to choose a viable livelihood combining passion and need.</p>	<p>Options explored and livelihood option found.</p> <p>Sense of financial security, productive engagement with livelihood.</p>



Participants discuss competencies and indicators during the May stakeholders' consultation.

<b>B. INTERPERSONAL RELATIONSHIPS</b>		
<b>Parameters</b>	<b>Competencies (KSAB)</b>	<b>Indicators</b>
<b>B 1. Respect and empathy</b>	<p>Ability to create a safe space and initiate a dialogue (respect, humility, non-judgmental, approachable)</p> <p>Ability to imagine another person's feelings (sensing)</p>	<p>Number and quality of relationships</p> <p>Recognition of others needs</p> <p>Frequency of initiatives taken to initiate dialogue</p> <p>Examples of sharing/dialogue (around personal and taboo issues)</p>
	<p>Ability to love, care, enjoy relationships</p> <p>Ability to communicate effectively</p> <p>Listening and responding skills</p>	<p>Examples of effective communication</p> <p>Appropriate eye contact</p> <p>Positive body language</p> <p>Paraphrasing</p> <p>Frequency of open ended, supportive questions</p>
	<p>Ability to have honest/open communications</p>	<p>Recognition of unequal relationships and the reasons</p> <p>Examples of initiatives taken to repair relationships</p>
	<p>Ability to confront constructively, be assertive, negotiate, be open to other options and resolve conflicts</p>	<p>Examples of conflicts resolved non-violently</p> <p>Number of conflicts ignored or avoided</p>
	<p>Ability to build agreement</p> <p>Ability to respect other perspectives</p> <p>Ability to accept differences and move on</p> <p>Ability to recognize one's mistakes and change ones stance</p> <p>Ability to close relationships positively when required</p>	<p>Number of times I have confronted and advised someone else before listening with empathy, understanding the other person's perspective and finding a solution together</p> <p>Number of times one has taken ownership for mistakes</p>

<b>B. INTERPERSONAL RELATIONSHIPS</b>		
<b>Parameters</b>	<b>Competencies (KSAB)</b>	<b>Indicators</b>
<b>B 2. Diversity/inclusion</b>	<p>Ability to value differences</p> <p>Ability to connect with people from different backgrounds and abilities (cross border relationships)</p>	<p>Number and quality of cross border relationships</p> <p>Immediate peer group composition</p> <p>Celebrations of other cultures and festivals</p>
	<p>Ability to influence other spaces to include others</p>	<p>Examples of actions that enhance social inclusion</p>
<b>B 3. Belonging</b>	<p>Effective membership in a group</p> <p>Ability to create or find and voluntarily join positive support groups</p> <p>Ability to trust and build trust</p>	<p>Ongoing membership in support groups</p> <p>Number of lasting relationships based on respect</p> <p>Frequency of commitments met</p> <p>Number of people who regularly confide in you</p>
<b>B 4. Consensus and collaboration</b>	<p>Ability to understand group dynamics and manage group processes</p> <p>Willingness to give and take, contribute and be persuaded</p>	<p>Examples of successful group work</p> <p>Number of times you have held the group together by: Inviting ideas, suggestions, participation; Giving and accepting feedback, identifying and responding to members needs;</p> <p>Creating consensus and common vision</p> <p>Number of times violence used (verbal and emotional)</p>

**C. IMPACT ON SOCIETY**

<b>Parameters</b>	<b>Competencies (KSAB)</b>	<b>Indicators</b>
<p><b>C 1. Systems-thinking; intervening systemically (macro and micro levels)</b></p> <p><b>This will include the following attitudes:</b></p> <p><b>Sense of social responsibility/social conscience</b></p> <p><b>Commitment to future action/change</b></p>	<p>Diagnose (preparation and analysis): Ability to recognize, understand elements of a system</p> <p>Knowledge and appreciation of community, environment, stakeholders and their needs, and available resources</p> <p>Ability to map interconnectedness of socio-economic, political, cultural systems</p>	<p>Listing and categorization of stakeholders</p> <p>Level and frequency of engagement with different stakeholders</p> <p>Needs of stakeholders correctly identified and validated by them</p> <p>Frequency of correctly mapping connections and consequences</p> <p>Level of understanding of social challenges from a holistic perspective and my position in it</p>
<p><b>Planning the intervention</b></p>	<p>Design (Planning): Ability to design appropriate interventions/ create a plan</p> <p>Ability to conceptualize appropriate interventions</p> <p>Ability to generate and analyse options and innovate where necessary (pros and cons)</p> <p>Ability to be inclusive and participatory</p> <p>Ability to communicate vision/ mission</p>	<p>Knowledge of the issue and processes of systemic change</p> <p>Availability of a validated plan</p> <p>Frequency of demonstration of democratic values (e.g. building consensus, inviting participation)</p> <p>Articulation of SMART goals</p> <p>Accurate mapping of required resources and their availability</p> <p>Number of relevant, win-win solutions or options generated to address the issue</p> <p>Level of acceptance by peer groups and key stakeholders who have been adversely affected by the issue</p>

**C. IMPACT ON SOCIETY**

<b>Parameters</b>	<b>Competencies (KSAB)</b>	<b>Indicators</b>
<b>Implementing the intervention</b>	<p>Do/Act: ability to implement an intervention at levels of self, immediate circle of influence and beyond</p> <p>Ability to respond to a situation that demands action</p> <p>Ability to negotiate with relevant players and build agreement</p> <p>Ability to mobilize support and build a team</p> <p>Ability to build ownership for the process</p> <p>Ability to use resources effectively</p>	<p>frequency of interventions at self, immediate circle and beyond</p> <p>Level of satisfaction of stakeholders (including self)</p> <p>Level of satisfaction of stakeholders of processes adopted</p> <p>Frequency and level of participation in existing processes</p>
<b>Evaluating the change</b>	<p>Evaluate: Ability to evaluate/assess the efficacy of intervention</p> <p>Ability to analyse yourself in the context of the social project</p>	<p>Level of change that has occurred in the lives of the key stakeholders after the intervention</p> <p>Articulation of lessons learned</p> <p>No. of changes made based on lessons learned.</p> <p>Articulation of how the issue and the intervention impact me.</p>



Rita Mishra from Patang shares competencies and indicators developed by her small group at the April core group meeting.

### Prioritization of competencies

At the May consultation, participants were asked to prioritize the most critical competencies that would help them to achieve their program goals. Each participant could choose up to six competencies, keeping in mind that they needed to select at least one competency from each of the parameters (self, relationships and society).

A total of 50 prioritization choices were allocated by participants to self, 44 were allocated to relationships and 35 were allocated to society. Participants thus confirmed the view that change is a journey from self to society and the Fifth Space needs to foreground self-transformation along with the transformation of society.

Overall, the following competencies were given highest priority by participants in relation to their youth active citizenship programs:

- Ability to map interconnectedness of socio-economic, political, cultural systems  
*13 votes*
- Ability to learn from my own and others' experiences (mistakes, successes and failures)  
*12 votes*
- Ability to love, care, enjoy relationships  
*10 votes*
- Ability to confront constructively, be assertive, negotiate, be open to other options and resolve conflicts  
*9 votes*
- Ability to connect with people from different backgrounds and abilities (cross-border relationships)  
*8 votes*
- Ability to analyse my identity and be comfortable with multiple identities  
*8 votes*

### Using a Leadership Index to assess program impact on competencies

To understand how the competencies and indicators could be used to assess the impact of a program, the Pravah team developed a draft multi-point, pre- and post-evaluation tool consisting of statements for each of the prioritized indicators. The tool requires respondents to indicate the extent to which these statements are true against a frequency scale ranging from *always* to *never*. To derive a total across all parameters, each score is factored by the weight given to the corresponding statement. The tool needs to be administered before and after the program to assess whether the program has resulted in a change. It could also be used as a retrospective pre and post assessment tool. Since self-assessment tools are often biased, this index also collects data from at least three other sources and an average is taken as the score. The gap between the average of the pre and the average of the post is the quantified impact. While this tool enables a program to quantify the impact, it needs to be supplemented by case studies that highlight the nature of change in greater detail.

### 3.2 Impact of the Fifth Space on other spheres of a young person's life

As mentioned earlier, the Fifth Space has the potential to make a positive impact on the other spaces that young people inhabit. Participants identified the changes that could occur in these spaces as a result of the competencies that young people have acquired in the Fifth Space:

- Family sphere
  - o More opportunities to dialogue about taboo subjects and differences
  - o Number of conflicts brought up and resolved through dialogue
  - o Number of times inequalities at home have been challenged and led to more equal and respectful relations within the family
  - o Enhanced role in decision-making.

- Friends sphere
  - o Long-lasting, healthier and respectful relationships that:
    - are supportive
    - are non-hierarchical
    - are diverse and include cross border relationships
    - show evidence of mutual exchange
    - are unconditional.
- Education/Work/Career sphere
  - o Participation in decision-making vis-à-vis one's education and career
  - o Living/pursuing one's values in a chosen livelihood/profession/initiative (no clash in values)
  - o Level of enjoyment in school/college/career
  - o Enhanced performance in school/college/career.
- Lifestyle sphere
  - o Healthy (physical, emotional, mental)
  - o Healthy and sustainable life style choices – climate conscious and sensitive to others' needs and to the social and physical environment
  - o Number of young people participating in existing social and political processes
  - o Number of young people taking up leadership positions in social and political processes
  - o Number of young people standing for elections in representative bodies
  - o Number of young people effecting change in socio-political processes (toward a more just/equitable society)
  - o Number of young people who demonstrate effective (inspiring) leadership in personal and professional spaces (emerging as a role model)
  - o Number of young people starting their own social initiatives.

### 3.3 Shifts in stakeholder perceptions of young people as change agents

Finally, to create a conducive environment for youth development and active citizenship, it is necessary to ensure that other stakeholders also change their perceptions of young people and actively support young people's journeys by including them in decision-making processes and providing leadership opportunities. Above all, stakeholders need to see young people as partners and to value youth perspectives, so that they can involve them in decision-making processes. This includes decision-making processes in the family, in the community, in youth organizations as well as in the formulation of government policies and programs.

Workshop participants listed the important stakeholders and discussed the desired shifts in perceptions for each of the stakeholder groups. The following shifts were identified as desirable:

#### Family

- Families have confidence in and support the aspirations and choices that young people make. This includes the access to resources.
- Families begin to support young people's engagement with active citizenship initiatives instead of preventing their participation.

#### Community

- Communities begin to view youth as positive change agents and enable young people to take on leadership roles in community development initiatives and spaces, such as the *panchayats* (village-level self governance institutions) and urban local bodies.
- Increasing community contribution/support to youth initiatives
- Communities begin to support the creation of youth friendly spaces (e.g. youth centres) and make community spaces accessible to young people (community centres, religious spaces, resident welfare associations (RWAs), *panchayats*).

### Educational institutions

- Educational institutions adopt and create in-house capacities to implement a pedagogy of learning that includes room for reflection, critical thinking and collaboration, and supports young people to create their own learning paths.
- Educational institutions will understand the varied needs of young people and appreciate individual differences, interests and learning styles.
- Educational institutions will integrate active citizenship into their curriculum and develop in-house capacities to implement it.
- Educational institutions will value applicants who have demonstrated active citizenship (through incentives such as scholarships).

### Media

- Youth issues get more visibility in the media.
- Increased and sustained coverage of positive stories of young changemakers in media.
- Media opens up spaces for youth voices (stories by young people highlighting their concerns).
- Youth stories appear in mainstream media as well as in alternative sites.

### Civil society—NGOs/donors

- Number of NGOs that have mainstreamed youth development and active citizenship in their programs.
- Number of donors/communities and individuals supporting youth development and active citizenship programs (not just youth for development).

### Employers

- Employers will value young people's opinions and participation in work teams.
- Employers will ensure that young people are treated fairly and not exploited (number of cases/complaints of exploitation or harassment registered by young people against employers).
- Employers will recognize the need and create space for young people to engage with active citizenship initiatives (e.g. give time off or a sabbatical for voluntary work).
- Employers will value active citizenship initiatives during recruitments.
- Employers will take into account active citizenship initiatives during performance reviews.

### Government

- All government policies will address the needs of youth without excluding other vulnerable groups.
- National Youth Policy will be reviewed, revised and implemented.
- The national youth programs (NSS and NYKS) will collaborate with NGO youth initiatives.
- Young people will be invited to participate in making policies that impact them.

# Using Evaluation to Make Youth Work Visible<sup>15</sup>

## 4

One of the goals of the consultation held in May 2010 was to build a common understanding of evaluation among the participants. This provided a context for the group's efforts to develop competencies and indicators that could help determine the impact of youth active citizenship programs. A session on the first morning of the consultation focused on approaches to evaluation and ways of integrating evaluation into youth programming.

A second session presented several specific evaluation projects to illustrate the kinds of choices that are often made in designing evaluations of specific programs.

This section reflects the presentation and discussions that took place at both of those sessions and seeks to serve as a resource in evaluating youth active citizenship programs.

### 4.1 The place of evaluation in active citizenship programming

What does evaluation offer youth active citizenship programs?

Two comments made at the ICP/Pravah consultation on Making Youth Work Visible present a sceptical view about evaluation:

“A lot of the time the people you want to evaluate, don't want to be evaluated.”

“We need to stay away from top-down approaches.”

These perspectives indicate that often evaluation is perceived as something external to youth active citizenship programs—something imposed, something that is likely to critique the program, possibly even undermine it, with little benefit for the program implementers and even less benefit for the program participants.

And yet, another perspective shared at the consultation shows how evaluation can be intrinsic to good program development:

<sup>15</sup> This section draws on the presentations made at the workshop on 3-4 May 2010 by Kamini Prakash, Alan Melchior, Rajeev Sharma, Ishani Sen and Helene Perold.

“Young people are experimenting with things, with life; but when we work with them, what are we really doing? Are they changing the world or is the world changing a lot inside of them? The program was changing the participants a lot, but we weren’t evaluating that. We’re evaluating their impact on the world, which wasn’t very much.”

This perspective gets to the heart of the matter: Are our programs making a difference? If so, to whom? And in what way?

If evaluation is to be helpful to program development, what should we be assessing? What should we be evaluating? And who should do the evaluation? Here are a number of reasons that consultation participants gave for doing program evaluations:

- It’s important to do evaluations when you are interested in proving that the program works—for yourself and outside stakeholders.
- It is also useful for the target group to see the changes that are coming about.
- To assess resource-effectiveness—if the program works, at what cost does it work (financial and human)?
- Accountability may be viewed as less important than assessing the effectiveness of the program for the sake of improving the program.
- It is important to think about why you are evaluating the program because that influences the type of information you are going to collect and how.

However, participants at the Core Group meeting in April 2010 identified a number of challenges that occur when conducting evaluations of youth active citizenship programs:

- People tend to describe program activities instead of assessing their impact.
- While indicators are good for trying to fit the story into a bigger picture, they cannot always capture the complexity of a situation, experience or program. Ideally they need to be complemented with stories of change.
- Tools developed without consulting stakeholders can be ineffective.
- In reality there is often a gap between expectations of various stakeholders.

## A vision for evaluation

- **Our vision for evaluation is rooted in the conviction that project evaluation and project management are inextricably linked.** In fact, we believe that “good evaluation” is nothing more than “good thinking.”
- **Effective evaluation is not an “event” that occurs at the end of a project, but is an ongoing process which helps decision makers better understand the project;** how it is impacting participants, partner agencies, and the community; and how it is being influenced/impacted by both internal and external factors.
- **Thinking of evaluation tools in this way allows you to collect and analyze important data for decision making throughout the life of a project:** from assessing community needs prior to designing a project, to making connections between project activities and intended outcomes, to making mid-course changes in program design, to providing evidence to funders that yours is an effort worth supporting.
- **We also believe that evaluation should not be conducted simply to prove that a project worked, but also to improve the way it works.** Therefore, do not view evaluation only as an accountability measuring stick imposed on projects, but rather as a management and learning tool for projects, for [funders], and for practitioners in the field who can benefit from the experiences of other projects.

– From the W.K. Kellogg Foundation,  
Evaluation Handbook

They also raised questions about **how** to carry out evaluations of youth active citizenship programs:

- Young people move on to do other things. It is not always possible to find them again to evaluate their change or attribute it to your program. How does one track them as they move?
- How reliable is self-reported data? Can we get multi-point data to neutralize bias?
- How do we attribute the change to our program, and not to any other external influences?
- When is it appropriate to measure change? Pre-program, mid-program, post-program?
- How does one measure change that occurs over the long-term? And how can one assess the sustainability of change in the long-run to ensure that the impact does not wear off with time? (the attenuation effect)
- Who should carry out the evaluation and how does one control for the bias of the evaluator? As Robert Chambers asks, “Whose reality counts”? This is why the inclusion of stakeholders is so important, especially the young people.
- Should we do the evaluation of participants as a group or individually? If the project is completed as a group, how does one bring the group back together for the evaluation?
- How does one measure intangible changes?
- How can one address unintended outcomes?

Alan Melchior, workshop presenter and Deputy Director and Senior Fellow at the Center for Youth and Communities at the Heller School for Social Policy and Management, Brandeis University, USA, argued that evaluation needs to be a **practical** enterprise:

“Evaluation is intended to provide practical, useful information for practitioners and policy makers. That means that the questions that guide your evaluation should be questions that you and your colleagues want to answer. The data that is collected should help you better understand how your program is operating and whether it is accomplishing the goals that you have defined.”

In other words, evaluation can help us think about how program design, implementation and outcomes connect. In this way evaluation can help improve programs, make them more meaningful to the participants, and help program implementers change course when necessary, in order to achieve their goals and objectives.

The starting point for evaluation, Alan Melchior suggested, is to think about the questions that you want to ask—what you want to know about your program and its outcomes. To accomplish that, he recommended that programs use a **logic model** to reflect on the program and build an evaluation design. A logic model is a picture of how your program works—the theory, assumptions and expectations underlying your program. A logic model asks:

- What is your program purpose or *mission*?
- *Who will be served* through your program?
- What *strategies/activities* will you use?
- What *outcomes* do you expect (Individual, organizational, system and community; initial, intermediate, long-term)?
- What are your *assumptions* about how and why your program will work?
- What are the broader/longer term *impacts* you hope to achieve?

An example of a sample logic model is included in Appendix 4.

The value of using this approach is that it links evaluation with project design and implementation. The logic model makes the program design explicit and helps one decide systematically what pieces of the program to study and which outcomes to track. As such, it provides a starting point for evaluation.

According to the Evaluation Handbook published by the Kellogg Foundation (1998), “‘good evaluation’ is nothing more than ‘good thinking,’” which facilitates continuous improvement in program implementation.<sup>16</sup> As is outlined in the box on the previous page, evaluation is an ongoing process, not a single event. This approach enables program managers to use evaluation as a basis for decision-making throughout the life of the program, rather than seeing it merely as the endpoint of the program life-cycle.

*Evaluation purposes, audiences and stakeholder interest*

There are a number of **purposes** that evaluations of youth active citizenship programs can fulfil, and they demonstrate that there are different interests at play for organizations involved in youth active citizenship programs:

<sup>16</sup> Available at <http://www.wkkf.org/default.aspx?tabid=75&CID=281&NID=61&LanguageID=0>

- **Accountability**—the funders require it.
- **Proving program impact**—making the case that what you do makes a difference.
- **Program improvement**—to see what is working/using data for program management and improvement.
- **Marketing Fundraising**—to generate support for your program.
- **Influence public policy**—to demonstrate the effectiveness of a program model to gain policy support.
- **Knowledge development**—to generate information that will improve the quality of practice in the field.

As outlined above, evaluation can be used to improve program performance and contribute to improving the quality of practice in the field. It can chart changes in the behaviour of people involved in the program. It can also be used to prove program impact, which in turn can be used to influence policy-makers and advocate for policy support. Funders often require evaluations for the purpose of grant recipients accounting for their use of funds, but evaluations can also assist with marketing and new fundraising efforts.

It is important to think about the various **audiences** for the evaluation. If the primary audience is external to the organization (policy-makers, funders, etc), the organization should ensure that the evaluation is also serving some of its own purposes.

In that context, evaluations generally have a variety of stakeholders, including:

- Project funders
- Project staff and administrators
- Participants
- Community leaders
- Collaborating agencies
- Others with an interest in program effectiveness

Alan Melchior argued strongly that one cannot plan an evaluation in isolation because one needs to think about who will ‘own’ the results. He thus recommended

that an evaluation working group be established to make the evaluation a participatory process. Involve the key stakeholders in the design of the evaluation, let them help with data collection and give them an opportunity to share in the analysis and interpretation of results.

One stakeholder with the greatest interest in youth active citizenship programs comprises the young people themselves. To what extent can evaluation be helpful to the program participants? On the face of it, young people may not be interested in evaluation, which they may perceive to serve no practical purpose. This challenge was summed up as follows:

“At the last consultation, the panel was talking about what we can do to help young people change the world and a young person steps up and says: ‘You know, just get out of the way; leave us alone and let us do it.’”

“A lot of youth feel that you can go out with a flag and bring about change.”

However, Nayan Patel from Jan Vikas in Gujarat shared feedback from their young program participants about the value of developing indicators that are meaningful to assessing their personal development as social change agents:

“Young people said that, before, they felt they were doing everything and that was enough; now they feel that what they are doing is only 10% and they need to do a lot more to facilitate these processes. This gave them a lot of energy.

They indicated that this should be shared with all the facilitators and then [one should] develop tools to implement [the approach]. They wanted to see the program on a regular basis from this evaluation lens, but [the challenge is] how do they incorporate these indicators into an everyday monitoring process?”

Rama Bedula from Community the Youth Collective indicated that the value of using indicators to measure program outcomes is that young people can “gain an approach toward problem-solving; they can be challenged by self and society.”

The inclusion of young people as stakeholders in the evaluation of youth active citizenship programs represents an important development in the youth field and signals new challenges for traditional forms of evaluation that may previously not have addressed the interests of individual beneficiaries.

## 4.2 Planning an evaluation

Alan Melchior quoted an old saying—if you fail to plan, you plan to fail. Evaluation is a practical enterprise and one needs to think about how to get it done. The following questions can help start the process:

- What stakeholders need to be involved?
- What do I want to know about the program? What questions do I want to ask?
- What kinds of information can I use to answer my questions? What data should I collect?
- How can I make it do-able?
- How am I going to use the results?

The next step is to work out **what kinds of information will be needed for the evaluation.**

- Use the logic model to identify the key questions to address or to set priorities—what do we most want to measure? What do we need to know about now vs. later?
- Match the data to the questions: What kinds of information are most appropriate to answer your questions? It is important not to simply use the data that happens to be easily available.
- Create a flexible and responsive design—the program should drive the evaluation, not the other way around!
- Think about what data you already collect—make use of information in hand where this helps answer your questions.
- Collect and analyse the data from multiple perspectives—don't rely on just one type of source!
- Keep the available resources in mind.

**Who can help make the evaluation happen?** Sometimes, part of getting an evaluation done is thinking creatively about who can help make it happen. What are the resources in your

organization or your community who can contribute? Here are some leads to think about:

- Program participants
- Agency staff/teachers/mentors
- Local college faculty/students
- Parents/adult volunteers
- Board members/partners/stakeholders
- Evaluation staff/consultants

**How will you use the results?** If you want the time and effort you put into evaluation to be worthwhile, you need to think about how you are going to use the information and plan ahead. There are two ways of approaching this: how you will use the evaluation findings and how you will use the evaluation process.

• **The evaluation findings can be used to:**

- Improve your program
- Evaluate the effectiveness of your program
- Generate new knowledge for the field of youth active citizenship.

• **The evaluation process can be used to:**

- Build shared meaning and understanding, thereby contributing to the advocacy of your approach to youth active citizenship and the development of young people more generally
- Support and enhance your program
- Support the development of your people and your organization.

In order to get the most out of the evaluation you have planned, here are some key points to remember:

- Design the evaluation to meet your needs—there is no one “right” approach.
- Start with the questions, not the instrument.
- Involve your stakeholders in the process.
- Make effective use of the resources (people and information) that you have on hand.
- Use logic models as tools for planning and reflection—it's worth the time!
- Make evaluation a living, useful process—a “want to” instead of a “have to”.

### 4.3 What type of evaluation should we conduct?

There are different types of evaluation, which serve different purposes. However, they tend to have at least three features in common:

- a. Evaluation is based on the *systematic* or consistent collection of information (data). Evaluation is more than just telling stories or coming up with examples.
- b. The data/information is used to make *judgments* about the program, generally by comparing evaluation results to some standard or expectation. Doing evaluation requires you to be clear about what you are trying to accomplish in your program.
- c. The results are intended to be used to *inform program decisions, improve program operations, or to prove or demonstrate program impacts.*

Generally speaking, there are three different types of evaluation:

- Context evaluation—Understanding the circumstances/context of the program;
- Implementation/process evaluation—understanding how the program is being implemented/ documenting program activities;
- Outcomes evaluation/impact evaluation—assessing the results of the program;
- Outcomes—what changes are taking place? And to what extent has the program been responsible for the observed outcomes?

### What is evaluation?

- “Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.”  
– Michael Quinn Patton, Utilization-Focused Evaluation
- “Evaluation is the systematic assessment of the operation and/or the outcomes of a program, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy.”  
– Carol H. Weiss, Evaluation
- “Project-level evaluation can be defined as the consistent, ongoing collection and analysis of information for use in decision-making.”  
– W.K. Kellogg Foundation, Evaluation Handbook

- Impacts—is the program making a difference to its participants, sponsoring organizations and the community?

Earlier we noted that a key to planning an evaluation is to decide what one needs to know about the program. What questions do we want to ask? Different types of evaluations answer different types of questions, as is shown in the table below:

CONTEXT	IMPLEMENTATION		OUTCOMES/IMPACTS	
Describing Context	Documenting Activity	Understanding Process	Assessing Outcomes	Assessing Impact
<ul style="list-style-type: none"> <li>• What do we know about the community structure, needs, and resources related to the program?</li> <li>• What is the organizational context, and how does that affect the program?</li> <li>• What are the community characteristics that affect the program?</li> </ul>	<ul style="list-style-type: none"> <li>• How many participants?</li> <li>• What are characteristics of participants?</li> <li>• What types of activities?</li> <li>• What kinds of outputs (for example, hours of service)?</li> <li>• What are the costs/funding for the program?</li> </ul>	<ul style="list-style-type: none"> <li>• How is the program being implemented?</li> <li>• Was the program implemented as expected?</li> <li>• What parts of the program worked well, and what parts need to be strengthened?</li> <li>• Did the program staff have the resources and training they needed?</li> <li>• Did the program’s design and activities match the program’s goal?</li> </ul>	<ul style="list-style-type: none"> <li>• What changes in participant attitudes, skills, and behavior took place?</li> <li>• Were there changes in instructional practices and policies as a result of the program?</li> <li>• What community results did the program generate?</li> <li>• What changes, new services, etc. came to the community?</li> </ul>	<ul style="list-style-type: none"> <li>• What difference has the program made (relative to no program or a different program)?</li> <li>• Would the changes have taken place in the absence of the program?</li> </ul>

The design of an evaluation thus grows out of the questions one is trying to answer. As noted earlier, it also depends on the outcomes one is trying to assess, the audience one is addressing and the resources that one has available. The more complex the evaluation, the more expensive and time consuming it is likely to be.

So it is important to think critically about the following issues:

- How will the evaluation design fit the questions you are asking? What kinds of questions are you trying to answer—context, implementation, impact?
- Audience: Do you want to use evaluation internally, or is it primarily for an external audience?
- Cost and feasibility: What kinds of resources or expertise do you have available?

Answering these questions will enable you to design the evaluation to meet your needs—there is no one “right” approach. The best result is often derived from a “mixed methods” approach that draws on both “stories and data,” i.e. a qualitative and quantitative design. Here is a list of evaluation designs and a list of data sources from which you can choose, depending on the questions you are trying to answer:

The evaluation questions, the audience and your resource base will also affect your choices about **data sources**.

Evaluation Designs	Data Sources
<ul style="list-style-type: none"> <li>• Outcomes study—participants only</li> <li>• Experimental design—random assignment</li> <li>• Quasi experimental design—comparison groups</li> <li>• Qualitative/observational</li> </ul>	<ul style="list-style-type: none"> <li>• (pre/post, post-only) Program/institutional records</li> <li>• Interviews/focus groups</li> <li>• Observation/project reviews</li> </ul>

Many external audiences demand *quantitative* data—numbers, things you can count and analyse statistically. This pushes one towards surveys and using program records as data sources. A limited resource base may also push towards surveys because they are a relatively inexpensive process for collecting data.

The challenge is that much of what we care about for young people is not easily captured by using survey data alone. We want to understand how the young people think and how they integrate their ideas of civic engagement. We also want to know about the quality of their experience and what about the program made a difference to them. These are questions that tend to be answered with *qualitative* data.

As noted earlier, the best result is often a combination of “stories and numbers”—quantitative and qualitative information used together.

**Evaluation is not a one-size-fits-all tool—it is a flexible tool to answer the questions you need to answer to run your program.**

#### 4.4 Making evaluation work for you

How does one produce a useful evaluation that is reliable, provides convincing information and is accomplished within a limited resource base? Generally speaking, the answer lies in how choices are made. The box on the next page provides two perspectives on this question.

Alan Melchior shared the following lessons that have emerged from his experience:

- The importance of participatory processes in finding the ‘right’ trade-offs.
- Willingness to see evaluation as an ongoing and evolving process: it is a chance to learn how to make adjustments and to use results.
- The value of including implementation and program “quality” measures.
- The importance of a program partner who ‘buys’ into the use of data for decision-making.
- The importance of evaluation partners willing to make compromises and to seek the balance between the “perfect” and the “realistic.”

In looking at how evaluations can work for different programs, the workshop received inputs from presenters on how youth active citizenship programs in different countries used a variety of evaluation designs to achieve their purposes, within different constraints. Examples were provided from India (NYKS and PravaH evaluations), the USA (Earth Force evaluation) and South Africa (evaluations of international volunteers and the loveLife groundBREAKER program). The key features of the different approaches are outlined below and, where available, more detail is provided in the appendices.

#### 4.4.1 Qualitative evaluation approaches

Kamini Prakash introduced a qualitative evaluation model designed by Donald Kirkpatrick in the US<sup>17</sup> to evaluate training and learning programs in the corporate sector. It has been adapted by Vyaktitva<sup>18</sup> and PravaH for the social sector since it was found to be a useful model to understand behavioural change. The Kirkpatrick model looks at four levels of evaluation:

- The first and most basic level deals with reaction and assesses how participants respond to an intervention. It provides information about whether or not a participant enjoyed an intervention and how relevant it is to them.
- The second level is **learning**. This assesses how much learning occurred as a result of an intervention. Evaluations at this level provide insight into how much participants gained in terms of knowledge, skills and attitude change as a result of the intervention.
- The third level is **behaviour**. This assesses to what extent the learning gains are translated into behaviour change and application.
- Finally, the fourth level of evaluation is **results**. This assesses the impact of the behavioural change on society or the environment.
- Each successive level of evaluation builds upon the evaluations of the previous level and all of them are recommended for a complete and meaningful evaluation. However, while the first two levels assess more immediate changes and are therefore relatively easy to control and measure, the third and fourth levels

### The Evaluation Challenge

**The primary focus in making evaluation methods decisions should be on getting the best possible data to adequately answer primary users' evaluation questions given available resources and time.** The emphasis is on appropriateness and credibility—measures, samples, and comparisons that are appropriate and credible to address key evaluation issues.

– Patton, Utilization-Focused Evaluation

Stated simply, **the good enough rule** is that the evaluator should choose the best possible design from a methodological standpoint, **having taken into account the potential importance of the program, the practicality and feasibility of each design**, and the probability that the design chosen will produce useful and credible results.

– Rossi and Freeman, Evaluation:

A Systematic Approach

focus on long-term changes and are more difficult and costly to control and measure. Moreover, the impact of behaviour change on society is also difficult to measure because it is often a challenge to fully attribute a result exclusively to a program or training intervention.

In view of the challenge of attributing behaviour change to a program, Helene Perold, consultation presenter and Executive Director of Volunteer and Service Enquiry Southern Africa (VOSESA), described two other approaches to qualitative evaluation that have a great deal to offer youth active citizenship program assessment: Outcome mapping and the holistic evaluation perspective.

**Outcome mapping**<sup>19</sup> focuses on one particular category of results—changes in the behaviour of people, groups and organizations with whom a program works directly. The approach recognizes that a program's goals are located within the context of larger development

17 Available at: <http://www.masterminds-ink.com/Evaluation.pdf>.

18 Vyaktitva is a performance management consulting firm in India

19 Sarah Earl, Fred Carden & Terry Smutylo (2001). Outcome Mapping: Building learning and reflection into development programs. Available at <http://www.idrc.ca/booktique>.

challenges that lie beyond the control of the program and recognizes the complexity of development processes. Outcome mapping thus focuses on how programs facilitate change rather than how they control or cause change. It looks at the logical links between interventions and outcomes, rather than trying to attribute results to any particular intervention.

‘Outcomes’ are defined as changes in relationships, activities, actions or behaviours of those individuals, groups and organizations with whom the program interacts directly to effect change and with whom the program can anticipate some opportunities for influence. A set of graduated indicators of changed behaviours is developed in order to track the depth or quality of change. Outcome mapping requires the involvement of program staff and partners throughout the evaluation.

**The holistic evaluation perspective** can be described as a ‘720 degree view.’ In an evaluation currently in process with German international volunteers serving in South Africa, the evaluation has focused its qualitative tools on gathering the perspectives of the following program players:

- Participants (servers/volunteers)
- Host organisations
- Host communities
- Sending organisations

The different perspectives are drawn together in the analysis in order to compare and validate the various viewpoints. The changing perspectives of the researchers are also factored into the analysis since it is recognized that multiple interactions between researchers and respondents over a period of time influences the insights that develop in the course of the evaluation.

The qualitative methods include:

- In-depth interviews (conducted before, during and after the volunteer experience)
- Participant observation of the volunteer on at least two occasions
- Psychological tools

The development of the 720 degree view relies on in-depth reflective analysis conducted at various periods during the evaluation. The analysis involves the team of researchers as well as key stakeholders.

#### 4.4.2 A mixed-methods approach – the Nehru Yuva Kendra Sangathan (NYKS) evaluation

Dr. Rajeev Sharma, consultation presenter and Associate Professor at the Ravi J. Matthai Centre for Educational Innovation, IIM-Ahmedabad, was responsible for evaluating the NYKS program and other educational initiatives.

The NYKS is a program for rural youth. It reaches 2.3 lakh youth clubs, with 8 million rural youth between the ages of 13 and 35 affiliated with its programming and over 11,000 young people prepared for leadership each year. Within NYKS there are 2,551 youth development centres, 139 rural information technology youth development centres and more than 500 district offices. Over the past four years, 156,000 young people have been mobilized to work on HIV/AIDS, employment and awareness, work camps and literacy, relief during natural disasters and in other fields.

The mandate of the NYKS is to promote national and cultural integration among young people, especially among those belonging to marginalized areas; involve young people in social programs like literacy and community development; and promote gender equality, health and environment issues.

Some of the key regular NYKS programs include:

- Youth Clubs
- Vocational training
- Awareness campaigns
- Work camps
- Sports promotion
- Workshops
- Cultural programs
- Celebration of important days
- Adventure promotion
- Local need-based programs
- Youth conventions
- Rural information technology youth development centres
- Youth development centres
- Rural sports clubs
- National Service Volunteers Scheme
- Awards to outstanding Youth Clubs

An evaluation of the NYKS was conducted in 2007. This study engaged stakeholders in a two-day workshop for developing tools and designed the evaluation according to a mixed methods approach:

- **Quantitative** components were catered to through two surveys:
  - o Surveys of District Youth Centres: 366 out of 486 completed the surveys, producing a return of 75%.
  - o Within the chosen districts, 50% of the villages in those districts were surveyed.
  - o Surveys of young people associated with the NYKS as well as young people not associated with the NYKS in order to get their perceptions of themselves. This aspect of the evaluation introduced a comparative element into the study. The comparison districts had a female literacy rate comparative to those in which the NYKS program is functioning.
- **Qualitative** components included:
  - o Field visits and case studies of 16 districts across the country. This provided rich material and an opportunity to meet everyone.
  - o Meeting with Zonal Directors in different regions.
  - o Several rounds of meetings with officials of the NYKS and in the Ministry of Youth and Sports.

The evaluation findings included the following:

- NYKS reach is not uniform.
- There is considerable evidence of diversity with programs having been organized regularly with participation from scheduled castes/scheduled tribes and women.
- Most programs are well received/appreciated, but young people expressed the need for vocational and job-oriented programs in their districts so that they do not have to migrate to urban areas to seek work.
- There was considerably more self-confidence, self-esteem, articulation and hope among the young people in the villages in which NYKS youth clubs were operating.
- Evidence emerged of youth clubs impacting on community wellbeing without any external resources being applied. One youth club devel-

oped a vermicompost plant with a nursery and at the time of the evaluation the whole village was using the vermicompost. The vermicompost not only provided the youth club with an income stream (about Rs. 7000), but also fostered community cohesion. Another youth club focused on sports and produced state and national level players in the field of archery. A third started a school. In another area it was also claimed that over the last 10 years there had been no cases of disputes going to court since they were all resolved locally.

- Some evidence emerged of how the program is fostering youth active citizenship at the local level. For example, in North India a youth club member stood for election in his local panchayat. He was assured to win, but before the election he was shot and killed by his opponent. The election was rescheduled and his wife won election to the panchayat. When the NYKS team went to this town, they were received by 500 people who strongly supported the programming.
- For National Service Volunteers the incentives are less about money and more about recognition of the value that volunteers add, and the networks they are able to access. Many are placed in really good social organizations as a result of their service experiences.
- The NYKS evaluation team noticed a difference between communities with youth clubs and communities without. Those without clubs were not very interested in talking to the evaluators and didn't really want to share their ideas. On the other hand, those with youth clubs showed much more evidence of hope and wanted to share their ideas.
- Empowerment and development of youth are important goals for District Youth Centres. Although programs are seen to be contributing to both goals, the evaluation found that conceptual clarity is somewhat lacking in these programs.
- Youth acknowledged significant benefits in terms of personal development, participation in community activities and becoming more aware. Other benefits include young people feeling empowered and inculcating the spirit of service, and opportunity for more interaction among youth, community and authorities.

*Impact of the findings*

The NYKS evaluation was commissioned by the Ministry of Youth Affairs and Sports and although there had been an expectation during the evaluation that it would be taken very seriously, not much has happened so far. It is clear that NYKS programs do not get the recognition that they deserve. The evaluation demonstrated that there are many government schemes that people are not aware of and fostering access to the programs really depends on the DYC youth coordinator.

**4.4.3 Using surveys to measure impact**

Three examples were shared of different ways in which surveys were used to assess the impact of youth active citizenship programs. In two cases, Pravah and Brandeis University's Center for Youth and Communities, the methodology had evolved over a number of years. The third example was drawn from South Africa.

**The Pravah experience with its From Me to We curriculum**

Ishani Sen, workshop presenter and Director: Teachers Training at Pravah, described how Pravah developed the evaluation methodology for its *From Me to We* curriculum over a period of time.

The *From Me to We* curriculum is for school students aged 13 – 18 and focuses on three aspects: (a) understanding the *self*—my strengths, areas of improvement, goals, stereotypes, etc.; (b) the conflict positive model—a process to use conflicts to understand different perspectives and co-create solutions; and (c) my role in society—designing interventions that enable me to bring about change. Although the core components of the curriculum have remained the same since its inception in 1993, over the years the scale, content, methodology and sessions of the program have evolved.

The first evaluation was conducted in 1997 using a social sensitivity instrument. In 1999 the approach was revised and included instruments to assess the circle and depth of participants' influence. What action did young people take in response to their growing awareness of social issues? Today the organization uses a social sensitivity instrument that consists of 23 statements based on four parameters: self awareness, personal effectiveness, social sensitivity and social action. Most weight is given to the first two parameters.

The instrument is administered in the classroom before and after the intervention. The pre- and post-intervention scores are statistically correlated and the shift in the scores indicate the impact of the program. (See Appendix 5 for a sample of the instrument.)

The evaluation findings over a period of three years show a high degree of self-awareness and lower levels of social action. This is likely to be a reflection of the program design and facilitation. Schools are also not willing to allow students to go out of school to engage in social action activities. When this evaluation method was used by Pravah's partner, Patang, in Orissa, the survey was complemented by appreciative inquiry to produce case studies. The Patang experience thus chose to combine the quantitative surveys with qualitative methods.

Two key challenges have emerged in the evaluation process:

- First, the comprehension level/reading ability of students taking the survey impacted on the reliability of the data collected via the survey.
- Secondly, Pravah encountered negative shifts in results because in the pre-surveys the students are more optimistic in the face of relatively little experience whereas in the post-surveys the students are more sensitive or honest and thus answer questions more authentically.

*Impact of the findings*

The evaluation results helped the program focus on creating more opportunities for students to design and implement community action projects. This resulted in a better balance between the growth of self-awareness among participants and their engagement in social action.

**The Earth Force experience in the US**

Working closely with Earth Force, a multi-site environmental education and civic engagement program in the US, the Brandeis University Center for Youth and Communities also amended their evaluation methodology over a number of years (see presentation in Appendix 6). Alan Melchior described how the initial methodology, developed in 1998-1999, involved long (14-page) pre/post participant surveys, an end-of-year educator survey and an extensive reporting system (plans, reports, etc.). This approach was a burden to administer and complete. Furthermore, case studies indicated that the program

was good, but the surveys weren't showing that, so no one was convinced that it was measuring the right outcomes. Challenges encountered included the highly decentralized nature of the program, which produced variation in implementation and locally-defined outcomes, limitations in teacher time (to administer the surveys) and limitations in evaluation resources.

The methodology was thus revised to produce shorter surveys that better addressed program goals and were easier to administer. In simplifying the methodology, however, some rigor was sacrificed (primarily in deciding that they would not use individually matched pre/post surveys). Also, like Pravah, the Brandeis Center found that some results showed a decline from baseline to post-test because the students have a better understanding of their skills and the challenges involved in promoting community change. In an attempt to address this, they began using retrospective "post-only" questions to assess skill changes from a single, post-program perspective instead of comparing results from separate pre- and post-program surveys.

A third generation of the survey was produced in 2005 and is more reliable and rigorous. It matches pre- and post-surveys through student codes while retaining the anonymity of the survey-takers, and includes more detailed questions about participants' experiences. The newest surveys continue to use the retrospective "post-only" questions for assessing civic skills, while assessing attitudinal changes through traditional pre- and post-program questions.

*Impact of the findings*

Earth Force began using the results as part of its annual organizational meeting, and over the years the evaluation has become a regular and important feature of its program reflection and continuous improvement process.

**An Early Impact Indicator**

Feedback given by a Sikh student after the first workshop Pravah conducted almost 18 years ago provides one example of an impact indicator.

The student shared how disturbed he was when his mother distributed sweets after Indira Gandhi's assassination, but he never felt empowered to confront his mother. The workshop gave him the competence to understand and articulate his discomfort, and to raise the matter with his family.

Although the Pravah team was not speaking the language of indicators at the time, this is an example of one of the first indicators that the curriculum was having the desired impact.

**The groundBREAKER self-assessment survey in South Africa**

Helene Perold, Executive Director of Voluntary Service Enquiry Southern Africa (VOSESA), described the challenge of assessing the impact of the groundBREAKER youth service program in South Africa without any comparative data being available.

groundBREAKERS (gB) is a youth service and youth leadership program for 18-25 year-olds, run by loveLife, a youth-focused HIV prevention NGO. Six thousand young groundBREAKERS graduated between 2001 and 2005 and a further 1,200 in the 2007/8 cohort, but no evaluation or assessment had been conducted until 2007.

The objectives of the evaluation were to

- 1 Assess the extent to which gB graduates studied further or found jobs after their year of service and retained their commitment to community-based civic service and leadership; and
- 2 Gauge their perceptions of:
  - a. the value of the program in shaping their own behaviour and developing their community leadership skills
  - b. program impact on their motivation, life choices and behaviour
  - c. program impact on other young people in terms of motivation and self-esteem, sexual behaviour and other life skills.

The challenge of a comparison group: loveLife requested empirical, quantitative data that demonstrated impact and comparative or baseline data is essential to provide evidence of impact. However, no baseline information was available. One option was to conduct a comparative study using a pseudo-baseline group, but no comparative population was available. So how could we design an evaluation that would reliably establish the impacts of the program?

Three strategies were adopted to triangulate the survey data:

- The study compared the data with the general South African youth population (desk study of national data on youth employment, education levels, civic engagement, health and sense of future—issues explored in the survey).
- The questionnaire retrospectively tested respondents perceptions at the start of the program and afterwards.
- A “pseudo-baseline” was conducted with the 2008 incoming cohort of groundBREAKERS asking all the “before groundBREAKERS” questions that were put to the graduates.

Data collection was conducted through a telephonic interview process because mobile phones are widely used by young people and face-to-face interviews with 800 ex-groundBREAKERS across the country (often in difficult-to-reach areas) would have been too costly. Posted questionnaires were also a poor option because they would have produced a small return rate and completion would have been unreliable.

The study found that groundBREAKER graduates were better able to access further educational opportunities than the general South African youth population and were more likely to find employment. They showed greater confidence in their own sense of self and in their leadership abilities than the 2008 intake and their leadership abilities were recognised by the community-based organisations in which they served. They hold positive attitudes about volunteering and civic engagement and continued their commitment to community service, although rates of involvement did decline after the program, probably due to full-time education or employment opportunities. The study also found a 50% increase in volunteering among those who had not volunteered prior to joining the program.

#### *Impact of the findings*

Since 2008, the groundBREAKERS program gathers baseline data during the intake of new participants at the start of each year. The results have enabled loveLife to lobby government and funders for increased support on the basis of the impact that the program has demonstrated on its graduates, enabling them to enter the mainstream through education and employment, and fostering their continued commitment to civic engagement at community level

# Conclusion

# 5

The enthusiastic response to the workshops and the consultation highlighted the fact that impact assessment of youth active citizenship programs is a clear need, not only of the donor community, but also of youth organizations and young people. Although there have been several initiatives to build organizational capacity for planning, monitoring and evaluation, these initiatives did not necessarily address youth active citizenship programming. Assessing the impact of these programs has remained a real challenge.

This process was successful in demystifying the field of evaluation for participants. As one of the participants put it: “I have become more friendly with evaluation” after this workshop. Other participants also realized the need to integrate evaluation into their programs from the very beginning and to involve key stakeholders in the process. For many, the concept of the Fifth Space as a site for social action as well as self-transformation was an important take-away.

Participants agreed that the competencies and indicators that had emerged to assess the impact of youth active citizenship interventions would contribute to the youth development sector and expressed their interest in continuing this process. It was recommended that these competencies be shared with more young people from different parts of the country to assess whether they are relevant and meaningful for all young people and to identify any other critical competencies that may not have been included. Participants also felt the need for more research and for technical assistance in developing appropriate tools for measuring these indicators. It was recommended that a core group be formed that would forge closer engagement with universities, involve interns and post-graduate students and take this process forward.

Participants stressed the need for a practical approach with a concrete plan of action and clear deliverables, and reiterated the importance of engaging with a wider range of stakeholders—parents, community members, etc. It was suggested that an open source/electronic space could help share learnings and information with organizations as the process evolved.



Core group participants meet in small group discussions.

Building a supportive environment for sharing resources, for discussing program successes and the challenges of doing evaluations, and for seeking suggestions from each other, is critical for developing and continuously improving evaluation practice in the country. By engaging at least 80 people over a period of three months in 2010, this process has created a strong foundation and built momentum for the way ahead. In the words of one of the participants, “I am dreaming indicators and evaluation these days!”

We invite all of you to continue contributing to this process so that we can together “prove and improve” our collective work in the field of youth development and active citizenship.

## Appendix 1

### Facilitator's Agenda from the Core Group Meeting

8-10 APRIL 2010

#### Core group meeting on impact evaluation

Objectives:

- a) Develop a common understanding of impact assessment in the field of youth active citizenship.
- b) Share experiences of using different approaches – the successes and challenges
- c) Explore the concept of the Fifth Space and the elements that constitute it
- d) Develop evaluation parameters, outcomes and indicators for youth programs

*Output: An evaluation framework for youth development programs*

Dates: April 8 – 10, 2010 (9.30 – 5.30 PM) Venue: Foyer Room, YMCA, Jai Singh Road

April 8				
Time	Session	Objective	Method	Resources
9.30 - 10	Welcome	Introduction to participants and overview of the objectives and agenda of the meeting	Icebreaker and introductions Introduction to the process and need for this exercise	
10.00 – 10.30	Mind jog	Bring out the challenges and critical questions vis-à-vis impact assessment	Display Slide A and ask participants to interpret the picture. Some of the points that may come up are – evaluation is about assessing change do we know what we are assessing? different stakeholder expectations, etc. different ways of assessing—indicators/stories (qualitative/quantitative data) what counts as reliable data? (e.g. self reported data?) different world views—how do we bring them together? Purpose of evaluation? Accountability? Learning? <i>Note: It is important that the facilitator enables participants to share their views of the slide and draws these points out of the discussion instead of presenting these points.</i>	Slide A

## April 8

Time	Session	Objective	Method	Resources
10.30 – 1.00 (including tea break)	Stories of change	To illustrate how organizations are using different approaches to assess impact of their programs – what are the outcomes and indicators they are using – as well as the challenges they have faced.	<p>Share a change story that will illustrate the impact of your program.</p> <p>How did you assess this change? (method, indicators, tools) What were the challenges in assessing this change?</p> <p><i>Note: This is a space for sharing. Give participants adequate time to share their experiences, including any indicators and tools, they may be using.</i></p> <p>After the sharing, introduce Kirkpatrick’s 4 levels of evaluation—reaction, learning, behaviour, results. Categorize the changes under these levels and show how they are linked. Can also introduce a discussion of theories of change at this point.</p>	
1.00 – 2.00	Lunch	Lunch	Lunch	
2.00 – 4.00	Understanding the context: stakeholder analysis	<p>To illustrate that stakeholders are an important part of evaluation and the need to understand stakeholder expectations while developing outcomes.</p> <p>Identify different stakeholders and their expectations.</p>	<p>Role play:</p> <p>Set the scene: Give background note. Read together. Answer any questions that participants may have. Distribute roles Announce there will be a public meeting where each group will present its views. The minister will take a decision.</p> <p>Give participants 15 – 20 minutes to discuss the situation within their group. Then encourage them to meet with other groups, listen to their perspectives on the issue and share their own.</p> <p>Announce the press statements at regular intervals.</p> <p>Create the environment for a public hearing and introduce the arrival of the Minister. Give each group a few minutes to present their case.</p> <p>After the Minister has made a decision and the game is over, go over the different expectations that emerged and highlight the importance of this exercise to determine the outcomes of the program so that they a) meet stakeholder expectations, or b) stakeholders change their expectations/perceptions to support the outcomes of the program.</p> <p><i>Note: spell out the instructions clearly and give roles to appropriate people</i></p>	Case studies and Roles

**April 8**

Time	Session	Objective	Method	Resources
4.00 - 4.15	Tea			
4.30 - 5.30	What is the environment we want to create? The Fifth Space.	To explain the concept of the Fifth Space and its principles	Map out the daily schedule of a young person and list the spaces they normally occupy—family, friends, leisure, school and career. Introduce the Fifth Space—active citizenship. Get participants to discuss the principles of the Fifth Space and illustrate it on chart paper. Bring out the critical aspects of Self, Relationships and Society. How does it help young people to engage better with the other spaces?	Chart Paper

**April 9**

9.30 - 10.00	Energizer and overview of the day			
10.00 - 12.00	Thinking hats	To assess the achievements, shortcomings and new ideas vis-à-vis evaluations.	Divide participants into 3 groups and explain De Bono's 6 thinking hats methodology: Yellow hat: What have we done well vis-à-vis evaluations? Black hat: What have been the shortcomings? Green hat: what are the new ideas we need to take ahead? Each group will have a facilitator and if there is time, each group can move to the next hat so that all participants get a chance to wear all hats.	Chart Paper
12.00 - 1.30	Competencies and indicators	To develop competencies and indicators for measuring the impact on young people	What are the outcomes we would like to see in a young person after he/she has been through the Fifth Space. Brainstorm and classify these outcomes into 3 clusters—Self, Relationships and Society. Divide participants into 3 groups Group 1 - Impact on Self Group 2 - Impact on relationships Group 3 - Impact on society Brainstorm in groups and then present to the larger group.	Facilitators need to sit with each group

April 9				
Time	Session	Objective	Method	Resources
1.30 - 2.30	Lunch			
2.30 - 3.30	Continuation			
3.30 - 5.30	Prioritizing competencies and indicators	To prioritize the indicators	Prioritize key indicators in each cluster—either in groups or as individuals—and give reasons for this prioritization.	<i>Bindis</i> (Colored dots that can be stuck on charts)
April 10				
9.30 - 11.30	Shifts in stakeholder perceptions and impact on the other spaces	To develop impact indicators that capture the shift in stakeholder perceptions and the resulting changes in the other 4 spaces	In groups: What is the impact you would like to see in the other 4 spaces as a result of the Fifth Space— 1) family 2) friends 3) education and work 4) recreation and lifestyle choices. What are the desired shifts in stakeholder perceptions vis-à-vis youth required to create a more supportive environment for youth development? a) government, b) educational institutions, c) employers, d) community, e) civil society organizations and donors, f) media, g) family	Charts
11.30 - 12.00	Tea			
12.00 - 1.30	Introducing the leadership index	To demonstrate how data on the indicators can be collected by sharing one possible tool.	Explain that this tool is a way of quantifying the change and can be used to complement the qualitative data such as case studies. Explain the design of the tool and how it works, including the statements, the format and the distribution of points. Explain that it is multi-point (data collected from different sources) and pre and post (data collected at different points of time). The difference between the average of the scores is the impact.	Leadership index Graph which plots the scores and depicts the impact
1.30 - 2.30	Lunch			

April 10				
Time	Session	Objective	Method	Resources
2.30 - 3.30	Next steps	To outline the next steps for implementing this framework	<p>Get participants to view the different outcomes as a whole and check for overlaps, inconsistencies or missing data.</p> <p>Ask participants for suggestions on how they will use this framework. Get them to commit to sharing it with other youth/youth facilitators so that they can get more feedback on it.</p> <p>Ask them what they need to enable them to use this framework (translations, tools, resources?)</p> <p>Explain how we propose to take this process forward and ask whether they would like to be part of this process.</p>	
3.30 - 5.00	Feedback	To get feedback on the process	Get written and verbal feedback on the process and suggestions for improving it.	

*This design has been developed by Pravah and Innovations in Civic Participation (please inform Pravah and share credit if you use it). If you need any of the resources, please get in touch with kamini.prakash@pravah.org.*

**APPENDIX 2**
**List of Participants**
**“Making Youth Work Visible Consultation, 3-4 May 2010**

S.no	Title	Participant	Organization	Location
1	Mr	Alan Melchior	Brandeis University	USA
2	Ms	Anita Deshmukh	PUKAR	Mumbai
3	Mr	Anoj Chhetri	UNV	Delhi
4	Mr	Arjun Shekhar	Pravah	Delhi
5	Mr	Ashraf Patel	Pravah	Delhi
6	Ms	Colleen Hammelman	Innovations in Civic Participation	USA
7	Ms	Digpal Bahadur	The Sir Ratan Tata Trust	Delhi
8	Mr	Helene Perold	VOSESA	South Africa
9	Ms	Ishani Sen	Pravah	Delhi
10	Ms	Jai Kishan	NSS, Zakir Hussain College	Delhi
11	Ms	Kamini Prakash	Pravah	Delhi
12	Mr	KT Suresh	YUVA	Mumbai
13	Mr	Liam O’Leary	VSO India	Delhi
14	Dr.	Nandkishore Mahakud	Sambalpur University	Orissa
15	Ms	Mandeep Kaur	American Centre	Delhi
16	Mr	Manish Subharwal	Student Partnerships Worldwide	Delhi
17	Ms	Meenu Venkateswaran	Pravah	Delhi
18	Ms	Moutushi Gupta	Oxfam, India	Delhi
19	Ms	Nadira Arif	NSS, Zakir Hussain College	Delhi
20	Ms	Namrata Jha	Institute of International Education	Delhi
21	Mr	Nandini Sen	NSS, Bharti College	Delhi
22	Mr	Naveen Jhalaria	Commutineer	Uttaranchal
23	Mr	Nayan Patel	Jan Vikas	Gujarat
24	Mr	Nishtha Bhushan	NSS, Bharti College	Delhi
25	Mr	Nitin Paranjpe	Abhivyakti	Nashik
26	Mr	Panchal Ambalal Hiralal	Commutineer	Madhya Pradesh
27	Dr	Radhakrishnan Nair	RGNIYD	Sriperumbudur, Chennai
28	Mr	Rajeev Sharma	IIM Ahmedabad	Gujarat
29	Mr	Rajesh Kumar Kaushik	Oxfam,India	Delhi
30	Mr	Raju Bhise	YUVA	Mumbai
31	Ms	Rama Rao	Commutiny - The Youth Collective	Delhi
32	Ms	Renuka Motihar	Pravah	Delhi

33	Ms	Rita Misra	Patang	Orissa
34	Mr	Robert David	Sahyog	Gujarat
35	Mr	S.M Arif	Jahangirabad Educational Trust	Uttar Pradesh
36	Mr	Sanjay Gupta		Delhi
37	Mr	Shankar Chowdhury	UNESCO	Delhi
38	Ms	Shruti Chhabra	Mafoi Management Consultants	Delhi
39	Mr	Siddharth D'souza	LAYA	Vishakapatnam
40	Ms	Smita Sen	Commutineer	West Bengal
41	Mr	T.K Mishra	NSS, Deshbandhu	Delhi
42	Dr	Tabasum Banu	NSS, Orissa	Orissa
43	Mr	Tauqueer Ali Sabri	National Foundation of India	Delhi
44	Ms	Wangshikokla Jamir	Commutineer	Nagaland

### Youth facilitators and participants

S.no	Title	Participant	Organization	Location
1	Ms.	Amreen Ahmed	Pravah Jaipur Initiative	Jaipur
2	Ms.	Nirupama Sarathy	Commutineer	Chennai
3	Ms.	Ranjita Pawar	Commutineer	Osmanabad, Maharashtra
4	Mr.	Lokesh Kalal	Commutineer	Karawada, Rajasthan
5	Ms.	Anjana Paul	Youth Voice, VIP Nagar	Kolkata
6	Ms.	Krishna Golder	Ujaan, Gobindapur	Kolkata
7	Ms.	Uma Singh	Nabadisha, Gobindapur	Kolkata
8	Mr.	Jagannath Samanta	Gabberia Science and Research Institute, Namkhana	Sunderbans, West Bengal
9	Ms.	Shahina Javed	Roshni, Rajabazaar	Kolkata
10	Ms.	Binita Chakraborty	Thoughtshop Foundation	Kolkata
11	Ms.	Revathi Banerjee	Thoughtshop Foundation	Kolkata
12	Ms.	Manjula Parmar	Jan Vikas	Anand, Gujarat
13	Mr.	Maqbool Raj	Jan Vikas	Baruch, Gujarat
14	Mr.	Hitesh Nayak	Jan Vikas	Jambughoda, Gujarat
15	Ms.	Kailash Gohil	Jan Vikas	Halol, Gujarat
16	Mr.	Divyank Bhatt	Jan Vikas	Modasa, Gujarat
17	Mr.	Mohammed Hanif	Jan Vikas	Bodeli, Gujarat
18	Mr.	Mahendra Chavda	Jan Vikas	Ghoghanda, Gujarat
19	Mr.	Hasmat Ali	Jan Vikas	Ahmedabad, Gujarat

**Core Group Workshop Participants, 8-10 April 2010**

<b>S.no</b>	<b>Title</b>	<b>Participant</b>	<b>Organization</b>	<b>Location</b>
1	Ms	Rita Mishra	Patang	Orissa
2	Ms.	Himalini Verma	Thoughtshop Foundation	Kolkatta
3	Mr.	Nayan Patel	Jan Vikas	Ahmedabad
4	Mr.	Rajendra Bhise	YUVA	Mumbai
5	Ms.	Rama Bedula	Community The Youth Collective	Delhi
6	Mr.	Manak Matiyani	Community The Youth Collective	Delhi
7	Mr.	Neel Odedara Tejas	Ashoka - Youth Venture	Mumbai
8	Mr.	Manish Subharwal	Student Partnerships Worldwide	Delhi
9	Mr.	Mehmood Khan	Doosra Dashak	Rajasthan
10	Mr.	Digpal Bahadur	Sir Ratan Tata Trust	Delhi
11	Ms.	Colleen Hammelman	Innovations in Civic Participation	USA
12	Ms.	Ashraf Patel	Pravah	Delhi
13	Ms.	Meenu Venkateswaran	Pravah	Delhi
14	Ms.	Kamini Prakash	Pravah	Delhi

**Pravah Workshop Participants, March 2010**

<b>S.no</b>	<b>Title</b>	<b>Participant</b>
1	Mr.	Arjun Shekhar
2	Ms.	Ashraf Patel
3	Ms.	Meenu Venkateswaran
4	Ms.	Sonal Chaturvedi
5	Mr.	Navneet Prakash
6	Ms.	Neha Buch
7	Mr.	Lokashish Saha
8	Mr.	Sulab Kumar
9	Ms.	Ishani Sen
10	Mr.	Deep Sonu Brahma
11	Ms.	Durba Ghose
12	Ms.	Aditi Sahay
13	Ms.	Shilpa Jawhar
14	Ms.	Meenakshi Bhanjdeo
15	Ms.	Kamini Prakash

## APPENDIX 3

## Profiles of Youth Organizations that are Members of the Core Group that met in April 2010

1. **Ashoka's Youth Ventures, Mumbai:** Youth Ventures enables young people to learn that they can lead social change. It inspires and invests in teams of young people to start and lead their own social ventures. It seeks to create impact by transforming (a) the youth participant through the enabling experience of starting a social venture, (b) the youth team, as they learn important life skills and realize they can create change, (c) the community, as growing numbers of Youth venture teams tip the local culture toward greater youth leadership and d) society at large, by fundamentally redefining the role of young people as leaders of social change.
2. **Communitny—the Youth Collective, Delhi:** This is a group of progressive and like-minded individuals and organizations who have a passion and belief in the power of young people to bring about social change. As a group it wishes to encourage, strengthen, make visible and applaud young people's questioning and exploration of the complex issues in the human and natural worlds, and their actions to bring about a positive change. To this end, it works towards (a) creating a common platform for youth development and youth action, (b) creating a positive image about youth active citizenship, (c) developing a bridge between policy-makers and influencers to strengthen youth programs, and (d) bringing more organizations towards youth development.
3. **Doosra Dashak, Rajasthan:** Implemented by the Foundation for Education and Development (FED) since 2001 in rural areas of Rajasthan, this program focuses on the education and development of adolescents and young people in the age group of 11 – 20 years with the objective of improving their quality of life through the provision of appropriate learning opportunities and thereby creating a dynamic force for social and economic development.
4. **Innovations in Civic Participation (ICP),** based in Washington, DC, is a global leader in the field of youth civic engagement. ICP's mission is to facilitate the generation of opportunities for young people to improve their communities and build essential skills for future success through civic engagement. ICP works with individuals and organizations around the world to support the development of innovative approaches to two civic participation strategies: national youth service and service learning. Since 2001, the team at ICP has worked to expand opportunities for tens of thousands of young people throughout the world to engage in service.
5. **Jan Vikas, Gujarat,** is a large network of decentralized institutions, one of which is Yuva Shakti. Yuva Shakti was set up in 2002 as a long-term systematic intervention for Conflict Transformation through youth empowerment in Panchmahal district of Gujarat. Yuva Shakti focuses on youth identity, decentralization and good governance along with livelihood, access to justice, media and information communication technologies. It creates opportunities for youth to strengthen their leadership capacities. With the effort of 44 team members, Yuva Shakti has reached out to 125 villages and mobilized 79 youth groups.
6. **Patang, Orissa:** Patang was started in 2003 with a vision to create a platform for young people to actively engage in social justice issues in western Orissa. Its programs include a) Making Change Makers—a 40 hour life skills development curriculum culminating in an action project, b) Pathmakers—a year-long volunteering program for young people to build leadership for social change, c) the Squirrel community volunteering program, and d) a Youth Resource Centre in Burla, Sambalpur.

7. **Pravah, Delhi**, has been working in the field of youth development and active citizenship since 1993. It works to build youth leadership for social change through the design and delivery of innovative programs with diverse groups of young people across the country. Its youth interventions are designed to take participants on a learning journey during which they can understand themselves, develop their skills, engage with social issues and discover their potential as change makers. Pravah also trains teachers, supports youth-led initiatives, incubates new youth organizations, and partners with other organizations to create an ecosystem of organizations that can advocate for youth development and active citizenship.
8. **Student Partnerships Worldwide (SPW)** supports young people to address the urgent health, education and environmental issues in their lives. Its mission is to place young people at the forefront of change and development. It mobilises young volunteers (aged 18 – 28) to participate in peer education programs which provide young people in rural communities with the information, skills and self confidence they need to make crucial decisions about the health and environmental issues that affect their lives. By working with and through young people, SPW empowers the next generation to act as catalysts for change in their own communities. It currently operates in 8 countries in Sub-Saharan Africa and South Asia.
9. **Thoughtshop Foundation (TF) Kolkata:** TF has been experimenting since 2000 with models for youth in social action. The Youth Resource Cells Project involves the incubation of community based youth groups through a range of programs, including a year-long fellowship, community action projects and camps. The YRCs are envisioned as hubs for community development – enabling young people to achieve their potential and bring about positive social change. The YRC project sees young people as partners in the process rather than beneficiaries. The process hopes to build ownership, responsibility and sustainability.
10. **Youth and Civil Society Initiative**, the Sir Ratan Tata Trust, Delhi: The Youth and Civil Society Initiative recognizes the potential role of young people as agents of change. It supports (a) educational programs for young people aimed at their development into active citizens, (b) approaches that combine livelihood and development concerns of young people, together with providing opportunities for social action, (c) efforts towards mainstreaming youth development as an approach to overall community development.
11. **Youth for Unity and Voluntary Action (YUVA), Mumbai:** YUVA has been working on the issues of urban and rural poor since 1984. Its interventions are directly at community level forming people's organisations and their institutions. In addition to direct intervention programs it actively contributes to research, policy development and networking initiatives at the state, national and global levels. YUVA's youth interventions focus on the development of urban, rural and tribal youth in the central region of India. The program concentrates on three thematic areas: Livelihood, governance and sexuality, and focuses on building core values of gender justice, social justice, secularism and democracy, ecological justice, honesty and integrity among youth through alternative education and exposure. The program is coordinated through Anubhav Shiksha Kendra in collaboration with YUVA (urban), YUVA (rural), Vikas Shayog Pratisthan, Dr. Ambedkar Sheti Vikas and Shanshodhan Sanstha, Abhivyakti and Samarthan (Bhopal). YUVA also facilitates a youth collective called Maharashtra Yuva Parishad in 23 districts of Maharashtra.

**APPENDIX 4**  
**About the Logic Model**

Mission: *The Mission of Ophelia’s Players is to provide a safe space and opportunities for girls to find their voice and their imaginative selves via the theatre.*

For Whom	Assumptions (Theory of Change)	Strategies/ Activities	Outcomes	Impact
<p>Girls ages 9-14, from 4 urban neighbor-hoods in and around Middletown.</p>	<p>Girls need a structured, gender-specific program to counter the likelihood of retreating, experiencing malaise or becoming quiet.</p> <p>Girl-positive programming enhances social and emotional development</p> <p>Theatre-based programming helps girls reacquire their voice, formulate their identity, and leads to positive developmental outcomes.</p> <p>Quality girl-positive theatre-based programs require staff trained in girl development and theatre skills.</p> <p>Professional development is necessary to increase:</p> <ul style="list-style-type: none"> <li>• The awareness of the needs for girl-positive programming.</li> <li>• Community’s capacity to provide quality girl programming.</li> </ul>	<p>Ophelia’s Players engage in girl-positive theatre-based training including creative movement, voice exercises, theatre games, and journal writing.</p> <p>Players have an opportunity to try out different roles and model different types of interactions in a safe environment.</p> <p>Players engage in structured conversations designed to give girls an opportunity to explore their own female identity.</p> <p>Ophelia’s Players staff is provided with professional development activities via training circles, quarterly workshops and a summer institute.</p>	<p><b>Initial:</b></p> <ul style="list-style-type: none"> <li>• Girls develop healthy relationships with peers and adult female role models</li> <li>• Girls will gain proficiency in communications skills</li> <li>• Girls will develop their imagination.</li> </ul> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>• Girls will develop positive female identity</li> <li>• Girls will find their voice</li> <li>• Girls will think more creatively, using visioning, reflection and problem-solving skills</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>• Girls will have a positive self-identity</li> <li>• Girls will have positive self-esteem</li> <li>• Girls will be empowered to positively affect their environment and the environment of those around them.</li> </ul>	<p>Girls will become resilient, vocal creative women.</p>

**Why use logic models?**

There are at least four reasons why a logic model provides a helpful way of thinking about programs and a good way of conceptualizing an evaluation:

- **Improved program design**—The process of creating a program logic model helps clarify your thinking about the program, how it was intended to work, and what adaptations need to be made once it is operational.
- **A starting point for evaluation**—A logic model makes the program design explicit so you can decide more systematically what pieces of the program to study and what outcomes are important to track.
- **Understanding complex initiatives**—In complex, community initiatives or longer-term initiatives, a logic model can lay out interim outcomes, highlight assumptions, and make it easier to identify gaps.
- **Partnership building**—The process of developing a logic model requires stakeholders to work together, to clarify the rationale for the program and the conditions for success. The model becomes a focal point for discussion and a means of creating ownership among the stakeholders.

**APPENDIX 5**  
**Pravah's Social Sensitivity Instrument**

Dear Friend,

Given below are 23 statements. We would like to know how you feel about these statements. There are no right or wrong answers and this is not a test to form any judgement about you or your ability.

Please give your honest responses using the set of five available options. You may circle the option that most closely resembles your response or your thoughts with respect to the situation/statement given. Please avoid the 'Cannot say' response as far as possible and use it only when absolutely necessary and only in case you are very unsure of your response or your feelings to the statement given.

Please respond to every statement. Your responses shall be kept confidential.

Please provide the following information:

Name: \_\_\_\_\_

M/F: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Class/Section/School: \_\_\_\_\_

Residential Address: \_\_\_\_\_

Ph.No and Email Id: \_\_\_\_\_

**1. If I were to come across a road accident, I would...**

- a. Pass the accident site without stopping
- b. Feel sympathetic but not think it wise to get involved
- c. Not be able to say what my reaction would be
- d. Not like to get involved personally but call up the police anonymously
- e. Help the victims, take them to the hospital if necessary

**2. I believe that where there is a will there is a way...**

- a. Yes, I totally agree that if we have the will, anything can be achieved
- b. I feel that if we have the will, most things can be achieved
- c. Cannot say
- d. No, I feel that even if we have the will, some things cannot be achieved
- e. No, I totally disagree; whatever happens is as per our destiny

**3. I am aware of my strengths and weaknesses...**

- a. Yes, I am totally aware of my strengths and weaknesses
- b. I am aware of my strengths and weaknesses to a great extent
- c. Cannot say
- d. I am not fully aware of my strengths and weaknesses
- e. No, I am not at all aware of what my strengths and weaknesses are

**4. I respect people's opinions even if they are totally opposite to mine...**

- a. Yes, I always respect people's opinions no matter how different or opposite to my own views they may be
- b. I respect opinions opposite to mine to the extent that I would keep silent and not bring about a confrontation
- c. Cannot say
- d. I do not completely respect those opinions that are totally opposite to mine
- e. No, I do not feel that I need to respect those opinions that are different from or opposite to mine

**5. I am comfortable about the way I think and feel about myself...**

- a. Yes, I'm totally comfortable and at ease with the way I think and feel about myself
- b. I am comfortable to a large extent
- c. Cannot say
- d. I'm not totally comfortable with the way I think about myself
- e. No, I totally uncomfortable with the way I think and feel about myself

**6. If I saw anybody being ill-treated or victimized, I would ...**

- a. Strongly oppose it and actively take up the cause of the victim
- b. Try to contact an organization that could help the victim
- c. Cannot say what I would do
- d. Feel bad but unable to do much
- e. Not like to get involved

**7. If I saw my family members wasting electricity, I...**

- a. Would surely check the wastage as well as tell them how harmful their behaviour is
- b. Would try to check the wastage myself but would not speak to family members about this
- c. Do not know how I would react
- d. Would feel bad but find myself unable to do much
- e. Would not do anything about it

**8. When I make friends, it is ...**

- a. Absolutely necessary for me to know their family backgrounds
- b. Somewhat important to know their family backgrounds
- c. Cannot say whether it is important/not important to know about their family backgrounds
- d. Not very important to know about their family backgrounds
- e. Not at all important to know about their family backgrounds

**9. When in the company of a person whom I do not know, I ...**

- a. Can begin a conversation easily
- b. Take a bit of time but eventually interact with the stranger
- c. Do not know what I would do
- d. Find it uncomfortable to begin a conversation with this stranger
- e. Do not try to interact with him/her

**10. As far as the direction I want my life to take is concerned, I am ...**

- a. Absolutely clear about this
- b. Largely clear about the direction
- c. Cannot say
- d. Not very clear about the direction I want my life to take
- e. Not at all clear about this

**11. If you were present when a mob was looting and burning a shop belonging to someone you did not know, you would...**

- a. Get actively involved in stopping this injustice and bringing the culprits to justice
- b. Try to help the victim without getting actively involved
- c. Not know what you would do
- d. Be a silent spectator
- e. Feel that the victim probably deserved this treatment

**12. When I hold a viewpoint that is different from the rest of the group, I...**

- a. Like to explain my point of view
- b. Hold my viewpoint but explain my point of view only if asked for it
- c. Do not know what I would do
- d. Feel it would be best to agree with the group's point of view if my viewpoint is not accepted
- e. Keep my opinions to myself and agree with the group's point of view

**13. I am clear about my ideas and viewpoints...**

- a. Yes, I'm totally clear about my ideas and viewpoints
- b. I am clear about my ideas and viewpoints to a large extent
- c. Cannot say
- d. I'm not very clear about my ideas and viewpoints
- e. No, I'm not at all clear about my ideas and viewpoints

**14. All people belonging to one community...**

- a. Always behave similarly
- b. Behave similarly with respect to some characteristics
- c. Cannot say
- d. Mostly do not behave in a similar fashion
- e. Do not behave similarly, have varied and diverse behaviours patterns

**15. I know what I want to be in life**

- a. Yes, I'm absolutely clear about what I want to be in life
- b. I am largely clear about what I want to be in life
- c. Cannot say
- d. I am not totally clear about what I want to be in life
- e. I am not at all clear about what I want to be in life

**16. If I found my neighbors in trouble, I would...**

- a. Get involved in trying to sort out their problem
- b. Try to help indirectly without getting directly involved
- c. Not know what I would do
- d. Be sympathetic but not get involved
- e. Not get involved in any manner

**17. If I want something, I think it is...**

- a. O.K to use any method to achieve it
- b. O.K to use any method as long as it does not hurt anyone directly
- c. Cannot say what I would do
- d. Not right to use unfair means but use them when it seems to be the only viable option
- e. Not at all acceptable or correct to use an incorrect method: the manner in which we achieve a goal is as important as the goal itself

**18. I am comfortable about what people think about me...**

- a. Yes, I'm totally comfortable with what others think about me
- b. I am comfortable to a large extent
- c. Cannot say
- d. I am not totally comfortable about what people think about me
- e. I am totally uncomfortable with what people think about me

**19. If I see all my classmates breaking a rule in school then I would...**

- a. Explain to them that they are doing something wrong and do my best to convince them to not break rules.
- b. Not join them in this but explain my views and reasons for not joining in only if asked for them.
- c. Not know what I would do
- d. Think it best to go along with the majority point of view if my views are not accepted.
- e. Keep my opinions to myself and agree to join in and do whatever the majority of the classmates decide to do.

**20. If my parents continue to avoid each other after a fight, I would...**

- a. Talk to them about it and try to bring about a reconciliation
- b. Ask someone else to intervene in order to bring about a reconciliation
- c. Cannot say what I would do
- d. Give my help and support if called for but feel unable to intervene directly
- e. Leave them alone and let them sort it out between themselves

**21. Most things that happen in my life are caused by reasons beyond my control...**

- a. Totally agree
- b. Agree
- c. Cannot say
- d. Disagree
- e. Totally disagree

**22. I am a confident person...**

- a. Totally agree
- b. Agree
- c. Cannot say
- d. Disagree
- e. Totally disagree

**23. With respect to those who are less privileged than us, I feel...**

- a. It is not my responsibility to solve problems faced by others in this world
- b. Everyone in this world should learn to manage their own affairs
- c. Unsure about what I should do
- d. I should try to help them in a manner that is feasible for me
- e. I would feel responsible for their plight and try to help them in all possible ways

Thank You


## APPENDIX 6 Evaluating Earth Force – A Multi-Site Environmental

### Education & civic engagement program


Alan Melchior, Center for Youth and Communities, The Heller School for Social Policy and Management, Brandeis University, USA

**Evaluating Earth Force – A Multi-Site Environmental Education & Civic Engagement Program**

Alan Melchior,  
Center for Youth and Communities



The Center for Youth and Communities  
The Heller School for Social Policy and Management,  
Brandeis University



**The Evaluation Challenge**

The primary focus in making evaluation methods decisions should be on getting the best possible data to adequately answer primary users' evaluation questions given available resources and time. The emphasis is on appropriateness and credibility – measures, samples, and comparisons that are appropriate and credible to address key evaluation issues.

Patton, *Utilization-Focused Evaluation*

Stated simply, the good enough rule is that the evaluator should choose the best possible design from a methodological standpoint, having taken into account the potential importance of the program, the practicality and feasibility of each design, and the probability that the design chosen will produce useful and credible results.

Rossi and Freeman, *Evaluation: A Systematic Approach*

**Earth Force and Its Programs**

- National environmental education and service-learning program established in 1994
- Operates programs in school and community settings through a network of 7 local offices and partnerships in 30 communities.
- All Earth Force programs are built around a 6 step community problem-solving model:
  - Community environmental inventory
  - Issue selection
  - Policy and community practice research
  - Options for influencing policy and practice
  - Planning and taking action
  - Looking back and ahead
- Began working with Center for Youth and Communities (Brandeis University) in 1997 to evaluate original Earth Force community program.

**Evaluation Challenges at Earth Force: Getting to "Good Enough"**

- Highly decentralized program operations
- Variations in implementation, locally-defined outcomes.
- Limited teacher time/local commitment to evaluation/data collection.
- Limited resources evaluation, and for incentives, support, staffing.
- Began as one-time evaluation; evolved into "developmental evaluation" and ongoing evaluation partnership.

**Three Generations of Evaluations: 1<sup>st</sup> Generation (1998-99)**

- Initial comprehensive evaluation of new CAPS program: demonstrating impact, assessing implementation process, and establishing performance measures for Earth Force local offices.
  - Designed before program was in place (i.e. staff input, but no field input in design).
  - Long (14 page) pre/post participant surveys; end-of-year educator survey; extensive reporting system (plans, reports, etc.)
  - Lots of complaints about burden
  - Mediocre result; no one convinced evaluation was measuring the right outcomes.

**2<sup>nd</sup> Generation: 2000-2001 Revisions**

- Full revision of participant and educator surveys focused on reducing length (goal of 2-3 pages), better addressing program goals, and making easier to administer.
- Worked with field working group (local office representatives and teachers) to make and test revisions.
- Decision to make participant surveys anonymous (not individually matched) to gain program staff buy-in.
- Increased focus on civic skills; began using retrospective "post-only" items to assess skill changes.
- Began reporting/discussing evaluation results as the first workshop at Earth Force annual staff meeting.



## APPENDIX 7

### Evaluation Resources

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