



# “It Changed My Life”

Measuring Results of International Youth Leadership Interventions

2012 American Evaluation Association, Minneapolis

# Presenters



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- **Lisa Inks**, IREX, Washington, DC



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# Deconstructing the Title

It changed my life!"

Really? How do  
you know?

Measuring Results  
of International

Results by when?  
International?

Youth Leadership  
Interventions

Can you really  
measure this soft  
stuff?

# Framing the Challenges

- Theoretical
- Contextual
- Developmental
- Methodological



# Session Overview

- Framing the Challenges in Evaluating Youth Programs
- Measuring Child Well-Being Across Programs and Country Contexts: Lessons Learned from the *Developmental Assets Profile*
- Tools for Quantifying the Essence of Youth Leadership: Evaluation of the Youth Theater for Peace Program
- From Adolescent Participants to Adult Peacebuilders: Evaluating the Long-Term Impact of Seeds of Peace
- Discussion



# Measuring Child Well-Being Across Programs and Country Contexts

Lessons Learned from the *Developmental Assets Profile*

Eugene C. Roehlkepartain



# 40 Developmental Assets

- Extensive research
- Relevant across populations
- Impact across priorities
- Practical, actionable
- Relevant across sectors, contexts
- Flexible and adaptable



# Categories of Developmental Assets

## External



Support



Empowerment



Boundaries & Expectations



Constructive Use of Time

## Internal



Commitment to Learning



Positive Values



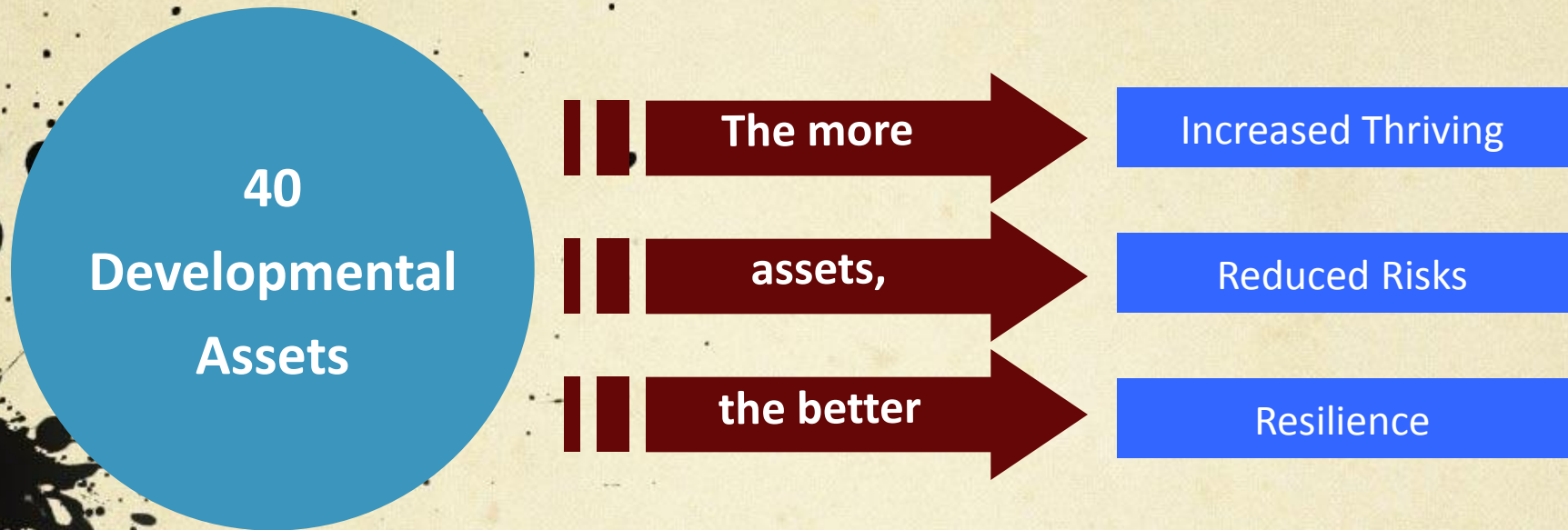
Social Competencies



Positive Identity



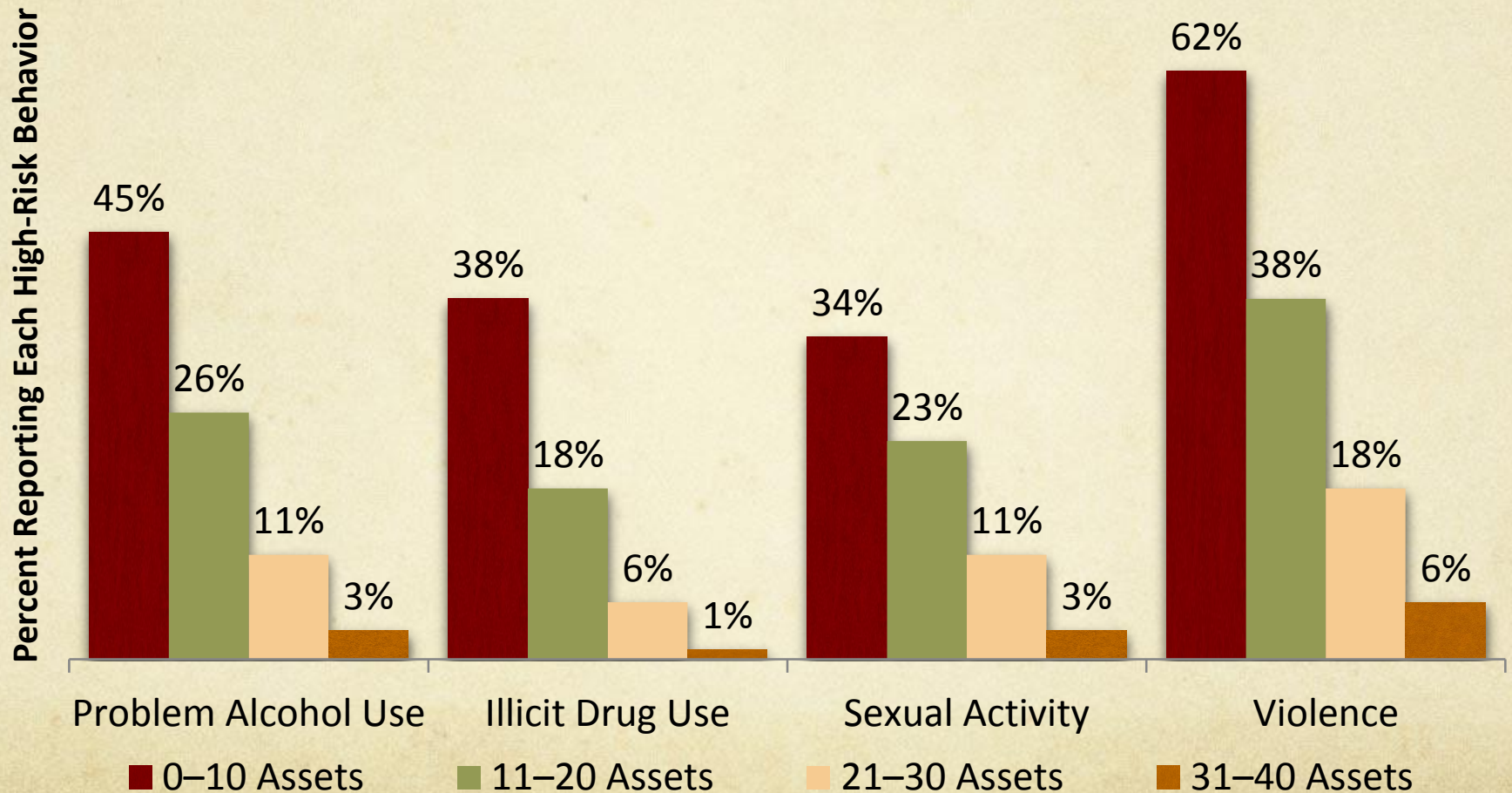
# Why Assets Matter



True  
across . . .

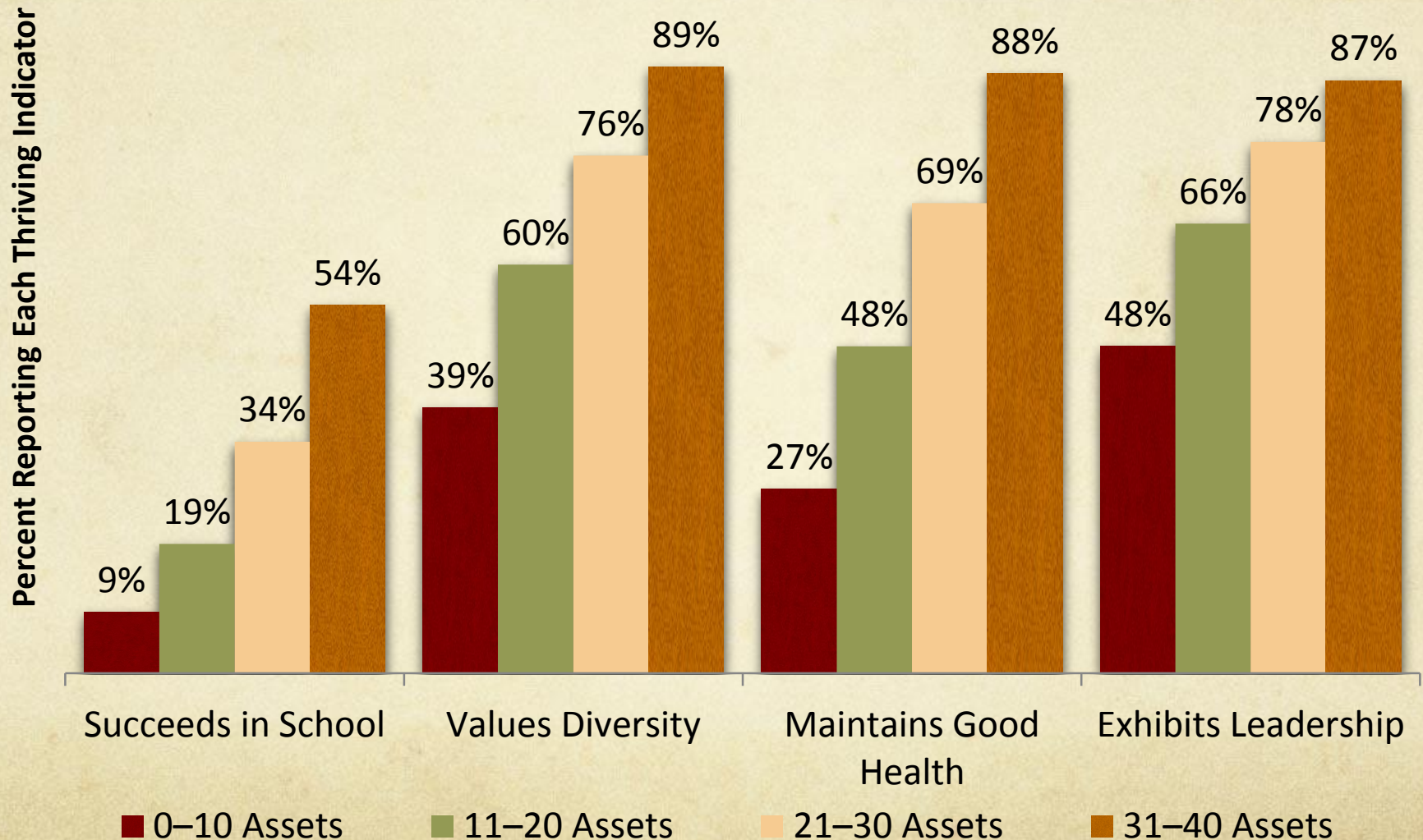
- Socioeconomic status
- Race/ethnicity
- Family composition
- Gender

# Power of Assets to Protect



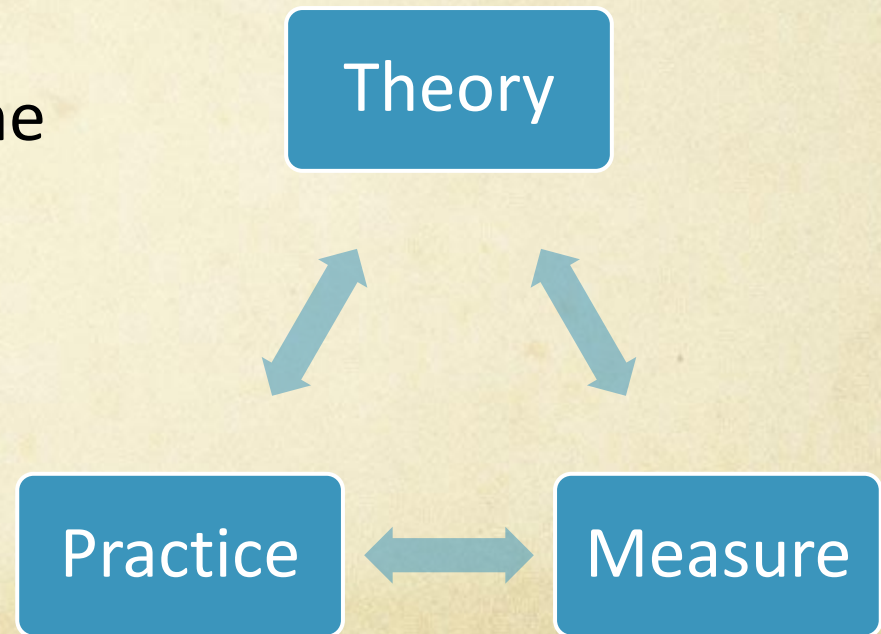


# Power of Assets to Promote



# The Developmental Assets Profile (DAP)

- Short measure of Developmental Assets
  - 58-item survey (Likert scales)
  - Youth ages 12 to 18 (others in development)
  - Multiple languages (more coming)
- Psychometrically robust
- Can track change over time
- Useful across program emphases/specializations

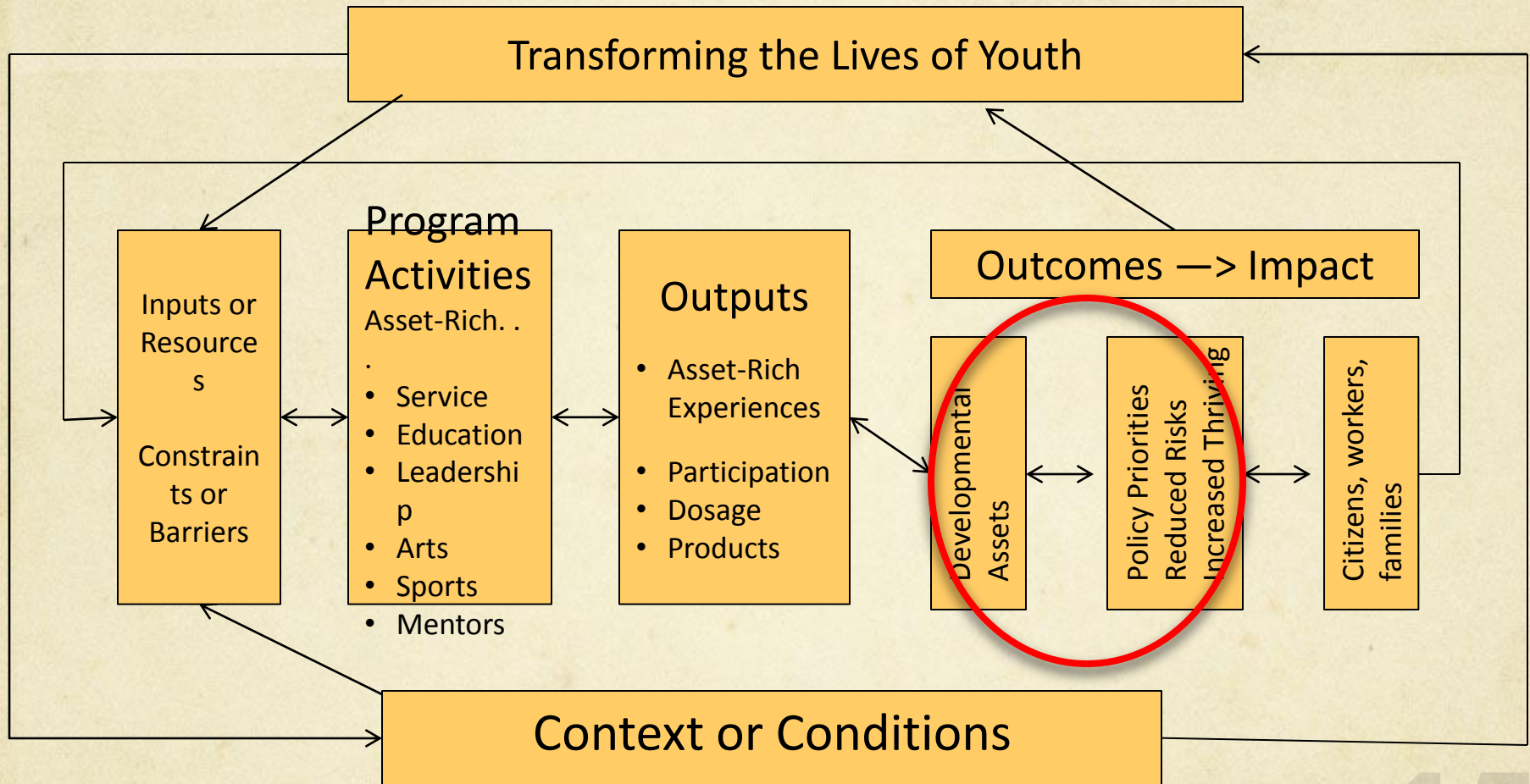




# Instrument Quality

- Internal consistency
  - High across multiple samples and cultures
  - Some scales are lower
- Test-retest reliability: Moderately high (.70s)
- Concurrent validity
  - Correlates well with other asset measures (A&B)
  - Negatively correlates with high-risk behaviors
  - Positively correlates with thriving indicators
- Adapted in multiple countries and languages

# An Asset-Building Logic Model



Developing a logic model or theory of change. Community Tool Box, University of Kansas.  
[http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1877.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1877.aspx)



# Study Overview

## Purpose

Document link between developmental assets and key international development outcomes

## Partners

Search Institute, EDC, Save the Children

## Timeline

Data collected Jan – April 2012



This study is made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the EQUIP3 Leader Award: GDG-A-00-03-00010-00. The content is the responsibility of Search Institute and does not necessarily reflect the views of USAID or the United States Government.

# Background & Context

- Promising use in EQUIP3 and other projects
  - Philippines — Albania
  - Bangladesh — Japan
  - Egypt — Lebanon
  - Etc.
- No evidence documenting link to sectoral outcomes outside of United States



# Study Sample



# Sample Characteristics

	AGGREGATE	Bangladesh	Honduras	Jordan	Rwanda
Male	58%	50%	86%	49%	59%
Female	42%	50%	14%	51%	41%
Age 11 -14	32%	55%	5%	44%	0
Age 15-19	15%	45%	79%	56%	38%
Age 20-28	15%	0	16%	0	62%
City	35%	—	69%	55%	30%
Town	13%	5%	8%	18%	11%
Village	52%	95%	23%	26%	58%
Basic Needs Not Met	35%	36%	37%	15%	37%



# Measures

## Developmental Assets Profile (DAP)

Asset Categories		Developmental Contexts
<i>External Assets</i>	<i>Internal Assets</i>	Personal
Support	Commitment to Learning	Social
Empowerment	Positive Values	Family
Boundaries & Expectations	Social Competencies	School
Constructive Use of Time	Positive Identity	Community

# Measures

## International Development Outcomes

1. Workforce/Livelihoods Development
2. Violence Prevention
3. Health
4. Education
5. Civil Society



# Key Findings

- Consistency and Validity of Measures
- Experiences of Developmental Assets
- Achieving five outcomes
- Link between assets and outcomes

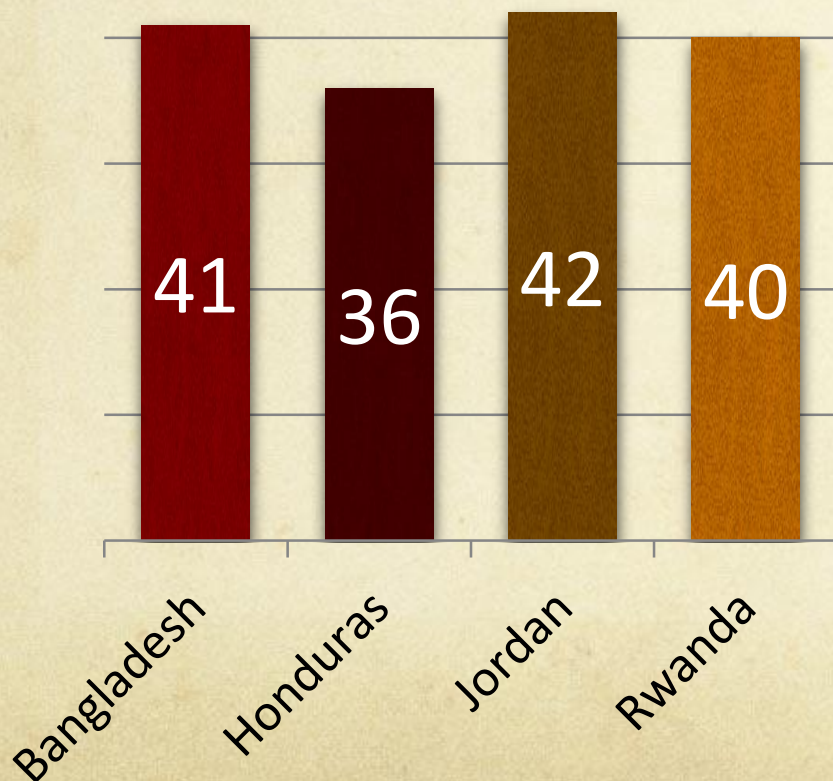
# Consistency and Validity of Measures

	Bangladesh	Honduras	Jordan	Rwanda
Variability	Good	Good	Good	Okay
Internal consistency	Mixed	Good	Good	Good
Total DAP	Excellent	Excellent	Excellent	Excellent
Predictive validity	Very good	Very good	Very good	Very good



# Experiences of Assets

Range: 0 to 60

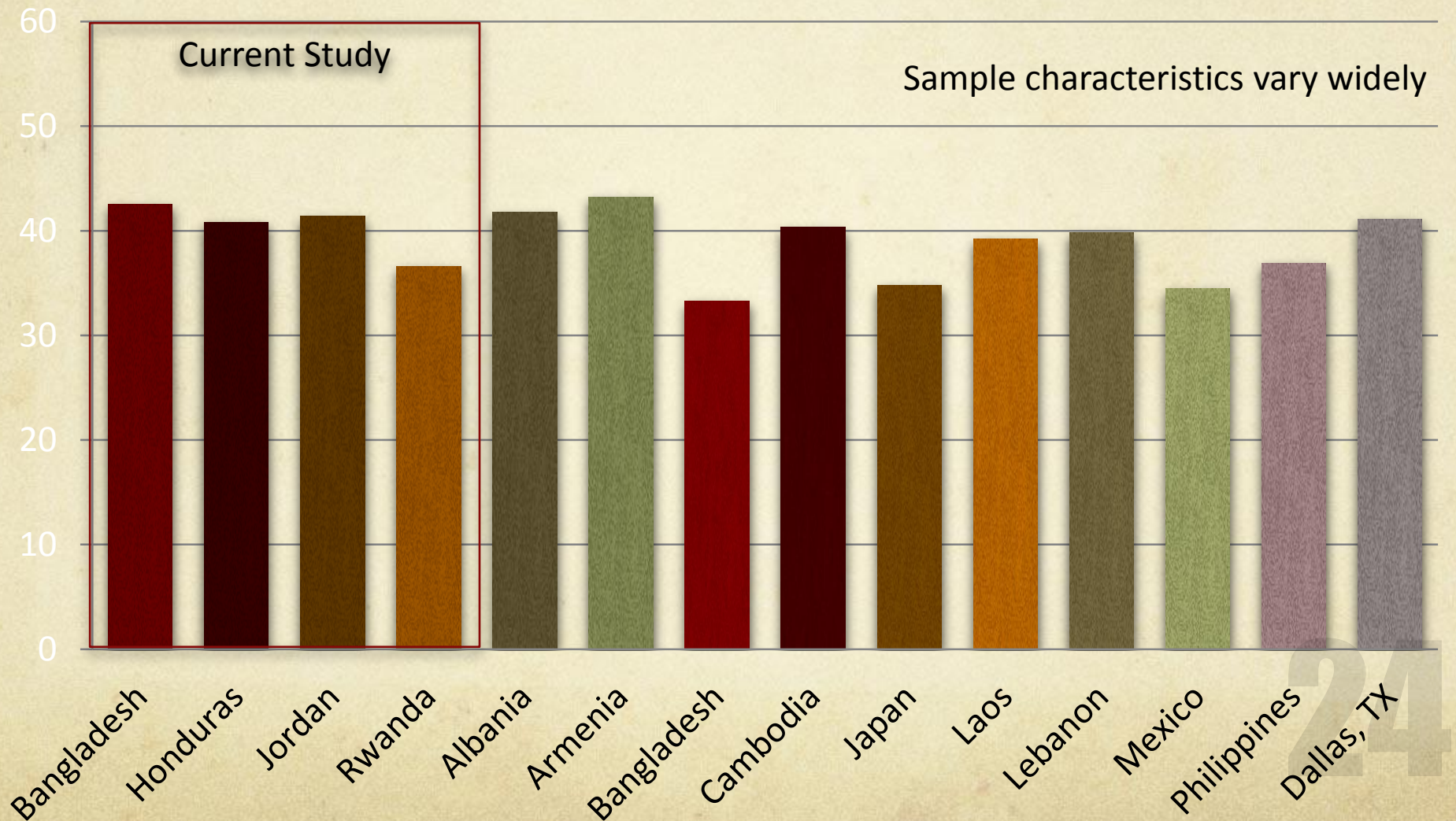


Few demographic differences within countries on total DAP score:

- Age
- Gender
- City/village

Message: Consistency in overall experiences of assets across contexts

# Total DAP Scores, by Country





# Different Levels of Assets



# Strongest & Weakest Asset Categories

	External Assets				Internal Assets			
	Support	Empowerment	Boundaries & Expectations	Constructive Use of Time	Commitment to Learning	Positive Values	Social Competencies	Positive Identity
Bangladesh	Higher than mean	Lower than mean	Higher than mean	Lowest	Strongest	Higher than mean	Lower than mean	Lower than mean
Honduras	Lower than mean	Lower than mean	Higher than mean	Lowest	Strongest	Lower than mean	Lower than mean	Lower than mean
Jordan	Lower than mean	Higher than mean	Lower than mean	Lowest	Strongest	Higher than mean	Lower than mean	Lower than mean
Rwanda	Lower than mean	Lower than mean	Lower than mean	Lowest	Strongest	Higher than mean	Higher than mean	Lower than mean



Strongest



Higher than mean



Lowest



Lower than mean



# Strongest & Weakest Context Scores

	Personal	Social	Family	School	Community
Bangladesh	Lower than mean	Lower than mean	Strongest	Strongest	Lowest
Honduras	Lower than mean	Lower than mean	Strongest	Strongest	Lowest
Jordan	Lower than mean	Lower than mean	Strongest		Lowest
Rwanda	Higher than mean	Higher than mean	Lower than mean	Strongest	Lowest



Strongest



Higher than mean

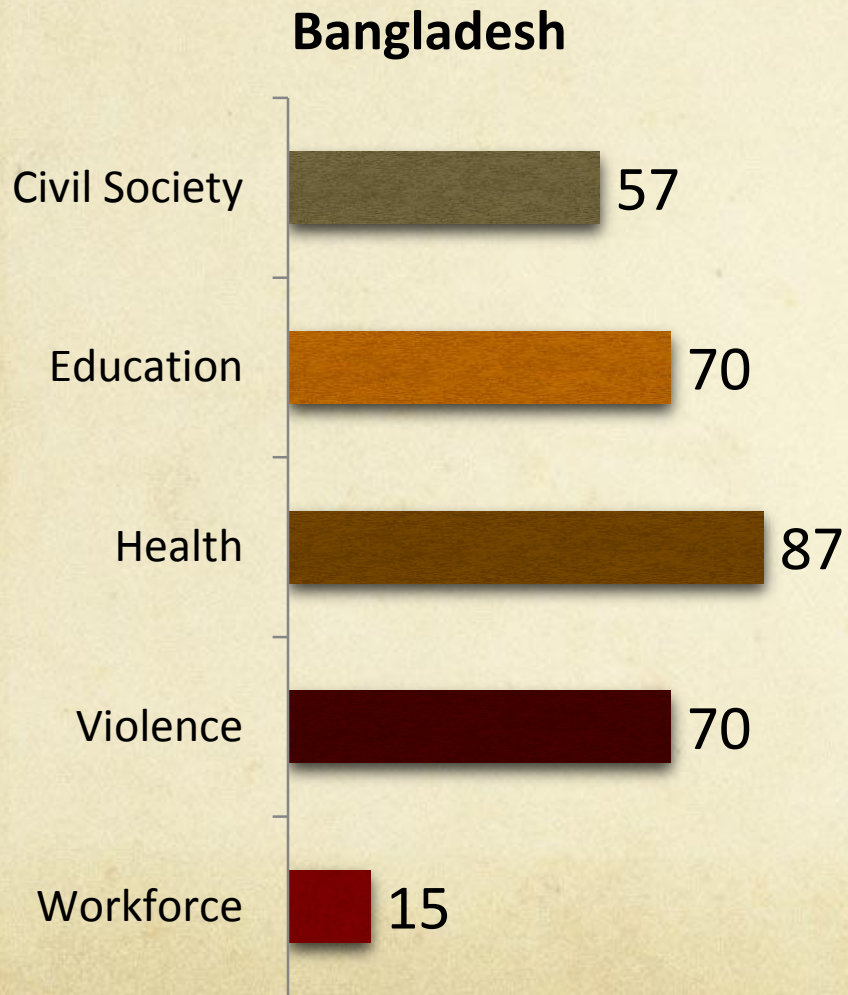


Lowest



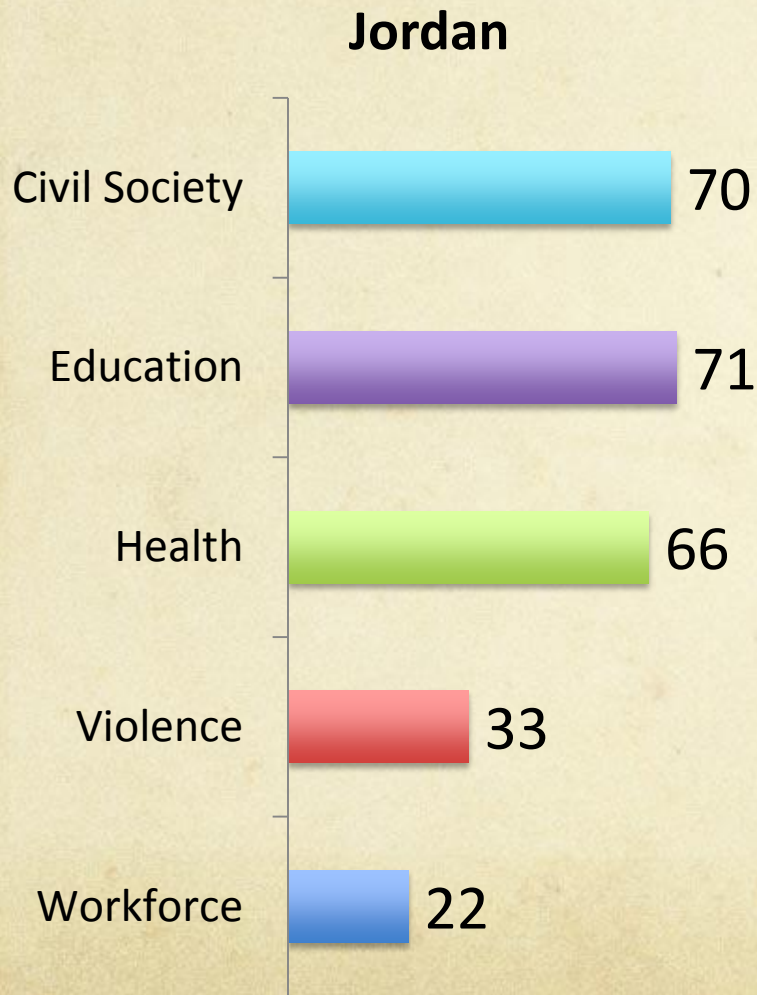
Lower than mean

# Achieving 5 Outcomes

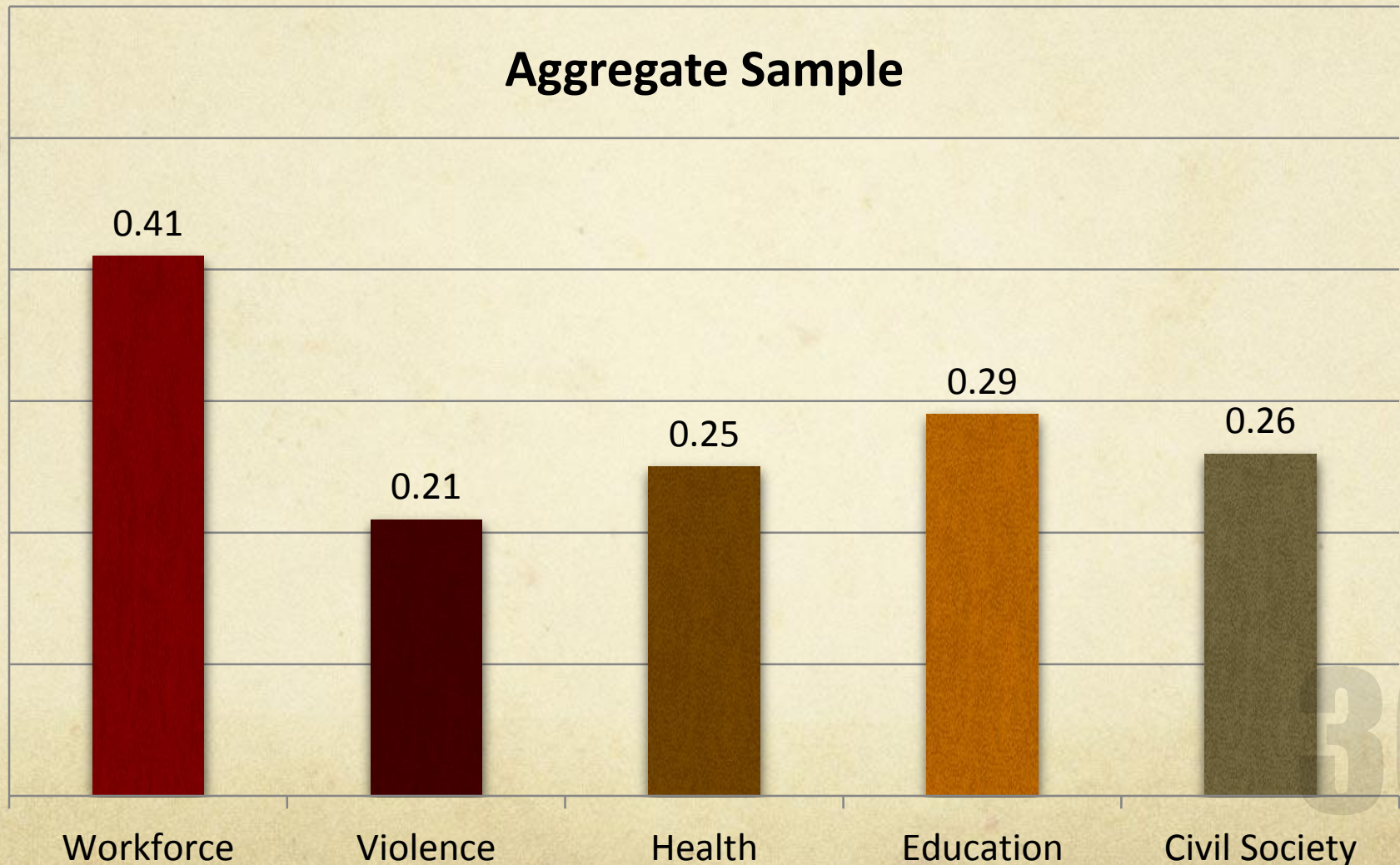




# Achieving 5 Outcomes

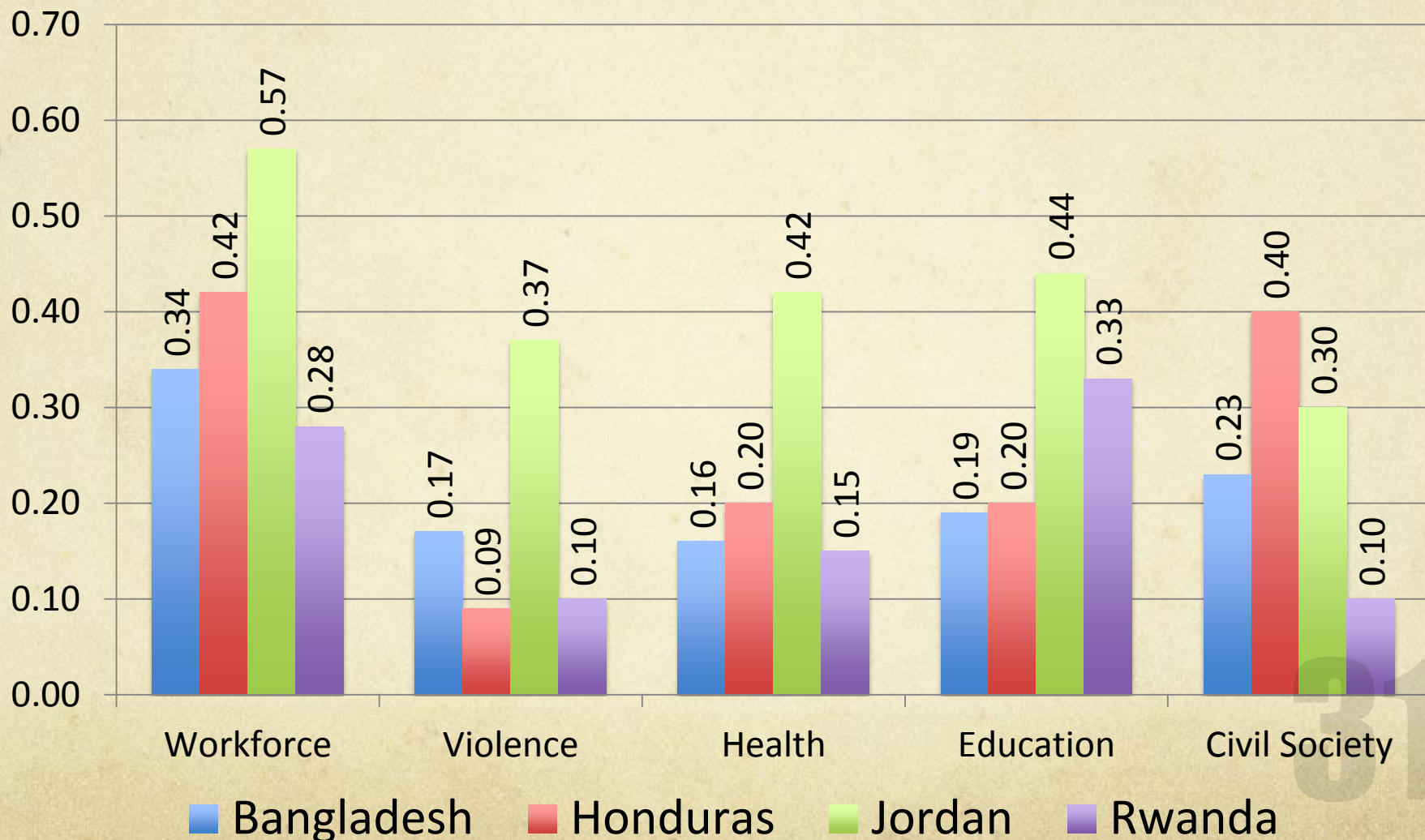


# Correlation with Total DAP Scores





# Correlation with Total DAP Scores

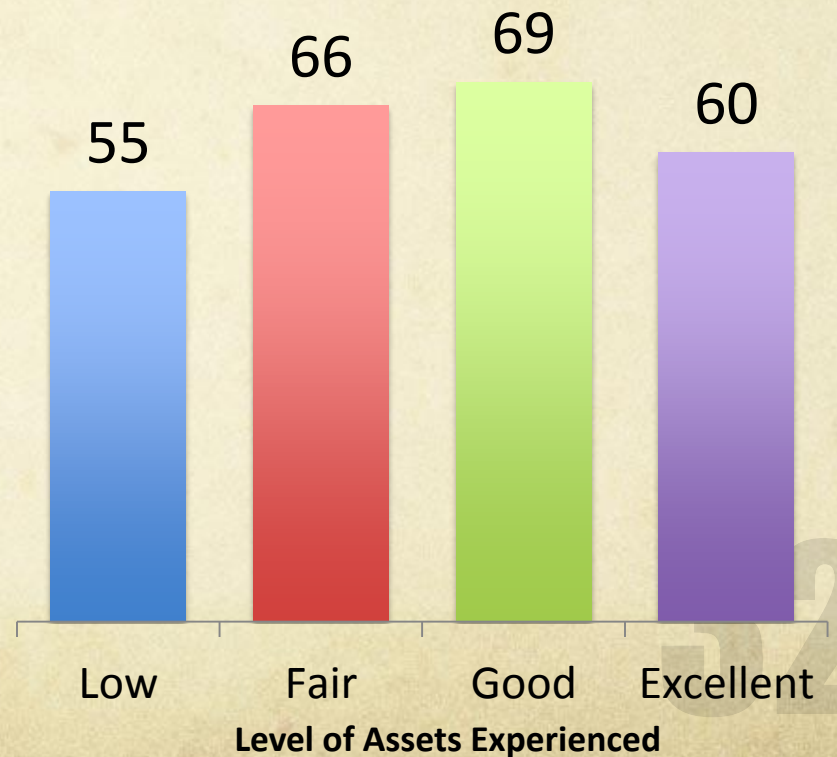


# Asset Levels and . . .

**VIOLENCE: Jordan**



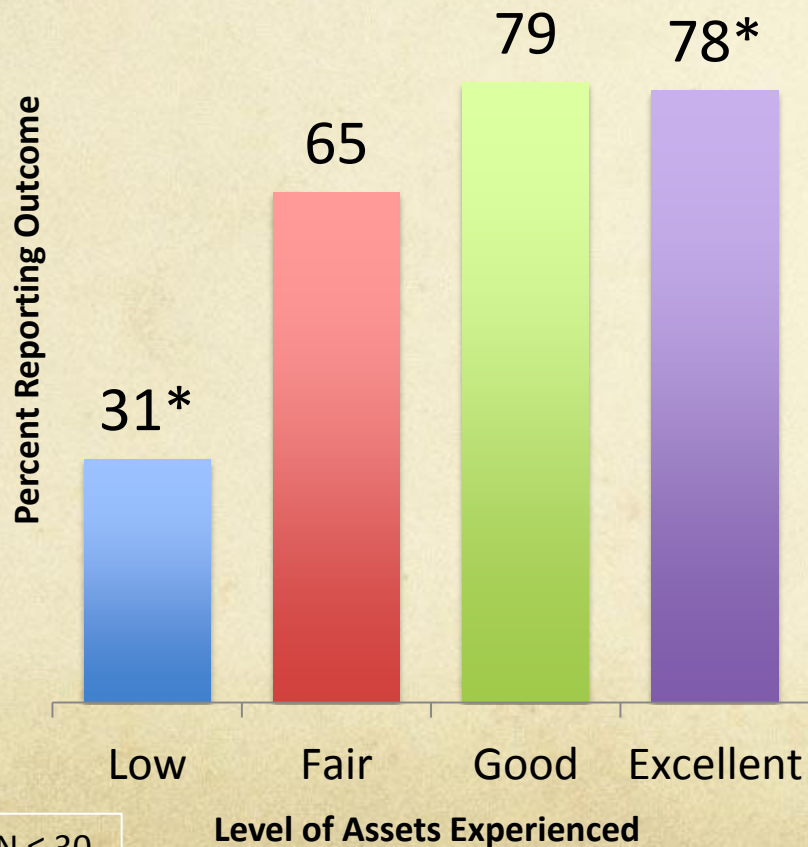
**HEALTH: Jordan**



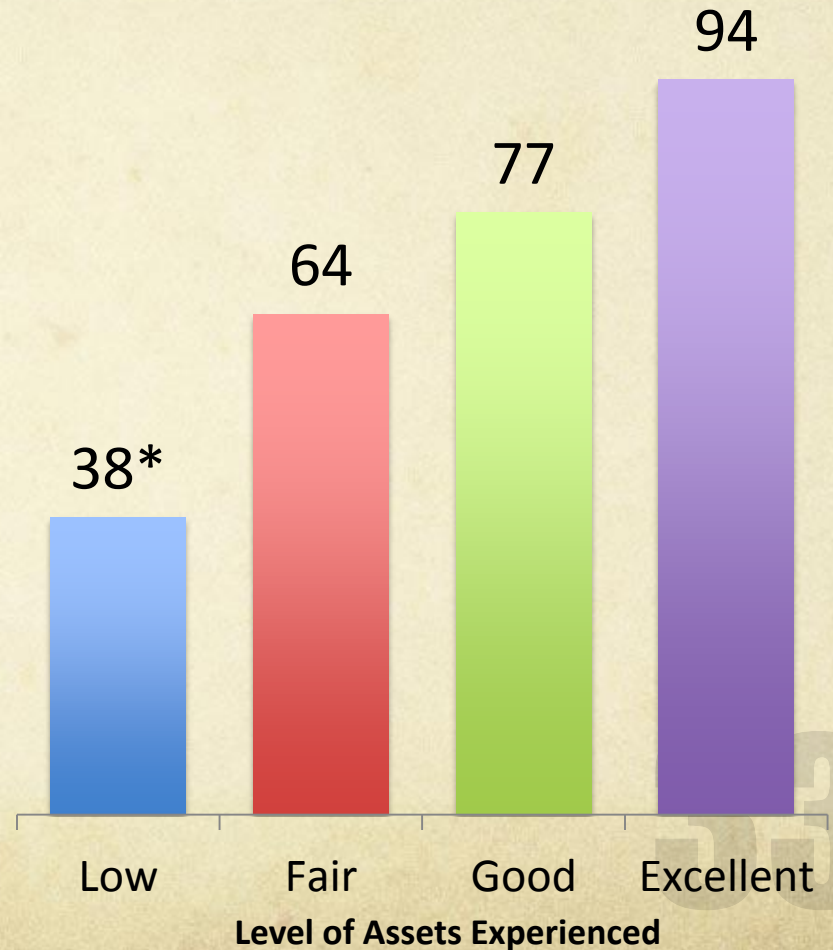


# Asset Levels and . . .

**EDUCATION: Rwanda**



**CIVIL SOCIETY: Honduras**

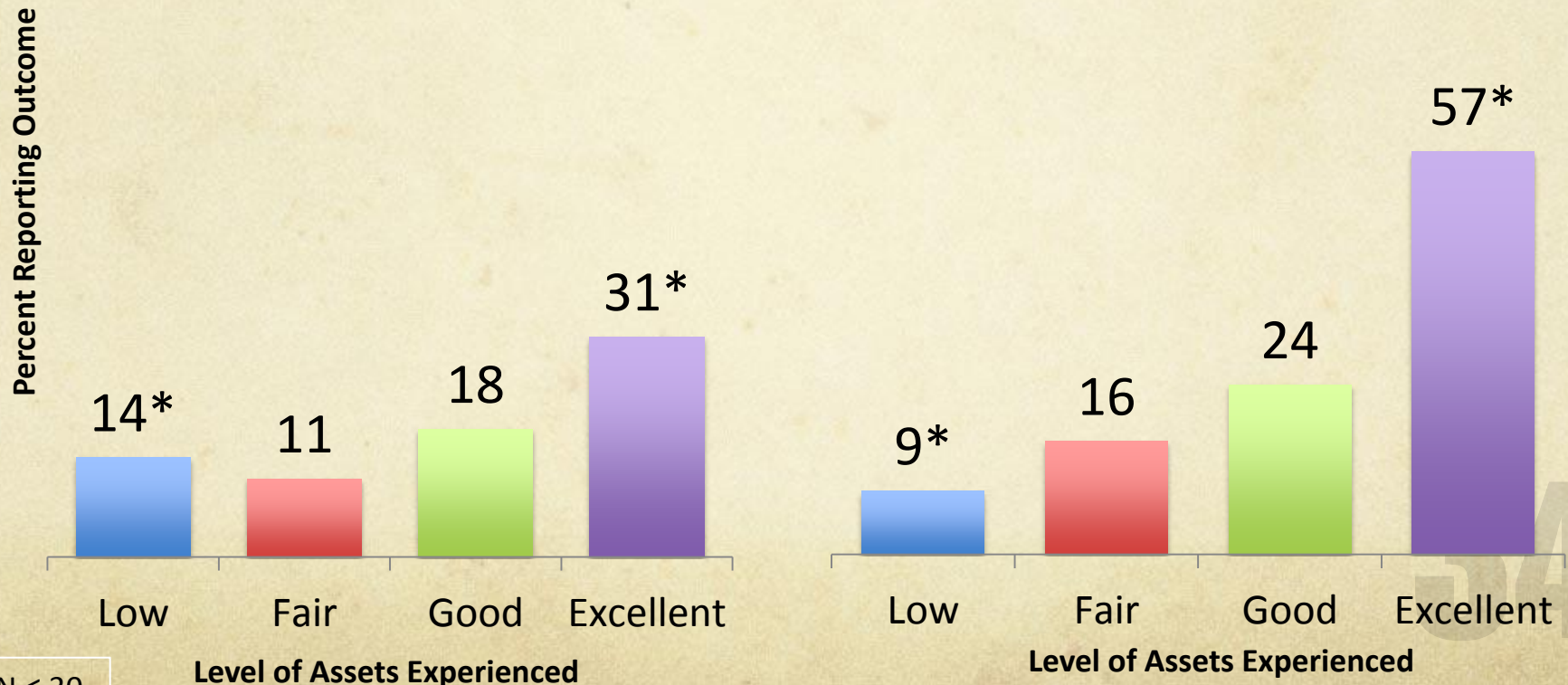


\* N ≤ 30

# Asset Levels and Workforce/Livelihoods Development

Bangladesh

Honduras



\* N ≤ 30



# Internal & External Assets: Correlations with 5 Outcomes

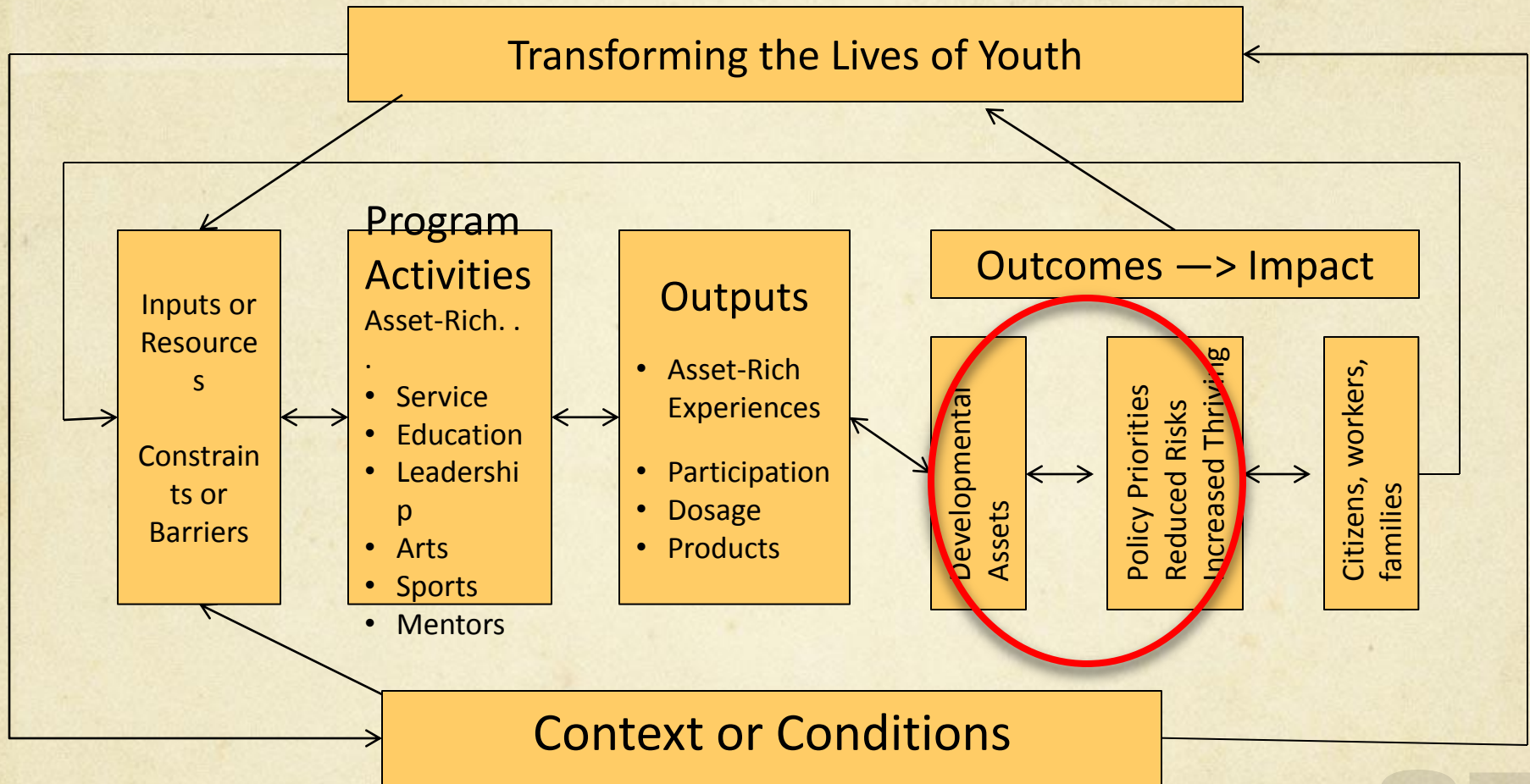
	Internal Assets	External Assets
Workforce/Livelihoods	.40	.36
Violence Prevention	.20	.19
Health Promotion	.26	.21
Education	.30	.24
Civil Society	.25	.23

# Takeaways

- Level of assets was comparable across gender, age, where live; differences across countries
- The concurrent association between assets and outcomes is clear
  - For all five outcomes
  - For all demographic subgroups: gender, age, place of residence, deprivation, safety
  - Most evident for the most vulnerable



# An Asset-Building Logic Model



Developing a logic model or theory of change. Community Tool Box, University of Kansas.  
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# Quantifying the Essence of Youth Leadership

Case Study of the Youth Theater for Peace Program



October 24, 2012 AEA Conference



# Central Challenges

## ○ Theory of Change

- How can we test each section of the logic chain?

## ○ Methodology

- How do we accurately measure attitudes and personal competencies?
- How do we ask the questions of youth in the right way?

# Youth Theater for Peace Overview

- **Goal: promote sustainable conflict prevention at the community, regional and national levels**
- USAID/CMM funding in Tajikistan and Kyrgyzstan
- Building capacity of youth and organizations to use Drama for Conflict Transformation methodology



# Theories of Change

1. If youth from conflicting groups **interact meaningfully** around issues of conflict, then they will **better understand one another** and be more likely to resolve conflicts peacefully.
2. If local groups dramatize key conflict issues and engage community members in identifying non-violent solutions, then people will be more likely to reject violent action and use learned tools to resolve conflicts peacefully.

# Evaluation Challenges

- Even in the short term, how do we measure effects of the program on participants' attitudes and behaviors?
- Meaningful baseline-final comparison
- How reliable is a final-only comparison group?
- How do we address youth-specific constraints?



# Measuring Effects on Participants

If individuals from conflicting groups interact meaningfully around issues of conflict, then they will **better understand one another...**

- Empathy for others from different backgrounds
  - Better conversations
  - Better friendships
  - Increased trust
- Ability to communicate well with others from different backgrounds

# Measuring Effects on Participants

And be **more likely to resolve conflicts** peacefully...

- Sense of “personal agency” in conflict situations
  - Confidence in ability to resolve interpersonal disagreements in a peaceful way
  - Confidence in ability to positively impact conflict situations
- Ability to engage appropriate individuals/structures in the community and government
  - Confidence speaking in front of government officials
  - Confidence speaking in front of large groups



# Evaluation Methodology

- Quasi-experimental
- 12 communities in Kyrgyzstan and Tajikistan
- About 30% minority respondents
- Tools
  - **Surveys:** Participant group (119), Comparison group (119)
  - **Focus Group Discussions:** 24 focus groups with males/females and youth/adults
  - **Key Informant Interviews**

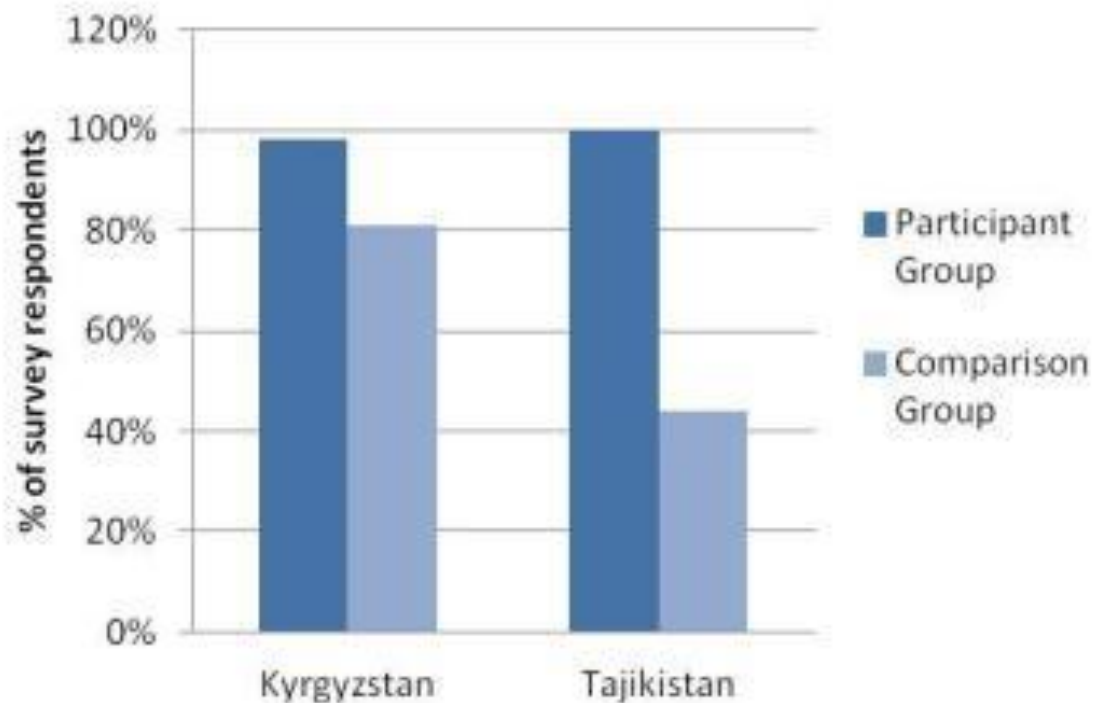
# Evaluation Limitations

- **Selection bias** – Individuals who chose to participate in the program may have started with higher levels of empathy and conflict resolution skills
- **Self-reporting bias** – Data was based on self-reporting by both participants and comparison group
- **Response bias** – IREX's local NGO partners served as survey enumerators and focus group facilitators, under the oversight of an external evaluator



# Findings

## Ability to communicate well with people of other ethnicity, religion, or nationality



# Other approaches

from Romania & Moldova

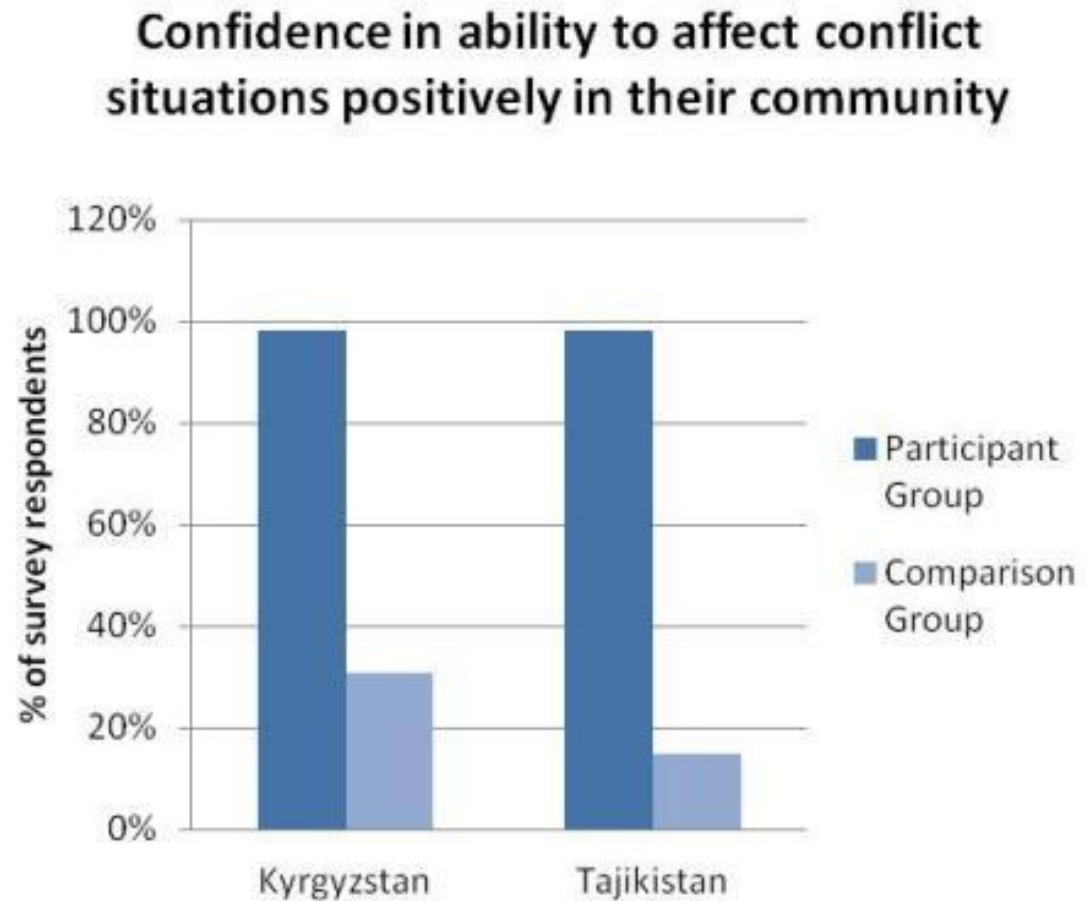
## Comparison between Midterm and Pre-Training Assessment



*\*For statements in red, a negative change was desirable.*

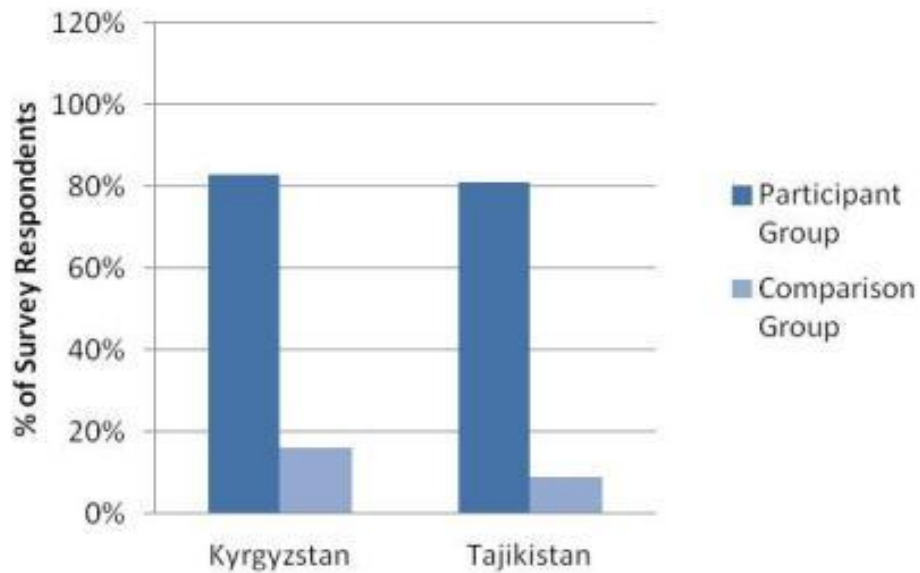


# Findings

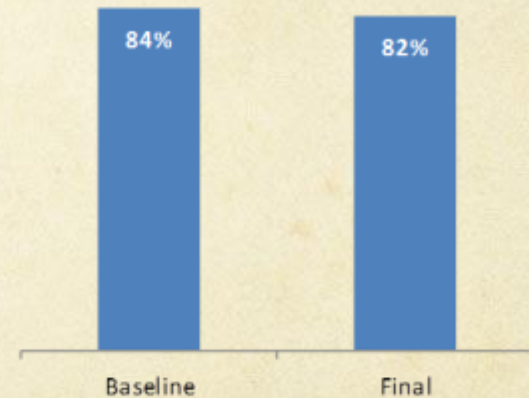


# Findings

**Confidence while speaking in front of  
government officials or community  
leaders**



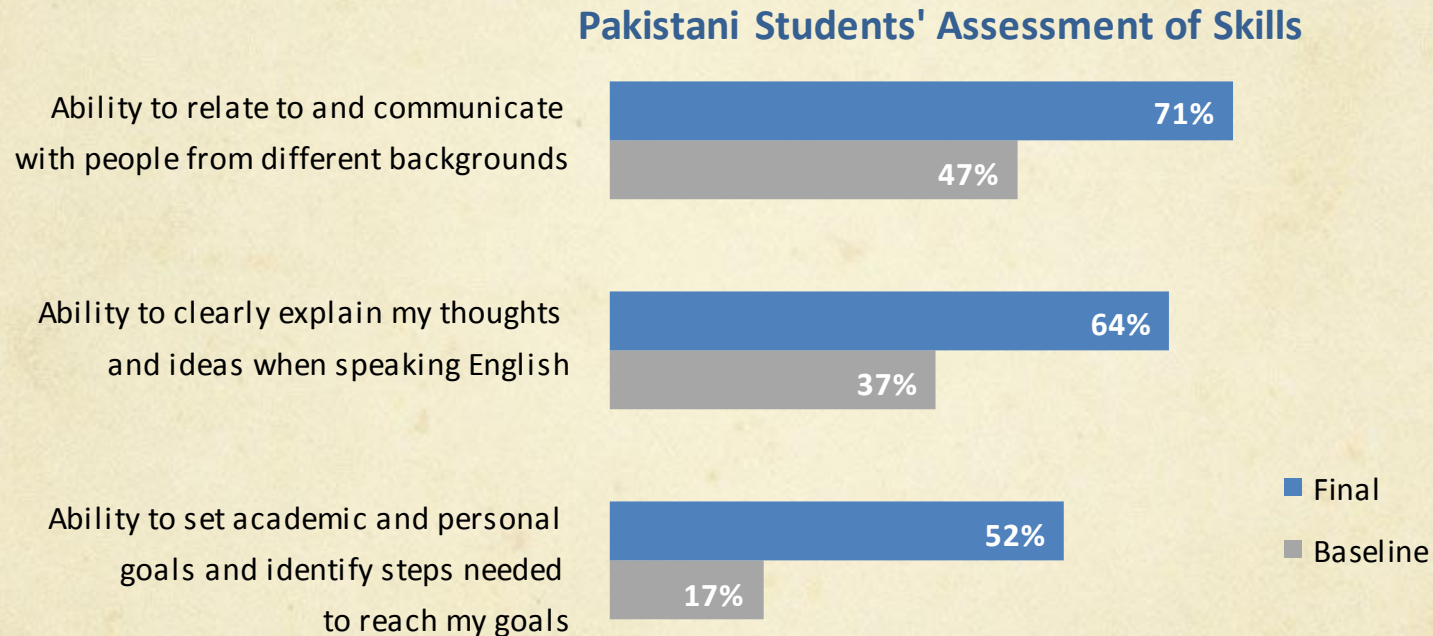
**BUT...**





# Other Approaches

## Skills assessment questions with rubric:



**% of participants who rated their skills as excellent**  
Baseline: n=86, Final: n=83

# Alternatives

Ask youth about their...

- # of productive conversations about ethnicity with youth of another ethnic group in past month
- # of friends from X group
- # of acquaintances from X group
- # of times interacted with a local leader in past six months

Open-ended questions



# Findings

**From third-party observations:**

**Ability to speak about conflict issues in opened and balanced way**




**Percentage of audience members able to speak about conflicts in an open and balanced way, as judged by observer in focus group discussion**

# What We Don't Know

- To what extent attitudinal/behavioral changes will hold over time and in changing contexts (future conflict events)
- To what extent individuals will be able to impact attitudes and behaviors in their communities (through theater performances and participant-led trainings)
- How to get better baseline data on attitudes and behaviors when themes of tolerance, diversity and conflict are sensitive
- How to gather evidence of change to scale





# From Adolescent Participants to • Adult Peacebuilders:

*Evaluating the Long-Term Impact of Seeds of Peace*

- American Evaluation Association  
Annual Convention  
October 24, 2012

Ned Lazarus, Ph.D.  
School for Conflict Analysis and Resolution  
George Mason University



# *Oslo Accords Signing, 1993*



Where are they *now*?



## The Oslo-Era Frame: *The Leaders of Tomorrow...*

- “In this entire assembly, there is no one more important than the Arab and Israeli children here.”

(President Clinton, Oslo signing, 1993)

- “When [participants] return home, they are well on their way to becoming leaders of a new generation... *as committed to fighting for peace* as their predecessors were in waging war.”

(SOP founder John Wallach, 2000)

# Post-Oslo Frame: *That* Didn't Work

*San Francisco Chronicle*, 10/19/08:

## Few Results Seen from Mideast Peace Camps

- “Long-term positive impact, if any, fades... activities expire with the end of the meeting”;
- “Programs have failed to produce a single prominent peace activist”;
- “.... a waste of time and money.”



# *On the Ground:* Poster Children to Protesters



# *Research Question and Design*

- *Question:* Have Seeds of Peace alumni participated in peace-building over the long-term, as personal, organizational and political contexts changed?
- *Design:*
  - *Quantitative:* Longitudinal analysis of alumni participation in peace-building activity, tracking all 824 Israeli and Palestinian graduates from 1993-2003;
  - *Qualitative:* Extensive participant observation 1995-2004, complemented by 70 interviews 2006-10.



# *Methods: Quantitative*

- Participation database;
- Context-sensitive coding:
  - *Active*: Frequent, bi-national participant;
  - *In-touch*: Occasional, more uni-national participant;
  - *Out-of-touch*: Non-participant;
- Time-based comparisons according to changes in personal, organizational, political context;
- Variable analysis by nationality, gender, era;

# Impact of Changing Context: Personal

## *Personal Context: Life-Stages*

- *First year* after initial camp participation;
- *HS*: Remainder of high school;
- *Post-HS*: 1-3 years after high school (military service for most Israeli Jews, college for most Palestinians).
- *Adult*: Ages 21-30.



# *Key Findings: Quantitative*

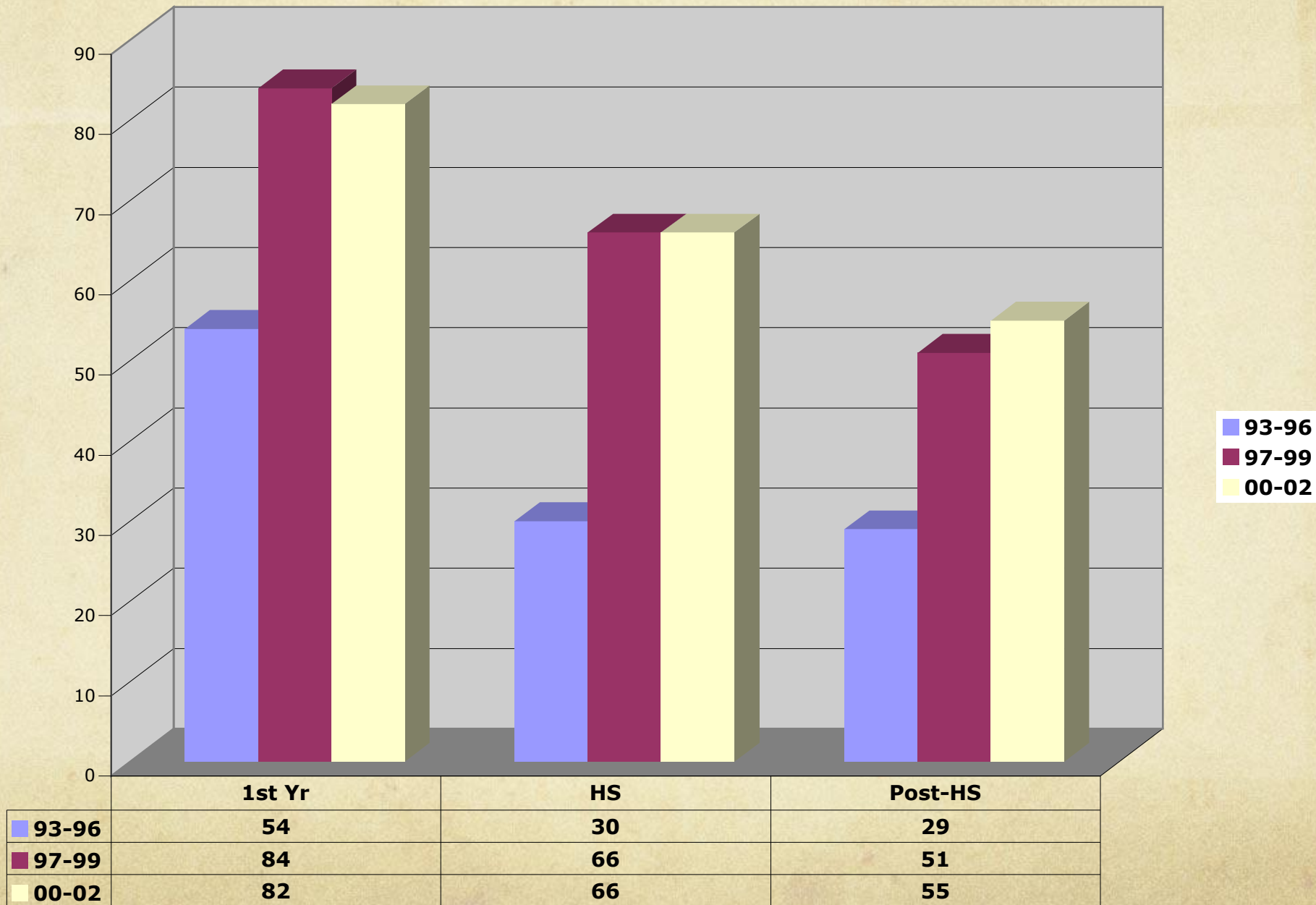
- More than half of all 824 alumni participated in regional follow-up activities for 2-3 years after camp; 144 graduates (17.5%) *active* in peacebuilding as adults (ages 21-30).
- More than 100 worked for SOP and 40 other cross-conflict peacebuilding organizations as adults (above age 21).
- Changes in personal, organizational and political context significantly impacted alumni participation.
- *Program-related factors*, especially quality of follow-up, had more influence on long-term impact than gender or national identity, in “peace process” and intifada conflict conditions.

# Overall Alumni Activity by Era

Era <i>Conflict Context</i> <i>Program Context</i>	First year Participation	High School Participation	Ages 18-21 Participation
1993-96: Early Years Peace Process; <i>No Follow-up</i>	54%	30%	29%
1997-99: Best of Times Peace Process; Regional Follow-up	<u>85%</u>	<u>65%</u>	<u>54%</u>
2000-02: Worst of Times <i>Intifada</i> ; Regional Follow-up	<u>82%</u>	<u>66%</u>	<u>55%</u>



# Overall Participation by Era



# *Methods: Qualitative*

## *Data Gathering*

- Participant Observation
  - 1996-2004: As full-time practitioner;
  - 2004-2011: Events, gatherings, conversations, correspondence, Facebook, 8 field visits: 305 alumni;
- Formal Interviews
  - 70 *adult* alumni (ages 21-30); 15 SOP staff;
  - 9 directors of other North American programs;

## *Analysis*

- Grounded Theory – Themes emerge from data
  - “Most Significant Change” Evaluation Method (Dart & Davies 2007)
  - Highlighting graduates’ assessments and narratives



# *Key Findings: Qualitative*

## *Positive Personal Impacts*

- Experiences, networks, perspectives, relationships skills;
  - “The best thing that ever happened to me”
  - “Shaped me as a social and political activist, in every sense”
  - “The root of all my interests, intellectual and academic”

## *The Peacebuilder's Paradox*

- Personal Transformation vs. Intractable Reality

The more *effective* SOP was in terms of inspiring individual Israeli and Palestinian graduates to engage in peacebuilding, the more its *effects* placed them in opposition to the dominant consensus in their societies.

# *National Identity Dilemmas*

- *Palestinians*: Dialogue under occupation
  - Social stigma of “Normalization”;
- *Israeli Jews*: Compulsory Military service
  - “Seed-Soldier Dissonance”
- *Palestinian citizens of Israel*: **Self**-determination
  - Fighting for equality, identity, recognition



# *Seeds of Peace Dilemmas*

- “Peacemaker” identity is valuable “social capital” in West, social stigma in Middle East;
- Killing of SOP grad Aseel Asleh in 2000 remains event of enduring significance, division;
- Employment “re-activates” adult alumni, but *organizational conflicts* disillusion some of them;
- “Program” vs. “Organization” – Active grads advocate program, critique “organization”

## *Conclusions: In Brief*

- *SOP*: Effective program model (with regional follow-up), problematic organizational model.
- *Peace Education in Intractable Conflict*: Has impact potential with sustained follow-up in context; confronts participants with dilemmas.
- *Evaluation*: Best approaches are context-sensitive, longitudinal, highlight complexity, participant voices & unintended consequences.



# *An Educational Dilemma*

“I think (SOP experience) is a gift... my educational ideology is to teach children to ask questions and to doubt. It's to educate a generation of people that doesn't take for granted the dictates of their society...

This was a positive experience. The fact that it's confusing, that's not bad—it's good. Truly. It's preferable to living in darkness...

The fact that it's difficult, and that it makes you a more conflicted young person... **myself, my own children I'll definitely educate this way.**”

*Additional Items for Q & A*



# Americans “Teaching Peace”

“Who governs this organization are Americans, and they don’t understand what it means to be Israeli, what it means to be Palestinian and what it means to live in conflict...

They, who don’t have any idea how to make peace, who don’t need to make peace, come to teach us how to make peace—they don’t know anything about living in fear, and they come to teach us how to run our lives...

We can make peace, but on their terms. What do they know about us? What do they know about our conflict? ... Just give us the place, the support, and just let us do what we know how to do.”

## *Peacebuilding: Dialogue **and** Action*

“Many times I thought that, you know, talking about Jerusalem with someone who’s fifteen years old is not the same as going to Jerusalem to demonstrate against taking more lands in Jerusalem.

And at the same time, talking about Jerusalem doesn’t mean that you can’t [demonstrate], or you shouldn’t, or this is the only way to fight for Jerusalem... **The dialogue is something that you need**, it’s a lesson that you need, in order to receive your right back, to take your right back.

**It’s not a love story, you know, this is a struggle.”**



# Is it the Program or the Conflict?

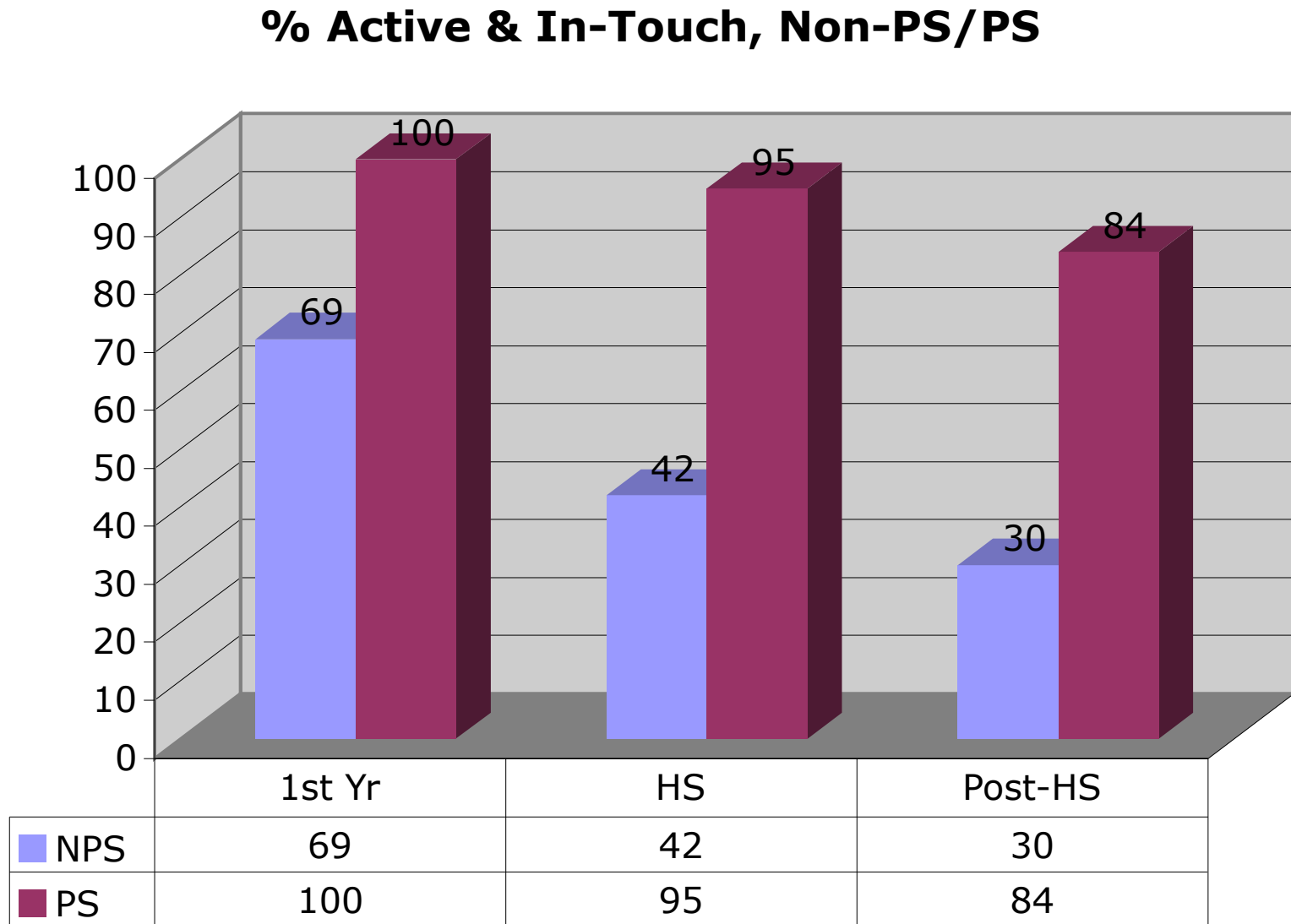
- Certain *program-related factors* are most influential in determining long-term participation, rather than gender, national identity, or conflict conditions.
  - Peer Support selection (selection to return for second summer at camp--29% of all alumni);
  - Strength of regional follow-up program;
  - Study abroad opportunities, especially during intifada;
  - Training and employment for adult graduates.

# The “PS Effect”: Two Tracks of Long-Term Participation

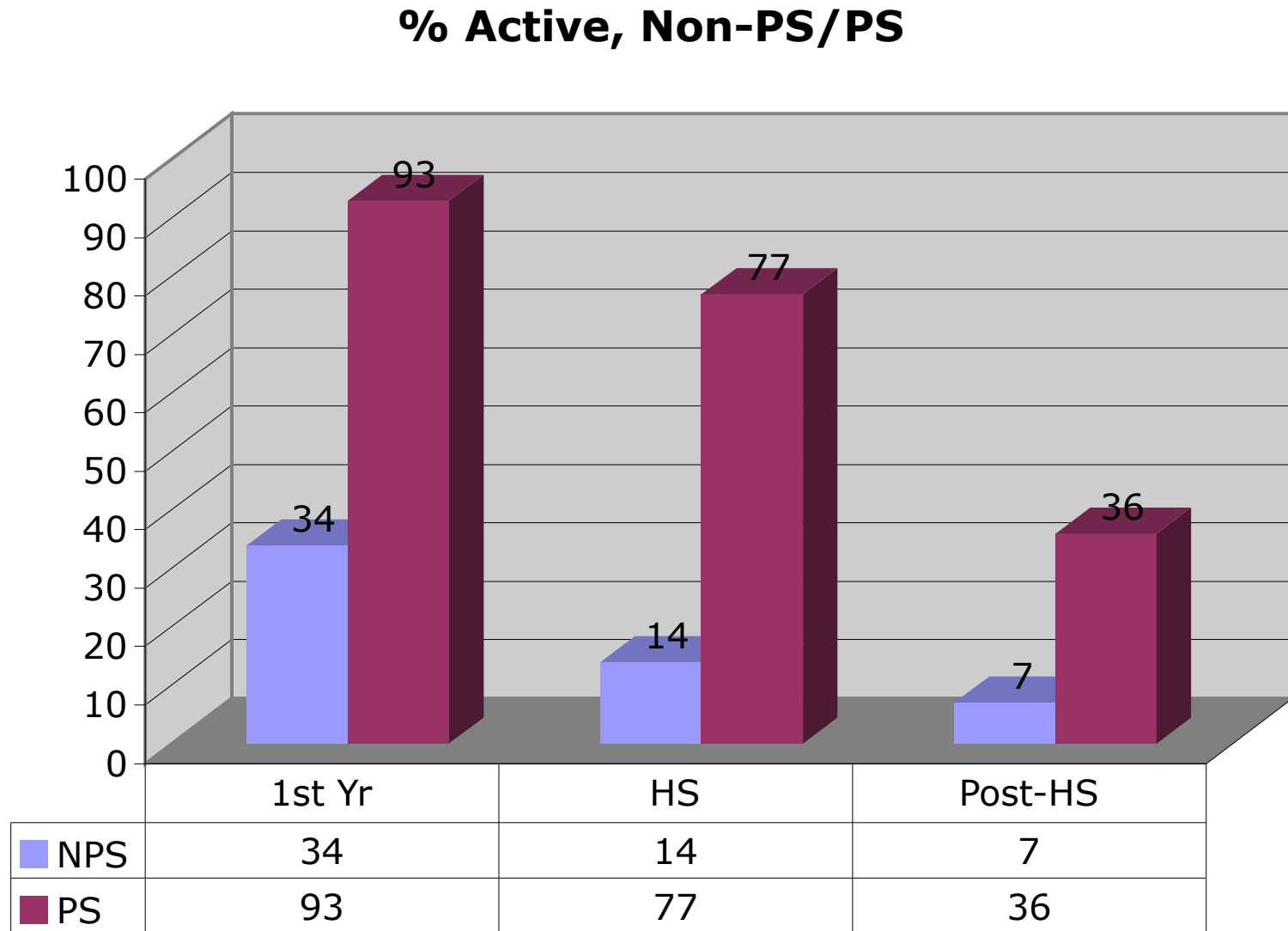
	Non-PS	PS	Non-PS%	PS%	Participation Difference
<b>1st Year*</b>					
Out-of touch	183	1	31%	0.004%	PS +31%
In-touch	203	17	35%	7%	
Active	197	222	34%	93%	PS+59%
<b>HS</b>			<b>Non-PS</b>	<b>PS</b>	
Out-of touch	338	12	58%	5%	PS+53%
In-touch	164	43	28%	18%	
Active	81	185	14%	77%	PS+63%
<b>Post-HS</b>			<b>Non-PS</b>	<b>PS</b>	
Out-of touch	359	33	70%	16%	PS+54%
In-touch	116	95	23%	47%	
Active	35	73	7%	36%	PS+29%
<b>2003</b>			<b>Non-PS</b>	<b>PS</b>	
Out-of touch	388	37	67%	15%	PS+52%
In-touch	148	115	25%	48%	
Active	47	87	8%	36%	PS+28%



# The “PS Effect”: Alumni Involvement



# The “PS” Effect: Active Alumni





# Impact of Changing Context: Organizational & Political

## *Program and Conflict Context*

2002-03: *Intifada* raging; no adult program;

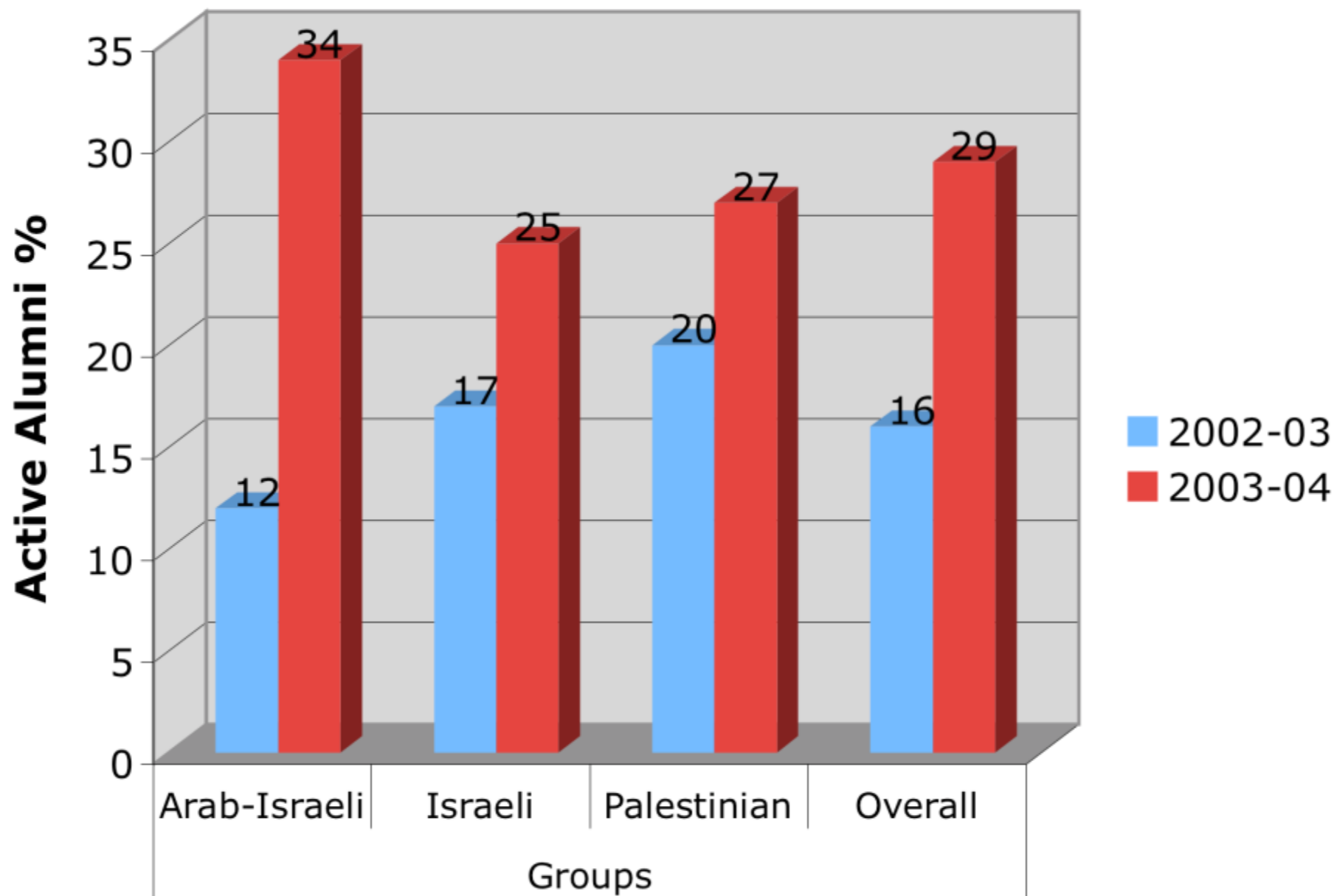
2003-04: *Hudna* cease-fire, adult programs.

*Effects of Improved Context:  
2002-03/2003-04*

- Participation increased among all groups;
- Alumni re-connect after periods out-of-touch--evidence that latent SOP identity endured during years of *intifada* inactivity;
- **Adult** graduates (21+) renew interest in SOP and/or the field, enroll in training courses in conflict resolution/facilitation.



## Active Participation 2002/3 to 2003/4



# *Significance: PCR Theory and Practice*

## *Conditions for Successful Intergroup Contact (Allport 1954)*

- Equality of Status;
- Societal Support;
- Common Goal/Project;
- Acquaintanceship Potential

## ○ Focus on conflict issues, power asymmetry

(Abu-Nimer 1999, Halabi et al. 2000)

## ○ Effective follow-up is *essential* in conflict context

(Lazarus 2011)



# *Significance: PCR Theory and Practice*

- Encounter Methodology
  - “Mixed Model” Encounter (Maddy-Weitzman 2005; Maoz 2011)
  - Increased time can increase impact (Salomon 2009)
- Long-term Impact
  - Re-entry to context causes eventual “erosion” or “reversion” (Hammack 2006; Salomon 2009)
  - “Follow-up” can restore/sustain impact (Maddy-Weitzman 2005; Salomon 2009)
- Effective Follow-up:
  - Pluralistic: Dialogue *and* action, not one size fits all
  - Responsive to asymmetries, changes in context
  - Includes both uni-national and cross-conflict components

# Discussion

- Theoretical
- Contextual
- Developmental
- Methodological



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