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Baseline Report

IMPACT CLUBS

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World Vision Armenia

## **Acknowledgements**

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The report provides highlights around baseline status of variables supporting hypotheses designed to build stronger evidence around the IMPACT Clubs model. WV Armenia has selected this model as one of the key approaches to empower youth, and IMPACT is now an integral component of WV Armenia’s Strategy (Youth Technical Programme). Data around club members was collected separately via online survey (235), whereas two control groups (1538 and 106) were surveyed along with WVA Strategy baseline assessment.

The report is observing baseline data for each of the hypotheses, drawing key findings and specific to sector recommendations. This document will go as a separate chapter in WV Armenia Strategy Baseline Report.

## **Affirmation**

Except as acknowledged by the references in this document to other authors and publications, the report enclosed herein consists of my own work undertaken in compliance with World Vision’s Learning through Evaluation with Accountability and Planning (LEAP) Evaluation Report Guidelines and requirements set in the Evidence building plan.

Data collected throughout the evaluation process remains the property of the stakeholders described in this document. Information and data is used with their consent.

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*World Vision South Caucasus*

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## **Executive summary**

This report was commissioned to observe the baseline status of IMPACT CLUBs with specific emphasize on volunteer club leaders and youth club members.

The research draws attention to the fact that club leaders are predominantly young, female and single students aged 20, which increases the potential for leader turnover given objective external factors, such as education, marriage, migration, etc. Further investigation revealed that only 19% of club members are knowledgeable with regards to underpinning theory of the IMPACT Club model, despite the fact that self-reported confidence to run the Clubs is very high.

The report evaluates the category of the “most knowledgeable leaders” and concludes that these leaders also demonstrate greater motivation to volunteer for the clubs as well as low intentionality in terms of possible migration from the community. Moreover, the main reason for them to quit the project is disappointment in the Clubs. All these characteristics of the “best leaders” have to be taken into consideration while developing strategy for effective recruitment and reduction of leader turnover**.**

The report observes a socio-demographic portrait of IMPACT CLUB youth and concludes that there is a strong requirement to diversify Clubs member composition with intentional involvement of vulnerable and lower performing youth. At the stage of the baseline, the average club member is 14 years aged youth, more likely to be female with good to excellent academic performance. A high proportion of IMPACT Club member (38%) are also members of their schools Student Council. Participating youth are currently demonstrating at least 70% of the maximum possible scores for the competencies under the four focus domains of Civic Engagement, Leadership, Employability and Entrepreneurship. IMPACT Club youth are significantly more prepared for civic activism than youth not attending IMPACT Clubs as well as youth located in non AP areas. The most powerful factor, which brings significant difference across ALL domains, is academic performance, as revealed by the data.

Another conclusion is that at the stage of the baseline, frequency of participation into Clubs does not appear to be showing an increase in competencies across ALL the domains. Throughout the report contrasts the relationship between preparedness (knowledge) and demonstration (action) and proves that increased demonstration of actions is strongly conditioned by increased knowledge.

The report describes self-image and future orientation constructs of the Club members and draws attention to the alarming fact that almost 80% of target youth have pessimistic personality traits.

The last but not the least, one conclusion of this study strongly suggests the need for further investigation of the underlying reasons as to when youth are enrolled in IMPACT Clubs for more than 6 months they are more likely to have worse attitudes towards learning than those with less enrollment.

It is recommended:

* Promoting greater diversification of demographic and socio-economic composition of Clubs leaders along with developing a strong system to encourage and motivate acting leaders and monitor reasons for turnover.
* Intentionally increasing involvement of the vulnerable and/or low performing youth into the Clubs.
* Further investigating underlying reasons of attitude towards learning and pessimistic trait of personality among club members (via qualitative study.)

# Hypothesis 1. As a result of participating in IMPACT Leaders training, volunteer IMPACT Club Leaders will have the knowledge, skills and confidence to mobilize adolescents and operate IMPACT Clubs.

**What was measured:** Under Hypothesis 1 we measured volunteer leaders **knowledge of the IMPACT Model and confidence** to mobilize youth and operate IMPACT Clubs.

**How it was measured: Knowledge** was measure using self-administered tool containing 14 key questions around IMPACT Model developed by ED LH lead andEconomic Development Consultant, WV Australia. Each of the questions contains one correct response. All correct responses were summed up to identify 1. maximum number of questions responded to correctly, and 2. the best and least prepared leaders (highest and lowest quintiles of correct responses). **Confidence** of leaders was measured with 5-point scaled 6 questions (where 1= absolutely does not agree; 5- absolutely agrees)

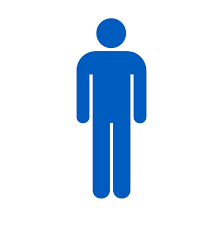
**Sample:** A total of 59 IMPACT club leaders filled-in online questionnaire (<https://docs.google.com/forms/d/1SMDPxd5AofvAcbD2ZUnVV3Ipp5433hegcMsV0LMGaxU/edit>) in Alaverdi (14), Yerevan (8); Ijevan (12), Kapan (12); Stepanavan (10), Talin (3).

**Key Findings:**

* The majority of IMPACT club leaders are typically female, 20 years old and students engaged in the initial years of a Bachelor’s Programme. As evidenced by the data, they seem to be more or less independent from daily and housekeeping responsibilities, have a stable supportive family environment and are very satisfied with what is happening in their life at the moment.
* Half of the leaders are from the households with a fixed income, which does not necessarily guarantee financial independency of those households as half the families had borrowed money within the last 12 months.
* As stated by Club Leaders, almost everyone has volunteering experience (92%). Similar high proportion is observed in case of experience in working with the youth (82%) and in civil society sector (60%).
* Family members of the majority of Club Leaders indicated a high importance to the value of volunteering. At the same time, peer group friends of the Club Leaders are twice as likely as family members to be indifferent towards volunteering.
* When 59 club leaders were tested for preparedness (knowledge) regarding the theory of the IMPACT Model, the average number of correctly responded questions was 7 (Std. 2.1) out of 12; only19% gave correct responses to 75% or more of the 12 questions.
* Preparedness/knowledge is not associated with any socio-economic and demographic characteristics of the club leaders.
* Unlike knowledge, almost all club leaders expressed confidence to mobilize and facilitate IMPACT clubs.
* A significant proportion of club leaders (30%) do not have a definite intention as to whether or not they will leave their community and/or migrate to Yerevan or another country.
* Total of 76% of knowledgeable leaders are also motivated and willing to continue supporting clubs in the future. This association is also verified while analyzing factors that may potentially hinder leader’s future involvement in the project. “The best of the best” leaders identified “**disappointment**” as a main reason most likely to mean they would discontinue working with IMPACT Clubs, whereas less prepared (knowledgeable) leaders rationalized their possible leaving as a result of “objective” factors such as migration, gaining employment or leaving for study and education, etc.

**Recommendations:**

1. Revision of the training curriculum for club leaders, breaking it down into three separate 3 day sessions (to be facilitated in national language)
2. Alignment of the terms used in the research tools to the simplified/amended training curriculum.
3. Further analysis of the IMPACT Club routine monitoring data by WV leaders to better determine leaders’ effectiveness.
4. Intentional tracking of the turnover of club leaders (including, but not limited to exit interviews, analysis of turnover demographics, reasons of leaving, effectiveness of motivation events (certificates of appreciation) for leaders leaving the project, etc.
5. Establishment of the optimal turnover ratios and management system tackling early turnover.
6. Intentional investigation of elements involved with leader retention including motivations for joining and staying and what more can be done to encourage retention.
7. Promotion of greater diversification of demographic and socio-economic composition of the clubs leaders.
8. Investigation as to correlations between leaders’ gender on gender composition of the clubs
9. Centralization of leaders database.



## **WHO ARE THE Club leaders?**

**SOCIAL-DEMOGRPAHIC STATUS**

IMPACT club leaders are predominantly female (67.7), the youngest leaders are aged 16-18, the older group is aged 35-38, and the majority of leaders **are 20 years old**; 82% have engaged in higher education, almost all club members are single.

**SOCIO-ECONOMIC STATUS**

* Total of 84% of Club Leaders stated they almost never give up their regular business because of being sick or tired. The vast majority of leaders have someone to take care of them and their business in case of being sick or temporary unworkable. Only 11% of leaders mentioned they got overworked/burned out to the extent that could not do their regular business for more than 1 day.
* Half of leaders’ families have borrowed money from elsewhere within the previous 12 months.
* The top two income sources for club leaders’ families are fixed salary (52%) and financial support (remittances) from abroad (13.1%). It needs to be highlighted that these are income sources for households and not for club leaders.
* 48% **of Club Leaders are BA students** and 36.7% are either full or part time employment.
* On average, young leaders are very satisfied with their current position in life (satisfaction score was 7 out of maximum 10).
* Half of the club leaders (predominantly female, 19-20 years old ) believed they will continue supporting IMPACT clubs for the coming 2 years, and around 27% indicted that there were unlikely to stay involved in the project in the longer term.

**EXPERIENCE**

As revealed by the data, the vast majority of leaders have experience in volunteering, working with youth and or being engaged in civil society activities.

## **Knowledge and confidence**

None of surveyed 59 club leaders scored 100% when they were tested for their knowledge of the underpinning theory relating to the IMPACT Club Model. Only19% gave correct responses to 75% or more of the 12 questions; no one scored above 10 and only a quarter (27 %) scoring 8 questions correct.

* The is no difference in the testing for knowledge between male and female leaders or between leaders of different ages or between the locations of Clubs[[1]](#footnote-1).
* None of the components measuring Socio-economic status illustrated a correlation with the knowledge.
* In contrast to theoretical knowledge of the model, the self-confidence of club leaders is very high: a total of 84.5% of all leaders are convinced they have the competency to mobilize, facilitate IMPACT clubs, articulate basic tools, apply methods and express confidence also in their peer co-leaders.

**FUTURE VISION**

* Despite the fact that the family members and friends of the majority of club leaders give importance to volunteering, the “indifference” towards volunteering among peers of leaders is twice as high than for family members.
* In a context where many young adults think of moving to the capital or working abroad, 41% of leaders do not have any plans to migrate from their community. At the same time it is significant that 30% of leaders are uncertain as to their any plans over the next 12 to 24 months.
* From all Club Leaders, around 50% believe they will continue to lead IMPACT clubs for the coming 2 years and around 27% do not know whether they will continue to volunteer as a Club Leader.

## **WHO ARE LEADERS CONFIDENT TO CONTINUE WORKING WITH CLUBS?** -

**-** 70% are female

- 51% are in the first 2 years of university

- the majority are 19-20 years old,

- There is a significant association between **motivation/willingness** to continue leading the clubs and **preparedness (knowledge)[[2]](#footnote-2). Total of 73% of leaders who correctly responded** to 75-100% of knowledge questions feel motivated to continue leading IMPACT Clubs.

-A significant association can also be observed between motivation and potential migration[[3]](#footnote-3). Around 76% of motivated leaders have no defined plans to migrate from their communities in the coming 12 to 24 months.

## **Why leaders may potentially discountinue facilitating SKYE clubs?**

The top 3 reasons given as to why leaders may leave are: “disappointment in the project” (25.4%), education (16.9%) and migration (internal/external) (15.3%). If we compare possible reasons with level of leaders’ preparedness, the majority of the best of the best leaders consider “disappointment” as the main reason of leaving the club in future, whereas among leaders with poor preparedness “study’ is the main potential reason.[[4]](#footnote-4)

# **Hypothesis 2**: As a result of participating in IMPACT Club meetings and community service-learning projects, IMPACT Club members will have improved competencies in the areas of active citizenship, leadership, employability and entrepreneurship[[5]](#footnote-5).

**Key findings**

1. The avarage age of IMPACT club members is 14.33 years, 58% of club members are girls, 69% have good or excellent school performances and 39% are Student Council (SC) members.
2. **The top 20% of members have the following characteristics:** they demonstrate better preparedness (knowledge) measurable actions across ALL domains, they are predominantly girls aged 15 and above; and of these 50% have good to excellent academic performance. A total of 61.7% are School Council (SC) members, 73% have been attending clubs for more than 6 months, and were also engaged in more than 10 meetings, and the vast majority have participated in at least one Community Service Learning Project (CSLP). Half of these “Top youth” belong to IMPACT club that were not formed on the basis of classmates or friendship.
3. Baseline values (mean scores) for the 4 domains are high: the vast majority of **club members already recorded at least 70% of maximum possible scores** in both preparedness (knowledge) and demonstration (action).
4. At the stage of the baseline assessment longest participation in IMPACT Club meetings is **10 months, 30 meetings and 3 CSLPs.**
5. There is **no significant differences** regarding preparedness and demonstration in the areas of leadership, employability and entrepreneurship among youth with high and low participation in club meetings and CSLPs.
6. At the stage of the baseline, on average IMPACT youth who participated in at least one CSLP **are more prepared to contribute to well of their communities** than those who have not participated in any CSLP yet.Although, this association is not significant at the level of demonstration.
7. On average, **academic performance** is significantly associated with preparedness across all domains with except of Entrepreneurship**. Club members with good and excellent performance at school are more ready to demonstrate civic activism, leadership and have more skills likely to gain employment.** Moreover, high performing youth demonstrate civic activities more than those with lower performance.
8. **Gender** shows significant difference across responses for Citizenship and Employability. **Girls** are **more prepared** to contribute to good of wider community and to **demonstrate actions in the domain** of employability than boys. However, this difference is significant only at the preparedness (knowledge) level. It is noteworthy that similar bias in favor of girls in relation to civic preparedness was observed across IMPACT, non-IMPACT and non-World Vision Area Program (AP) youth.
9. **Student Council (SC) membership correlates with a significant difference in preparedness only in the domain of Employability.** Youth who are SC members demonstrate activities towards future employment that is greater than non-SC members.
10. Scores showing an increased preparedness (knowledge) do correlate with an increased demonstration of action across all 4 domains. The strongest association between preparedness and demonstration was observed in the domains of Citizenship and Leadership and comparatively moderate association in the domains of Employability and Entrepreneurship.
11. Preparedness and demonstration in the area of Citizenship was measured and compared against non-IMPACT youth and non-ADP youth. At the stage of the baseline, **IMPACT youth is greater prepared than non-IMPACT youth and far more prepared than non ADP youth.**

**Key recommendations:**

1. Develop an intentional strategy to increase participation ratio of more vulnerable and/or low performing youth into IMPACT clubs.
2. Monitoring and proactively seeking to diversify the socio-economic composition of club members.
3. To be more intentional in ensuring the random selection of youth in non-ADP control areas as it is believed that youth were selected by convenience through their membership of other groups
4. Adjusting tool measuring socio-economic status in line with WV’s proven tools, to produce more reliable data.
5. To investigate whether well performing students tend to dominate clubs and potentially exclude others.
6. To follow-up on further qualitative data collection (FGD) supplementing existing database (intentional investigation of attitudes towards learning and the correlations between grades and club participation.

**What was measured:** Under Hypothesis 2/4 we measured dependent variables of preparedness (knowledge) and demonstration (action) across 4 domains separately.

**How it was measured:** Preparedness (knowledge) and demonstration were measured using specific statements across the 4 domains of active citizenship, leadership, employability and entrepreneurship. All statements were measured using 5 point ordinal scale (1=minimum, 5= maximum). Total responses were distributed across the scale in each domain. Each of the scales were tested for normal distribution, each of them has maximum and minimum possible scores, standard deviation (Std.) showing variance of the mean value across the sample. Mean values were calculated separately for preparedness and demonstration under each of 4 domains.

## **IMPACT YOUTh; who are they? IMPACT YOUTH versus non-IMPACT youth versus non-ADP youth**

**IMPACT youth**= youth directly involved in IMPACT clubs

**Non-IMPACT youth**=youth not involved in IMPACT clubs, youth living in WV communities who are/were/will or not be potentially exposed to WV projects.

**Non-ADP youth**= youth not living in World Vision Area Program (ADP) communities

In order to make sure that the above mentioned 3 groups are comparable, a group of confounding factors were tested for significant difference. From the characteristics listed below difference was observed **only with regards to School Council (SC) membership.** Among IMPACT youth 38% are SC members, among non-IMPACT youth only 29% are SC members. Meanwhile, proportion of SC members in non ADP communities are around 54. This difference is statistically significant.

A total of 235 IMPACT club members filled-in an online questionnaire (<https://docs.google.com/forms/d/1y8AiU-sKxbMYnyhkV6gM_Uxobxx4kIt8aiB4zj4Z0lA/edit>) in Stepanavan, Ijevan, Kapan, Sisian and Aparan APs. Total of 1538 youth who were not involved in IMPACT clubs, (aged 11-17) but living within the geographic area of World Visions Area Program were interviewed. Then a control group comprising 106 youth of similar ages were interviewed in non-World Visions Area Program communities.

**DEMOGRAPHICS OVERVIEW**

|  |  |  |  |
| --- | --- | --- | --- |
| Demographics | IMPACT youth | Non-IMPACT youth | Non-ADP youth |
| Sex disaggregation |  |  |  |
| male | 42% | 43% | 42% |
| female | 58% | 57% | 55% |
| Age |  |  |  |
| Mean age (St. Deviation=1.67) | 14.33 | 14.55 | 14.40 |
| Minimum | 11 | 12 | 12 |
| Maximum | 20 | 17 | 17 |
| School performance |  |  |  |
| Satisfactory/bad | 32% | 36.6% | 45% |
| Good/excellent | 69% | 63% | 54% |
| SC membership |  |  |  |
| Non-SC member | 58% | 68% | 44.7% |
| SC member | 38% | 28.7% | 55.3% |
| Involvement in IMPACT club |  |  |  |
| Up to 9 club meetings | 45% |  | |
| 10-30 meetings | 55% |
| Up to 6 months | 43% |
| 6-10 months | 57% |
| No CSLP | 18% |
| At least one CSLP | 82% |
| Club formation |  |
| Friendship based Club members | 54% |
| Non-friendship based Club member | 45% |

**SUMMARY OF DEPENDANT VARIABLES**

|  |  |  |
| --- | --- | --- |
| Dependent variable | Baseline value mean value/%) | Comment |
| ACTIVE CITIZENSHIP |  |  |
| *Knowledge (PREPAREDNESS )* | **49** | **Mean value =49 (**out of maximum possible scale score 70) which variates between 59 and 39.6**.** (*Std 9.7)* (CI=±1.24)  Minimum mean value reported=13  Maximum mean value reported=65 |
| *Action (DEMONSTAION)* | 18 | **Mean value =**18 (out of maximum possible scale score 25), which variates between 22 and 14. *(Std. 4.06) (*CI=±0.52*)*  Minimum mean value reported=5  Maximum mean value reported=25 |
| LEADRESHIP |  |  |
| *Knowledge (PREPERADNESS )* | 29 | **Mean value=29** (out of maximum 40) which variates between 34.8 and 23.1 (*Std.* 5.81) (CI=±0.74)  Minimum mean value reported=8  Maximum mean value reported=40 |
| *Action (DEMONSTAION)* | 14 | Mean value=14 (out of maximum 20) which variates between 10.1 and 17.8 (*Std.* 3.81) (CI=±0.52)  Minimum mean value reported=4  Maximum mean value reported=20 |
| EMPLOYABILITY |  |  |
| *Knowledge (PREPERADNESS )* | 18 | Mean value-18 (out of maximum 25) which variates between 22 and 14 (*Std.* 4.05) (CI=±0.52)  Minimum mean value reported=5  Maximum mean value reported=25 |
| *Action (DEMONSTAION)* | 17 | Mean value-17.2 (out of maximum 25) which variates between 21.2 and 13 (*Std.* 4.09) (CI+±0.52)  Minimum mean value reported=5  Maximum mean value reported=25 |
| *SOCIAL ENTREPRENUERSHIP* |  |  |
| *Knowledge (PREPERADNESS )* | 86.8% | Total of 86.6% of youth scored more than half of preparedness score (CI: ±3.72) |
| *Action (DEMONSTAION)* | 41% | 41% (CI=±6.29) stated they have started to work with a group of kids in their school or community on a social entrepreneurial project.  28% -never worked on a social entrepreneurial project |

**Mean score/frequency around domains; distribution per confounding factors**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |  |
| **Domains** | **CITIZENSHIP** | | **LEADERSHIP** | | **EMPLOYABILITY** | | **ENTERPRENUERSHIP** | |
| **Confounding Factors** | **PREP**  **(max scale score 70)** | **DEMO (max scale score 25)** | **PREP**  **(max scale score 40)** | **DEMO**  **(max scale score 20)** | **PREP**  **(max scale score 25** | **DEMO**  **(max scale score 25)** | **PREP**  **(%)** | **DEMO (%)** |
|  | **Mean score** | | | | | | **Frequency[[6]](#footnote-6)** | |
| **Total** | 49 | 18 | 29 | 14 | **18** | **17** | **86.8%** | **41%** |
| ***Gender*** |  |  |  |  |  |  |  |  |
| female | 50.4 | 18 | 29 | 14 | 19 | 18 | 90.4% | 70% |
| male | 47.8 | 17 | 28 | 13 | 17 | 17 | 81.4 | 30% |
| ***Age*** |  |  |  |  |  |  |  |  |
| Up to 14 | 50 | 17 | 29 | 13.3 | 18 | 17 | 80% | 44% |
| 15 and above | 50.6 | 18 | 29.4 | 14.6 | 18.3 | 17.4 | 93.3% | 51% |
| ***Group Formation*** |  |  |  |  |  |  |  |  |
| Based on friendship | 50 | 18 | 29.2 | 14 | 17.7 | 17.4 | 80.3% | 46% |
| Not based on friendship | 48.5 | 18 | 29 | 14 | 18.2 | 16.9 | 94.4% | 54% |
| ***SC membership*** |  |  |  |  |  |  |  |  |
| SC member | 49.9 | 18 | 29 | 14 | 18.5 | 17.9 | 91.2% | 50% |
| Non SC member | 49.1 | 17 | 29.3 | 14.8 | 17.6 | 16.8 | 83.2% | 50% |
| ***Academic performance*** |  |  |  |  |  |  |  |  |
| Good/excellent | 51.2 | 18.3 | 30 | 13 | 18.6 | 18 | 87% | 69% |
| Satisfactory/bad | 45.2 | 16.6 | 27 | 14.4 | 16.3 | 15.5 | 86.5% | 31% |
|  |  |  |  |  |  |  |  |  |

## **EXPLORATION OF DOMAINS**

## **DOMAIN #1 CITIZENSHIP**

* As evidenced by the baseline assessment, IMPACT club members demonstrate high means scores both for preparedness (knowledge) and demonstration (actions): The **mean value for preparedness** in the domain of citizenshipis49out of maximum possible 70**;** The **mean value for demonstration is** 18 out of maximum possible 25. **Thus, 70% of for preparedness and 72% for demonstration are now recorded as baseline measurements.**
* There is a positive and linear association between civic preparedness and demonstrated actions[[7]](#footnote-7). Youth with more knowledge/higher preparedness are almost 12 times more likely to demonstrate/act as socially active citizens than those with less preparedness[[8]](#footnote-8).
* **1 unit** of change in knowledge/preparedness is predicting **0.34 unit** of change in demonstrated actions[[9]](#footnote-9).
* At the stage of this baseline assessment, **frequency of participation in club meetings and CSLPs does not bring significant difference either in knowledge or demonstrated actions**.
* All confounding factors (age/grade, gender, School Council membership, group formation, school performance) were tested for association with independent variables. The only confounding factors which significantly correlated with active citizenship were **gender and school performance.**
* Civic preparedness significantly different between **girls and boys.** On average girls are more prepared to contribute to good of wider community than boys[[10]](#footnote-10)
* On average youth whose academic performance is rated as good or excellent are 3 times more likely to be more prepared for civic activism than youth with satisfactory or poor school performance[[11]](#footnote-11). A similar correlation was observed in case of demonstrated actions: “Good” students have better demonstration than those with lower performance.[[12]](#footnote-12)

## **A)IMPACT YOUTH versus B)Non-IMPACT youth versus C)non-wv youth**

Technically a comparison between IMPACT youth, ADP youth and non-ADP youth was only possible to make with respect to Domain#1: Citizenship, since the this element was supporting WVA TP3 Strategic objective “Empowered and Celebrated Youth Caring for others” and thereof was measured both among WVA communities and beyond them.

**CIVIC Preparedness and Action**

As evidenced by the data, already at the baseline stage there is a **significant difference** between IMPACT, non-IMPACT and non ADP youth in the domain of civic preparedness and demonstration. IMPACT youth **are greater** prepared than non-IMPACT youth and **far more** prepared than non ADP youth. A similar significant difference was observed with regards to demonstrated actions.

## **DOMAIN #2 leadership**

* The mean value for preparedness in the domain of Leadership equals 29 out of maximum possible 40, and mean value for demonstration is 14 out of maximum possible 20.
* There is a significant linear association between preparedness and demonstrated actions in the domain of leadership.[[13]](#footnote-13)Youth with more knowledge/greater preparedness, are nearly 18 times more likely to demonstrate leadership than those with less preparedness[[14]](#footnote-14).
* **1 unit** of change in knowledge/preparedness is predicting **0.64 unit** of change in demonstrated actions[[15]](#footnote-15)*.*
* The only confounding factor that has a significant but week association with the domain of leadership is school performance. On average youth with good/excellent school performance are more prepared to demonstrate leadership than youth with low performance. However, this association was not observed in case of demonstration of leadership skills.[[16]](#footnote-16)

## **DOMAIN #3 EMPLOYABILITY**

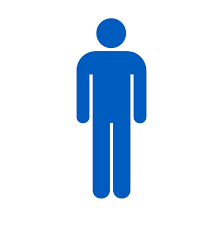
* The mean score for preparedness is 18 out of maximum 25; and mean score for demonstration is 17 out of maximum 25.
* A significant linear association was observed between preparedness and demonstrated actions in the domain of employability.[[17]](#footnote-17)
* Youth with more knowledge/greater preparedness (18 and higher score) are 5 times more likely to undertake actions in the domain of employability.[[18]](#footnote-18)
* **1 unit** of change in knowledge/preparedness is predicting **0.65 unit** of change in demonstrated actions[[19]](#footnote-19).
* Gender has weak but statistically significant association with preparedness. Girls are more prepared for employment than boys (The difference is significant[[20]](#footnote-20). However this kind of association was not observed in the area of demonstration.
* Academic performance is also associated with both preparedness and demonstration. On average, youth who have good to excellent performance at school are more likely to be get high scores for preparedness than those with poor school performance[[21]](#footnote-21)
* Student Council membership is another confounding factor significantly associated with demonstrated activities under this domain. SC members show better at demonstration than non-SC members[[22]](#footnote-22)

## **DOMAIN #4 Entrepreneurship**

* As evidenced by the baseline data, 86.5% of target youth scored more than half of entrepreneurship preparedness scale (i.e. 32 and above scores out of maximum 65) A total of 41% of IMPACT youth stated they started to work with a group of other children in their school or community on a social entrepreneurial project.
* There is a significant linear association between preparedness and demonstrated actions in the domain of employability[[23]](#footnote-23).
* This means that if preparedness is increasing, demonstration should increase as well. The size of increase is not predictable given characteristics of the scale used to measure demonstration.

## **Who are the best of the best?**

**The top 20% of IMPACT Club** members are both better prepared (more knowledgeable) and able to demonstrate actions best across ALL domains. The demographic of these members are as follows:

* 69% female
* 64.6% are aged 15 and above
* 81% have good or excellent school performance
* 61.7% are SC members
* 73% have been enrolled in IMPACT club for more than 6 months
* 72.9% attended club meetings on more than 10 occasions
* 85% participated in at least one Community Service Learning Project

## **how domains are correlated to each other?**

* There is a significant and strong association between **civic preparedness and preparedness in the domains of employment, leadership and entrepreneurship.** The strongest association is observed between civic and employment preparedness’ rates[[24]](#footnote-24) as well as between civic and leadership preparedness’ rates[[25]](#footnote-25). A medium association is observed between civic and entrepreneurship preparedness’ rates.[[26]](#footnote-26)
* *Youth with greater civic preparedness* are almost 10 times more likely to be more prepared for employment activities, 9 times more likely to be more prepared for leadership activities and 5 times more likely to be greater prepared for entrepreneurship activities.
* Significant association is also detected among preparedness rates for leadership, employment and entrepreneurship. In particular, youth who have a greater preparedness for leadership are 13 times more likely to be more ready for employment and 7 times likely to be more ready for entrepreneurship activities.
* Youth with a greater readiness for employment are 8.3 times more likely to be more ready for entrepreneurship activities.[[27]](#footnote-27)

# **Hypothesis 3: As a result of participating in IMPACT Clubs and community service-learning projects, members will have improved self-image and future orientation.**

**What was measured:** Under Hypothesis 3 we measured the dependent variables of **Self-efficacy, Growth mindset, Life-orientation and Socio-emotional intelligence**

**How it was measured:** Each of the above variables were measured using specific tools developed and tested[[28]](#footnote-28). Measurement and analysis of the data was carried out closely following the instructions required for the effectiveness of each tool.

**Among who:** Total of 235 IMPACT club members filled-in an online questionnaire in Stepanavan, Ijevan, Kapan, Sisian and Aparan APs.

**Findings:**

* The majority of IMPACT club youth have so called **”average self-efficacy**”, meaning that are moderately confident in in ability to face with challenges successfully. Nevertheless, moderate self-efficacy also means that youth are subject to anxiety and depression regarding certain challenging situations.
* Another significant portion of the participating youth can be described as having a “**fixed mindset with regard to new ideas”**, meaning that they tend to avoid challenges, give up easily when facing obstacles, ignore or behave with hostility to negative feedback. At the same time existence of growth ideas means that youth believes that intelligence can be developed, may consider effort as the path to mastery, etc.
* One of the alarming pieces of data observed under this hypothesis is that **nearly 80% of participating youth** indicate they have pessimistic personality traits, which means that the majority of them tend to expect the worst in uncertain times, are not optimistic about their futures, generally do not expect things to go their way, get upset easily, etc.
* The mean score for socio-emotional intelligence is 136 (out of maximum 210). As the score increases, youth became more flexible and willing to adapt to new conditions, clear about their own and other people’s feelings, capable of controlling their emotions, successful and self-confident, capable of taking someone else’s perspective.
* Each of the above mentioned dependent variables were tested for association with **confounding factors** (age, sex, SC membership, club formation, academic performance, as well as with **predicting variables** (duration of involvement/frequency of participation in IMPACT Club meetings and CSLPs). A significant correlation was observed between **academic performance and life orientation. Moreover**, this correlation is **negative**, meaning that youth with good/excellent school performance are tend to be more pessimistic than those with bad/satisfactory scores.
* Self-efficacy is the only dependent variable which has a significant correlation with 4 domains (Civic Engagement , Leadership, Employability and Entrepreneurship). There is a difference in self-efficacy rates among those 1. who are more prepared to **contribute to good of wider community** and perform well in demonstrated actions, 2. who are both more knowledgeable in and demonstrate greater **leadership skills,** and 3. who perform well in demonstrating actions in the area of **employability. The higher the sense of self-efficacy is, the better youth rate in the knowledge and demonstrated action.**
* At the baseline stage, none of the above mentioned dependent variables correlates with the frequency of participation in IMPACT Club meetings and Community Service Learning Projects (CSLPs).

## **Self-efficacy (confidence to take actions)**

* As evidenced by the baseline data, 67% of IMPACT Club members’ self-efficacy falls within the average category. This indicates that their confidence in their ability to successfully handle situations is about the same as most people. They generally believe in their ability to problem-solve in most situations, but this doesn’t mean they are not susceptible at times to anxiety or depression with regard to challenging or stressful events and situations.
* At the stage of the baseline, none of the confounding factors have significant association with the level of self-efficacy.
* There is a difference in self-efficacy rates among those who are more 1. prepared to contribute to good of wider community and perform well in demonstrated actions, 2. who are both more knowledgeable and are demonstrating leadership skills, and 3. who perform well in demonstrating actions in the area of employability.
* The self-efficacy score does not significantly differ between youth with high and low participation/involvement in IMPACT clubs.

## **mindset**

* As revealed by the baseline assessment, 74% of IMPACT club members have a so called “Fixed mindset with growth ideas.”
* There is no association between reported type of mindset and any of the confounding factors (age, gender, SC membership, group formation, etc)
* At the stage of the baseline frequency of participation in IMPACT Club meetings is not significantly correlated with the types of Mindset observed among Club members.
* Unlike Self-Efficacy, the category of Mindset is not associated with preparedness and demonstration in any of the domains.

## **Life orientation**

* An alarming observation revealed from the baseline is that **79%** of IMPACT club members have **pessimistic personality traits**.
* A significant negative association is observed between traits of personally and school performance. Youth with good or excellent performance tend to be more pessimistic than those with bad or unsatisfactory school scores.[[29]](#footnote-29)
* Life orientation is not correlated either with the rest of the confounding factors or any of the key competencies under 4 domains.
* At the stage of the baseline, frequency of participation in Club meetings and CSLPs does not have correlation with life-orientation.

## **SOCIO-Emotional Intelligence (SEI)**

* Mean score for SEI is 136 (out of maximum possible 210) which ranges from 117 to 155 across the sampling.   
  As the score increases, youth become more flexible and willing to adapt to new conditions, clear about their own and other people’s feelings, capable of controlling their emotions, successful and self-confident, capable of taking on someone else’s perspective, etc.
* Confounding factors have no significant association with the SEI and neither is the SEI score is correlated with any of the competencies across the 4 domains.

# Hypothesis 5: As a result of participating in IMPACT Clubs and community service learning projects (CSLP), members will have improved educational outcomes.

**What was measured:** Under Hypothesis 5 we measured dependent variables of school performance, attendance rate and attitude towards learning.

**Respondents:** Respondents included, 235 IMPACT club members from Stepanavan, Ijevan, Kapan, Sisian and Aparan Area Projects (AP) who filled-in an online questionnaire, 1538 youth not involved in IMPACT clubs, (aged 11-17) were interviewed in AP communities, and interviews with 106 youth of similar ages in non-AP communities

**Findings:**

As noted under the Hypotheses 2.4, **68.5%** of IMPACT club members have either good or excellent **school performance.**

* School performance ratings differ significantly between boys and girls, between School Council and non-SC members and between age groups of under 14 and 15 and above. Girls, SC members or children under 14 years of old are more likely to have good to excellent school scores than boys, non-SC members or children above 15 years of old.
* Youth involved **in at least one CSLP have better school performance than those with no participation in any CSLP**.
* **16.6%** of club members missed school classes for more than a week, of whom the vast majority (59.3%) identified sickness as the main reason, 19.4% mentioned they missed the school because of domestic and/or agricultural work. There is no difference regarding the attendance rates among youth with high or low involvement into IMPACT Club meetings and CSLPs.
* As expected, there is a significant difference regarding school attendance rate between different age groups Older children are more likely to show lower attendance rates than those aged 14 and below[[30]](#footnote-30).
* Among IMPACT Club members the mean score of attitude towards education is 25.7 (out of maximum possible 40) this ranges from 23 to 24 across the samples distribution.
* There is **no significant** difference regarding the score of attitude among IMPACT youth, WV youth and non-WV youth.
* Attitudes toward learning are significantly more positive among girls, children under 14 and SC members.
* Youth who are involved in IMPACT clubs for more than 6 months have worse attitude towards learning than those with less than 6 months involvement.[[31]](#footnote-31)

## **Further Steps**

In October and November 2016 a second wave of measurements among IMPACT club members will be conducted. In the meantime, the Armenian Operations team Youth Coordinator will follow recommendations to revise the Entrepreneurship module in the curricula, IMPACT club membership criteria/group composition, intentionally involve most vulnerable and less performing students, etc.

ED LH together with the DME will revise tools to align to the amended curricula as well as analysis strategy – to align to possible revisions in IMPACT club compositions.

Based on the learning from the second wave (comparison between the baseline and control areas) the ED LH and Operations will make informed decisions and respective follow-up as indicated in the recommendations above.



1. Socio-economic status, age, gender and location of clubs were tested for association with the knowledge. For all tests p value>0.005 indicating statistically no significant correlation. [↑](#footnote-ref-1)
2. χ2 p value=0.01, Cramer’s V=0.41; [↑](#footnote-ref-2)
3. χ2 p value=0.002, Cramer’s V=0.46. [↑](#footnote-ref-3)
4. χ2 p=0.004; Cramer’s V=0.39 [↑](#footnote-ref-4)
5. 1st domain is contributing to H4. [↑](#footnote-ref-5)
6. [↑](#footnote-ref-6)
7. (Pearson’s r =0.87; p=0.000) [↑](#footnote-ref-7)
8. (Phi=0.3, p=0.000, odds-ratio=11.9) [↑](#footnote-ref-8)
9. R2 =0.668; p=0.000; Beta=0.817; y=1.011+(0.341\*x) [↑](#footnote-ref-9)
10. (Mean value/girls=50.4; SE=0.7; t(233=1.98; p=0.004); (Mean value/boys=47.8; SE=1.1)) [↑](#footnote-ref-10)
11. (Mean value/good performing students=51.2; SE=0.7) Mean value/bad performing students=45.2; SE=1.2) t(233)-=4.3; p=0.000 [↑](#footnote-ref-11)
12. (Mean value/good performing students=18.3, SE=0.31); (Mean value/bad performing students=16.6; SE-0.45) t(233)=-2.9; p=0.003 [↑](#footnote-ref-12)
13. (Pearson’s r=0.7, p=0.000) [↑](#footnote-ref-13)
14. (Phi=0.6, χ2 p value=0.000, odds-ratio=17.6) [↑](#footnote-ref-14)
15. y=*0.495 +(0.464293\*x);* R2 =0.500; p=0.000; Beta=0.70 [↑](#footnote-ref-15)
16. (Mean/good performing students=30; SE=0.68) (Mean/bad performing students=27; SE=043;) (t(233)=-3.9. p=0.000) [↑](#footnote-ref-16)
17. (Pearson’s r=0.64, p=0.000) [↑](#footnote-ref-17)
18. (Phi=0.37, χ2 p=0.000, odds ratio=4.99). [↑](#footnote-ref-18)
19. *y=5.473+(0.655\*x);* R2 =0.41; p=0.000; Beta=0.64 [↑](#footnote-ref-19)
20. (Mean/girls=18.7; SE=0.30) Mean/boys=16.9, SE=0.44). t(230)=3.35, p=0.001 [↑](#footnote-ref-20)
21. (Mean value=30; SE=0.4) ( Mean value=27; SE-0.6) (t(233)=-3.8; p=0.000) [↑](#footnote-ref-21)
22. (χ2p value=0.02; Phi=0.15) [↑](#footnote-ref-22)
23. (Kendall's tau=0.67, p=0.000). [↑](#footnote-ref-23)
24. (r=0.62, p=0.000) [↑](#footnote-ref-24)
25. (r=o.57, p=0.000) [↑](#footnote-ref-25)
26. (r=0.37, p=0.000) [↑](#footnote-ref-26)
27. [↑](#footnote-ref-27)
28. [↑](#footnote-ref-28)
29. (χ2p=0,002; Phi=-0.15) [↑](#footnote-ref-29)
30. (χ2 p value p=0.01, Phi-1.58). [↑](#footnote-ref-30)
31. (χ2p=0,032; Phi=--.14). [↑](#footnote-ref-31)