**Learning Hub Evidence Building Plan**

**SKYE Clubs**

Per the MEER R&D Framework, Learning Hubs are to develop and submit an evidence building plan for each of their practices as they transition from the concept phase to the exploration phases. The plan should be captured in a brief two – three page document using the outline or form below. Information provided will guide aligned projects. It should align with the R&D Framework, particularly the principles of triangulation and mixed methods, as well as MEER’s Principles of Evidence and the Roadmap.

|  |
| --- |
| 1. Concept note: |
| Background:  Over the next decade, one billion young people will enter the global labour market, the largest cohort ever to reach employment age. The World Bank estimates that simply to keep pace with this growth, 40 million new jobs must be created each year to accommodate for new market entrants, in addition to absorbing the 200 million who are unemployed in 2012 - 75 million of whom are young people. [[1]](#footnote-1)  Globally, youth make up 25% of the world’s working age population with more than 85% of them living in developing countries. This disproportionally high number of young people, known as the ‘youth bulge,’ is projected to swell to 1.5 billion by 2035. [[2]](#footnote-2)  Whether this ‘youth bulge’ represents a potential threat to global stability or a ‘youth dividend’ upon which societies prosper depends on how decisively we act to promote young people’s access to the labour market and productive employment. Many believe that the ‘youth bulge’ presents a significant opportunity; powerful social and economic change can be brought about when youth have the opportunity to engage in meaningful economic activities and participate in their societies. [[3]](#footnote-3) [[4]](#footnote-4)  With youth now comprising over half of the world’s population, World Vision has a unique opportunity to leverage off its investments made in childhood programming to try to ensure that young people’s transition into adulthood will be accompanied by the opportunity to become engaged, healthy, productive members of their community with dignified livelihoods.  Understanding the significant opportunity, World Vision’s Youth Livelihoods Interest Group (YLIG) commissioned a Theory of Change process in September 2013 to process to clarify World Vision’s understanding of how youth are empowered have sufficient incomes and resources to sustain productive and fulfilling lives, as well as to elucidate the organisation’s role and priorities in the area of youth livelihood programming.  The product of this is World Vision’s Youth Livelihood and Empowerment Theory of Change narrative and diagram (attached) which provides World Vision staff with a common language around youth livelihood programming, as well as a framework that will assist World Vision in developing strategic interventions for youth at multiple levels.    Based on MEER’s Economic Development Learning Hub’s (EDLH) participation in the Theory of Change workshop and in the final review of the Youth Livelihood and Empowerment Theory of Change narrative and diagram, WV Australia’s SEED Unit in conjunction with the EDLH chose to test an intervention in the MEER region that was strongly aligned with World Vision’s understanding of how young people gain the constellation of knowledge, skills and behaviours necessary to gain sustainable livelihoods and live full and productive lives. This intervention is known as Skills and Knowledge for Youth Economic-empowerment (SKYE) Clubs.  The Intervention:  The SKYE Clubs ‘emerging’ project model, has been co-developed by World Vision with the assistance and support of the New Horizons Foundation. SKYE is a youth-oriented holistic and multi-dimensional approach that aims to provide effective opportunities for disadvantaged young adults aged 18-26 years to develop the skills, knowledge, behaviours and attitudes necessary to obtain sustainable livelihoods and have constructive economic and civil participation in their communities. This is achieved through group-based training and support services implemented through established SKYE Clubs accommodating 10-25 young adults.  The SKYE Club model is designed to address the livelihood needs and aspirations of young adults, while also addressing critical community development challenges. It draws upon experiential learning methodologies and is founded in the principles of positive youth development.  These assumptions are based on a recent desk-top review on the evidence supporting the IMPACT Club model (on which the SKYE Club model is based). |

|  |
| --- |
| 1. Theory of action: |
| The SKYE Club emerging project model is an integrated approach to helping youth develop the skills, behaviours and attitudes necessary to obtain sustainable livelihoods and participate constructively in their communities.  Parents can provide well for their children  Well-adjusted adults make better parents  Youth who participate in SKYE Clubs gain sustainable livelihoods   |  |  | | --- | --- | | **Youth are employed or self-employed**  Youth have improved future orientation and the capacity to set goals and gain sustainable livelihoods | **Youth contribute to the social capital**  Youth are socially responsible  Youth play an active role in their community |  |  |  | | --- | --- | | * Youth improve their self-identity (tracking self-efficacy, grit, mind-set, social-emotional management, future orientation) * Youth gain practical experience relevant to sustainable livelihoods * Youth are equipped with the skills, knowledge, behaviours and attitudes to find a job and/or start a business * Youth gain the skills and ability to gather and use market information and forge relationships with private sector | * Youth improve their self-identity (tracking self-efficacy, grit, mind-set, social-emotional management, future orientation) * Youth acquire leadership skills, develop character, confidence and values * Youth gain skills in active citizenship to enable active participation in civil society initiatives and acquire a sense of ownership in the community * Youth engage in less risk-taking behaviours |  |  | | --- | | Volunteer SKYE Club Leaders will gain the knowledge, skills and confidence to mobilize youth and operate SKYE Clubs through effective training and ongoing coaching | |
| 1. Hypotheses: |
| List testable assumptions that describe the relationship of the interventions and the expected results.   1. As a result of participating in SKYE Leaders training, volunteer SKYE Club Leaders will have the knowledge, skills and confidence to mobilize youth and operate SKYE Clubs. 2. As a result of participating in SKYE Club meetings and community service-learning projects, SKYE Club members will have improved competencies in the areas of active citizenship, leadership, employability and entrepreneurship. 3. As a result of participating SKYE Clubs, members will have improved self-image and future orientation. 4. As a result of participating in SKYE Clubs, members will have an increased income (through employment or self-employment). 5. As a result of participating in SKYE Clubs, youth have decreased propensity to engage in risky behaviours. |
| 1. Aligned projects: |
| |  |  |  |  | | --- | --- | --- | --- | | **WV NO** | **Project** | **No. ADPs** | **Stage** | | Armenia | SKYE Clubs and SKYE Clubs | 6 (rural, peri-urban and urban) | Phase 3. SKYE Clubs Open and Operating | | Albania | SKYE Clubs | 2 (rural and peri-urban) | Phase 2. SKYE Club Leader Training | |
| 1. Selected interventions: |
| SKYE Clubs aim to help young people contribute positively to their community as active and financial citizens. In order to achieve this, we believe that there are three demonstrable behaviours, traits and actions that we will be able to observe in young people that indicate that they are adequately equipped for this:   1. Youth will have a positive self-identity and future orientation 2. Youth will be active citizens that engage with their community 3. Youth will have a source of livelihood   These behaviours, traits and actions can be achieved through the two key interventions of SKYE Clubs:  SKYE Club Meetings: SKYE Clubs are groups of young adults who meet weekly to have fun, learn, and serve together. A SKYE Club is typically made up of approximately 10-25 youth who gather once a week for 2-3 hours. The Clubs are led by volunteer SKYE Club Leaders, who are selected from the community. These Leaders use a curriculum based on experiential learning methodologies to help the adolescents in the Club cultivate competencies in the areas of active citizenship, leadership, employability, and entrepreneurship. WV supports this activity by hiring a staff member known as a SKYE Club Facilitator. The role of the SKYE Club Facilitator is to recruit, train, coach, and support the volunteer SKYE Club Leaders as they lead weekly meetings and help the youth in their clubs to grow.  Community Service-Learning Projects: At meetings, SKYE Clubs work together to identify community problems and market opportunities, and plan and implement community service-learning and social entrepreneurship-learning projects in response. Youth undertake three to four projects each year, and each project is increasingly complex, delves deeper into community issues, and elicits greater leadership, project management skills, and business development savvy. These projects are SKYE Club’s main learning tool and serve multiple purposes:   * bringing social change to the community; and * applying skills learnt in meetings to consolidate new behaviours and life-skills.   **SKYE Club Simplified Project Logic**  Youth have a source of livelihood  Youth have improved positive identity and future orientation  Support SKYE Clubs to implement community service-learning projects and entrepreneurship projects  Support Leaders to open SKYE Clubs  **What youth have and do**  **Outcomes**  **What World Vision does**  **Activities**  Mobilize and train SKYE Club Leaders  Support Leaders to hold SKYE Club meetings on the topics of active citizenship, leadership, employability and entrepreneurship  Improved competency and capacity in the areas of active citizenship, leadership, employability and entrepreneurship  Youth members engage with their community  **Goal: Youth contribute positively to their community as active and financial citizens** |
| 1. Selected variables: |
| Hypothesis 1: As a result of participating in SKYE Leaders training, volunteer SKYE Club Leaders will have the knowledge, skills and confidence to mobilize youth and operate SKYE Clubs.   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in SKYE Leaders training | Knowledge of Club Leaders | Social demographic status of Club Leaders |  | |  | Skills of Club Leaders | Socio-economic status of the Club leader |  | |  | Confidence of Club Leaders | Previous experience in civil society |  | |  | Mobilisation of adolescents |  |  |   Hypothesis 2: As a result of participating in SKYE Club meetings and community service-learning projects, SKYE Club members will have improved competencies in the areas of active citizenship, leadership, employability and entrepreneurship.  Assumption 1: Family and peers support youth involvement in SKYE Club  Assumption 2: Community supports for SKYE club community service learning projects   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in SKYE Club meetings | Knowledge in the domain of citizenship, | Size of group | Self-reported perception of support by family and youth | | Participation in Community service-learning projects | Activities undertaken in the domain of citizenship, | Formation of group | Service learning project reports | |  | Knowledge about elements of effective leadership, | Age disaggregation of Club members |  | |  | Demonstrations of leadership (q 2.4) | Gender diversity |  | |  | Knowledge about employability (including network creation) |  |  | |  | Employment related activities |  |  | |  | Knowledge in the domain of entrepreneurship |  |  | |  | Demonstrations of entrepreneurial activity |  |  |   Hypothesis 3: As a result of participating SKYE Clubs, members will have improved self-image and future orientation.  Assumption 1: Family and peers support youth involvement in SKYE Club  Assumption 2: Community supports for SKYE club community service learning projects   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in SKYE Club meetings | Self-efficacy (confidence to take actions) (Q 5.1) | Size of group | Self-reported perception of support by family and youth | | Participation in Community service-learning projects | Grit (perseverance and passion for long-term goals) (Q 2.2) | Formation of group | Learning projects achievements/challenges (documented in Passports) | |  | Growth mind set (Q 2.3) | Age disaggregation of Club members |  | |  | Social emotional management (Optimism, happiness, self esteem) (Q 2.2) | Gender |  | |  | Life orientation (Q 5.2) |  |  |   Hypothesis 4: As a result of participating in SKYE Clubs, members will have an increased income (through employment or self-employment).    Assumption 1: Youth are able to access the job-market  Assumption 2: Business environment (legal and regulatory framework) is enabling of business start-ups  Assumption 3: Youth have sufficient networks, support and advice to start a business.  Assumption 5: Youth are able to access finance to start a business.   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in SKYE Club meetings | Labour market knowledge (local, national, international) (Q 1.24.2 | Age (q 1.3) | 1.1 Self-reported ability to access job information (Q 1.31) | | Participation in Community service-learning projects | Preparedness to find a job (demonstrated job search activities/ interviews/ job applications ) ( Q 1.26 & 1.28 & 1.29 & 1.30 &1.32.3) | Gender (Q 1.4) | 1.2 Self-reported ability to access jobs (supported by family / cultural norms) | | Participation in Community social enterprise projects | Gains work experience (internship/apprenticeship/volunteers) (Q 1.25) | Education-level (Q 1.19 – 1.24) | 3.1 Youth sufficient networks, support, and advice to start a business | | Full completion of ‘Employability’ section of SKYE Passport | Gains employment  (formal and informal – informal can include supporting family businesses/farms and could be unpaid)  (Q 1.25) | Previous work experience | 5.1Youth ability to access finance (loans from networks or financial institutions) | | Full completion of ‘Entrepreneurship’ section of SKYE Passport | Preparedness to start a business (entrepreneurial-efficacy and entrepreneurial-intent) ( Q 1.26 & 1.27, 1.32.5) | Number of children (1.16 – 1.17) | 4.1 Youth have opportunity to start-up business (time/ support) | |  | Demonstrated activities to start a business (business plan, accessed finance, marketing plan) ( Q 1.26) | Relationship status (Q 1.11) | 2.1 Youth entrepreneurs self-report feeling of empowerment to start a business within the legal and regulatory framework. | |  | Start a business (Q1.32.2) | Partners employment status (q 1.12) |  | |  | Increased income (Q 1.32.1) | Mobility (health and physical ability) (Q 1.35 & 1.36) |  | |  |  | Social capital (Q 6.1) |  | |  |  | Current commitments (e.g. education / army/ family support) |  | |  |  | Current employment status (Q 1.25 & 1.26) |  | |  |  | Socio-economic status/ background (Q 1.33 - youth) (Q1.34 – youths family) |  |   Hypothesis 5: As a result of participating in SKYE Clubs, youth have decreased propensity to engage in negative social and risk taking behaviours (NOT specific to ARMENIA)    Assumptions:   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in SKYE Club meetings | Impulsivity (future discounting) (Q 7.2) | Age |  | | Participation in Community service-learning projects | Demonstrate reduced propensity to engage in negative social and risk taking behaviours (reduced aggressive behaviours) (Q7.3) | Gender |  | | Participation in Community social enterprise projects | Social emotional management (Optimism, happiness, self esteem) (Q 2.2) | Socio-economic status/ background (Q 1.33 - youth) (Q1.34 – youths family) |  | |  |  | Social capital (Q 6.1) |  | |  |  | Health background (Q 1.35 & 1.36) |  | |  |  | Siblings (individual’s birth order) (Q1.10) |  | |  |  | Personality traits (psychopathy) (q 2.1) |  | |
| 1. Variable operationalization: |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Hypothesis (H1)**  **Dependant variable (DV)**  **Confounding factor (CF)**  **Assumption variable (AV)** | **Scope of the Questions/data** | **# of Questions** | **Scale** | **Administration type** | | **H1.** |  |  |  |  | | DV 1.1. Knowledge of Club Leaders | Questions measuring Club leaders understanding of the model and its key components (combination of memory and knowledge testing questions) | 13 | Nominal (single choice ) | Self-administered  (measured during baseline) | | DV 1.2 Confidence of Club leaders | Questions measuring confidence of club leaders and their co-leaders around preparedness to open and facilitate SKYE Club | 6 | Ordinal (5 point Likert scale) | Self-administered  (measured during baseline) | | DV 1.3 Facilitation skills of Club leaders | Questions measuring overall verbal/nonverbal/technical facilitation skills of the Leaders  Questions measuring SKYE Club Members satisfaction with the knowledge and skills of Club leaders | 16  17 | Ordinal (5 point Likert scale)  Ordinal (5 point Likert scale) | To be filled in by external observer  To be filled in my Club members  (measured during baseline) | | DV 1.4. Mobilization of the Club members | Data on established clubs and club members turnover | - | - | To be filled in by Project manager  (collected through quarterly SKYE Club Facilitator reports) | |  |  |  |  |  | | CF 1.1 Social demographic status of the Club leader | Questions measuring age/gender/education/marital status/HH structure of the Leaders | 6 | Nominal  Interval | Self-administered  (measured during baseline) | | CF 1.2. Social-economic status of the Club leader | Question measuring economic status of the Leader/HH(income source, occupation, dependency on external assistance) and soft categories measuring social circumstances of the Leaders | 7 | Nominal  Ordinal | Self-administered  (measured during baseline) | | CF 1.3 Previous experience in civil society | Questions measuring experience in civil society sector, in particular – volunteering experience and experience in working with children/youth | 3 | Nominal | Self-administered  (measured during baseline) | | Additional factor  (possibly to consider as assumption for the 2nd hypotheses)  Family and peers support the idea of leading the Club (value volunteering) | Questions measuring the extent at which family and peers give importance to volunteering | 2 | Ordinal (5 point Likert scale) | Self-administered  (measured during baseline) | | **H2** |  |  |  |  | | DV 2.1. Knowledge in the domain of citizenship | Questions measuring understanding of the community priorities, techniques to identify those, methods of mobilizing resources, planning and addressing the issues | 12 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 2.2. Activities undertaken in the domain of citizenship/preparedness to take actions | Questions measuring demonstrated actions to raise/address community issues | 14 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 2.3. Knowledge about elements of effective leadership, | Questions measuring concept and elements of leadership /understanding questions/  Questions measuring self-perception of the leadership. | 12 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 2.4. Demonstrations of leadership /preparedness to take action | Questions measuring demonstration of leadership skills at school and/or at community level | 5 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 2.5. Knowledge about employability (including network creation) | Questions measuring understanding around different steps in job research | 12 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 2.6. Employment related activities | Questions measuring demonstrated actions in the framework of employment | 5 | Ordinal (5 point Likert scale)[[5]](#footnote-5) | Self-administered  (pre-post) | | DV 2.7. Knowledge in the domain of entrepreneurship | Questions measuring understanding around essence and key elements of entrepreneurship | 14 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 2.8. Demonstrations of entrepreneurial activity /preparedness to take action | Questions measuring undertaken activities and/or intent to undertake activities (pre entrepreneurial behaviour, entrepreneurial efficacy ) in the domain of entrepreneurship | 5 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | CF2.1. Age disaggregation | Age of Club members | 1 | Nominal | Self-administered  (collected during baseline) | | CF 2.2 Gender | Sex disaggregation of Club members | 1 | Nominal | Self-administered  (collected during baseline) | | CF 2.3. Size of the group | Average number of Club members | - |  | To be provided by the project manager | | CF 2.4. Formation of the group | Questions measuring principles of group formation | 1 | Nominal | Self-administered  (collected during baseline) | | AV2.1. Family and peers are supportive to involvement of in SKYE clubs | Questions measuring the extent at which family and peers support involvement in the SKYE clubs | 2 | Ordinal (5 point Likert scale) | Self-administered  (collected during baseline) | | AV2.2. Community supports implementation of youth led projects | Data on challenges/successes of the community service learning projects | - | - | SKYE Passports | | **H3** |  |  |  |  | | DV 3.1. Self-efficacy (confidence to take actions) (Q 5.1 section ) | Questions measuring club members beliefs about capabilities to produce designated levels of performance that exercise influence over events and affect their lives. | 8 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 3.2. Grit (perseverance and passion for long-term goals) (Q 2.2 section) | Questions measuring perseverance and passion for long-term goals | 12 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 3.3 Growth mind set (Q 2.3) | Questions measuring self-perception that abilities are malleable and not fixed | 16 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 3.4. Social emotional management (Optimism, happiness, self esteem) (Q 2.2) | Questions measuring constellation of emotional self-perceptions[[6]](#footnote-6) | 30 | Ordinal (7 point scale) | Self-administered  (pre-post) | | DV 3.5. Life orientation (Q 5.2) | Questions measuring the self in relation to others and to community/society | 12 | Ordinal (4 point scale) | Self-administered  (pre-post) | |  |  |  |  |  | | CF | **SAME AS for H2** | | | | | AV | **SAME AS for H2** | | | | | **H4** |  |  |  |  | | DV 4.1. Labour market knowledge (local, national, international) (Q 1.24.2 | Questions measuring general awareness around requirements of local and/or international labour market and employees | 5 | Ordinal (5 point Likert scale) | Self-administered  (pre-post) | | DV 4.2. Preparedness to find a job ( Q 1.26-Q1.31) | Questions measuring demonstrated job search activities/ interviews/ job applications (measured among unemployed youth) | 6 | Nominal  Ordinal | Self-administered  (pre-post) | | DV 4.3. Gains work experience/employment (internship/apprenticeship/volunteers, formal and informal – informal can include supporting family businesses/farms and could be unpaid)) (Q 1.25) | Question fixing current status on work experience/employment | 1 | Nominal | Self-administered  (pre-post) | | DV 4.4. Preparedness/demonstrated activities to start a business (entrepreneurial-efficacy and entrepreneurial-intent) /actual start of a business ( Q 1.26 & 1.27, 1.32.5) | Questions measuring readiness to start a business (business plan, accessed finance, marketing plan) | 3 | Nominal  Ordinal (4 and 5 point scales ) | Self-administered  (pre-post) | | DV 4.5. Increased income (Q 1.32.1) | Question measuring income /per month/per year | 1 | Ratio | Self-administered  (pre-post) | | CF 4.1. Age | Questions measuring social-demographic and social-economic status of the Club member and his/her family | 1 | Interval | Self-administered  (pre-post) | | CF 4.2. Gender (Q 1.4) | 1 | Nominal | Self-administered  (pre-post) | | CF 4.3. Education-level (Q 1.19 – 1.24) | 1 | Nominal | Self-administered  (pre-post) | | CF 4.4. Socio-economic status/ background (Q 1.33 – youth) (Q1.34 – youths family) | 2 | Nominal | Self-administered  (collected during baseline) | | CF 4.5 Number of children (1.16 – 1.17) | 2 | Ratio | Self-administered  (collected during baseline) | | CF 4.6 Relationship status (Q 1.11) | 1 | Nominal | Self-administered  (pre-post) | | CF 4.7. Partners employment status (q 1.12) | 1 | Nominal | Self-administered  (pre-post) | | CF 4.8. Previous work experience | 1 | Nominal | Self-administered  (pre-post) | | CF 4.9. Current employment status (Q 1.25 & 1.26) | 2 | Nominal | Self-administered  (pre-post) | | CF 4.10 Mobility (health and physical ability) (Q 1.35 & 1.36) | Questions measuring health/mental status of the Club members | 2 | Ordinal (4 point scale ) | Self-administered  (pre-post) | | CF 4.11 Social capital (Q 6.1) | Questions measuring trust, collection actions and shared benefits within the community | 9 | Nominal  Ordinal | Self-administered  (pre-post) | | CF 4.12 Social commitments (e.g. education / army/ family support) | Question measuring CLUB member’s current commitments | 1 | Nominal | Self-administered  (pre-post) | | AV 4.1 Self-reported ability to access job information (Q 1.31) | Questions measuring opportunities/obstacles in finding the job | 1 | Ordinal (5 point scale ) | Self-administered  (pre-post) | | AV 4.2 Self-reported ability to access jobs (supported by family / cultural norms) | 1 | Ordinal (5 point scale ) | Self-administered  (pre-post) | | AV 4.3 Youth sufficient social networks, support, and advice to start a business | Questions measuring availability of informal/ social networks to start a business | 2 | Ordinal (5 point scale ) | Self-administered  (pre-post) | | AV 4.4 Youth ability to access finance (loans from networks or financial institutions) | Questions measuring access to finance | 2 | Ordinal  Nominal | Self-administered  (pre-post) | |  |  |  |  |  | | AV 4.5 Youth entrepreneurs self-report feeling of empowerment to start a business within the legal and regulatory framework. | Questions measuring self-reported understanding of legal requirements to start a business; self-reported assessment of favourable environment to start a business | 3 | Ordinal (5 point scale | Self-administered  (pre-post) | | **H 5** (Not specific for ARMENIA ) |  |  |  |  | | DV 5.1 Impulsivity (future discounting) (Q 7.2) |  | 1 | Nominal | Self-administered  (pre-post) | | DV 5.2 Demonstrate reduced propensity to engage in negative social and risk taking behaviours (reduced aggressive behaviours) (Q7.3) |  | 1 | Interval | Self-administered  (pre-post) | | DV 5.3 Social emotional management (Optimism, happiness, self esteem) (Q 2.2) |  | 1 | Ordinal | Self-administered  (pre-post) | | CF 5.1 Age | SAME as for H4 | | | | | CF 5.2 Gender | | CF 5.3 Socio-economic background | |
| 1. Sampling strategy: |
| *Indicate the method and tools that will be used to collect your selected variables.*  Armenia NO case only:  The evidence around the project model is intended to build throughout long-term contribution/change assessment. Data supporting testing/validation of the proposed hypothesis will be collected across 10 SKYE club operating in 2 APs (Gavar and Sisian) just started implementation of the project model. Baseline assessment of the dependant variables, assumption variables as well as measurement of the relations between dependent and independent variables determined by confounding factors will be conducted in 2 treatment groups (TG) and a control group (CG) :   1. TG 1: SKYE communities- ALL members of SKYE clubs will be involved in the baseline assessment (to be administered via online platform (survey gizmo)); 2. TG 2 SKYE communities, non SKYE members. Selection of youth will be matched with the household survey following random selection from the community logs (self-administered PP questionnaire- to be merged with ARM NO Strategy Baseline assessment ) 3. CG: Non SKYE communities- Selection of youth will be matched with the household survey following random selection from the community logs (self-administered PP questionnaire   Quasi experimental approach will be utilized to validate H2- H5 as well as to test spill-over effect among peers of SKYE club members.  Treatment and control groups will be composed based on case-matching technique.  Data on the above mentioned variables will be collected through semi-structured interview, observation and document review tools.   |  |  | | --- | --- | | ***H 1.*** |  | | **DV 1.1; DV 1.2. :**  **CF 1.1; 1.2; 1.3 (incl. additional factor)** |  | | **DV 1.3** |  | | **DV 1.4** | Matrix to be provided by the project | | ***H2.*** |  | | **DV 2.1-DV 2.4 (only demonstration of leadership)**  **DV 2.5-2.8 (only demonstration of entrepreneurial activities)**  **CF 2.1; 2.2.; 2.4;**  **AV 2.1; 2.2** |  | | **H3-H5. ALL DV; CFs and AVs** |  | |
| 1. Analysis strategy: |
| Armenia NO case only.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Hypotheses** | **Baseline/evaluation set-up** | **Frequency of testing** | **Target group** | **Analysis Strategy** | | H1 |  |  |  |  | | DV 1.1-1.3 | Non experimental setting/Time-serious design | Annually | Club leaders/co-leaders | One-sampled T-Test | | CF 1.1.-1.3/DV 1.1.-1.3 | N/A | Annually | Club leaders/co-leaders | ANOVA or T-test (For CFs with dichotomous variables) | | H 2. |  |  |  |  | | DV 2.1-2.8/ IV 2.1-2-2 | Quasi-Experimental | Baseline, mid-term, end-line across control and experimental groups | SKYE members  SKYE communities- non SKYE members  Non SKYE communities | Multiple regression analysis | | CF 2.1-2,4/DV 2.1-2.8 | Quasi-Experimental | Baseline, mid-term, end-line across control and experimental groups | SKYE members  SKYE communities- non SKYE members  Non SKYE communities | ANOVA or T-test (For CFs with dichotomous variables) | | H3. |  |  |  |  | | DV 3.1-3.5/IV 3.1-3.2 | Quasi-Experimental | Baseline, mid-term, end-line across control and experimental groups | SKYE members  SKYE communities- non SKYE members  Non SKYE communities | Multiple regression analysis | | CF (SAME AS FOR H2)/DV | Quasi-Experimental | Baseline, mid-term, end-line across control and experimental groups | SKYE members  SKYE communities- non SKYE members  Non SKYE communities | ANOVA or T-test (For CFs with dichotomous variables) | | H4 |  |  |  |  | | DV 4.1 and 4.4/IV 4.1-4.2 | Quasi-Experimental | Baseline, mid-term, end-line across control and experimental groups | SKYE members  SKYE communities- non SKYE members  Non SKYE communities | Multiple regression analysis | | DV 4.2-4.3/IV 4.1-4.2 | Quasi-Experimental | Baseline, mid-term, end-line across control and experimental groups | SKYE members  SKYE communities- non SKYE members  Non SKYE communities | Cross tabulation??? | | CF (SAME AS FOR H2)/DV 4.1-4.4 | Quasi-Experimental | Baseline, mid-term, end-line across control and experimental groups | SKYE members  SKYE communities- non SKYE members  Non SKYE communities | IF DV is continuous, then ANOVA or T-test (For CFs with dichotomous variables)  IF DV is categorical, then correlation | |
| 1. Impact evaluation: |
| Towards building evidence around SKYE Club project model four key hypotheses were set forth. H1- intends measuring knowledge, skills and confidence of SKYE Club leaders and co-leaders who are the key actors in rolling out and implementation of the model. The hypothesis will be tested annually through time-series design among the all leaders and co-leaders (exactly the same group or different groups taking in consideration high risk of leaders’ turnover) annually (via online platform) to track whether there are significant changes across dependant variables and whether confounding factors, such as age, gender, social-economic status, previous experience of working with the youth, etc. have significant effect on the outcome of interest. At the end of the life-span, the results around outcome of interest will be compared with the overall figures for the rest of hypotheses to measure the extent to which leader is an important factor determining success/failure of the clubs  H2-H4 are designed to measure impact of the project model along 3 key dimensions-active citizenship, improved self-image and the ultimate goal of the model- increased income. The hypotheses are envisaged to be tested among project direct participants, as well as across the target community youth through setting of quasi-experimental design among 2 treatment groups (1. SKYE club members; 2. SKYE communities, non-SKYE club members) and a control group (Non SKYE communities- Non ADP communities). ALL members if SKYE clubs will be subjected to measurement via online platform, whereas targeted sampling approach (given matching categories) will be applied for treatment group # 2 and a control group. Case-control study will be applied at the stages of the baseline, mid-term and end of project implementation. Each ADP involved in the study will be compared against one control community out of the ADP control as close to the ADP area context as it is possible. It is IMPORTANT to note, that given mixed/integrated programming approach that WVA CO is following, SKYE club members will be exposed to other interventions as well (e.g. IMPACT club, advocacy networks, etc.). Thereof, to validate the given model, it is important to make sure that at least 60 members of SKYE clubs not exposed to any other WV related interactions are involved in the study. |
| 1. Sustainability analysis: |
| The SKYE model has been developed with sustainability in mind. In designing and prototyping the model, SEED, EDLH and WVA have worked to ensure that the program and the impacts of the program will remain in the community beyond the conclusion of a SKYE project.  The SKYE model has been informed by five LEAP’s six drivers of sustainability. The following outlines the six drivers through a SKYE lens:   * Partnering: WV will work with stable community structures (e.g. colleges, churches, community groups, youth centres, social services and cultural centres etc.) to identify volunteer SKYE Club Leaders and establish functional SKYE Clubs. WV will provide a SKYE Club Facilitator (Development Facilitator) to mentor, coach and monitor SKYE Club Leaders and Clubs in order to build capacity so that by the end of the project, there is no further need for the SKYE Club Facilitator. In the case the SKYE Clubs are being run in partnership with a community organisation, the SKYE Club Facilitator will also build the capacity of that partner so that they can continue to oversee the program after WV has transitioned from the community. Measurements of sustainability include: * # of community partners (MoUs /Agreements signed) * # of meetings with community partners * # of volunteer SKYE Club Leaders from the community * Local ownership: The SKYE model is youth-led. While WV provides the learning tools and coaching for SKYE Clubs, it’s the youth themselves that create their own identity (some have their own business cards, t-shirts, logo etc.) and vision as a Club. The SKYE Club youth, with support of the local partners, identify both community and market opportunities/needs to inform the design and implementation of community service-learning projects of their choosing. The SKYE Club is very much owned by the youth and the community partners. Measurements of sustainability include: * # of SKYE Clubs formed and functioning * # of SKYE Club community service-learning projects implemented * # of SKYE Club social-entrepreneurship learning projects implemented * # of SKYE Club events (motivational and learning events – organised by youth) * Transformed relationships: The SKYE Club model is a space where youth come together to explore shared interests and values, and contribute meaningfully to their community. SEED and the EDLH hypothesise that the SKYE program will: * improve gender dynamics between youth in SKYE Clubs; * improve awareness, tolerance, support and integration of those in SKYE Clubs and communities who are identity as a minority group or as having a disability; * improve bonding (social) capital amongst SKYE Club members; * improve bridging (social capital) amongst youth and communities though community service learning projects and Club events; * improver relationships, trust and future orientation across community through increase collaboration of community members, businesses, stable community structures (including local government) for SKYE Club community service-learning projects. * Resilience: The SKYE program looks to cultivate positive behaviour changes in young people so that they not only have improved capacity to gain a livelihood or contribute to their community, but also make healthy, informed choices on behalf of themselves over the long-term. Measurements include: * # of SKYE youth that have improved competencies (knowledge, skills and behaviours) in the areas of active citizenship, leadership, employability, and entrepreneurship * # of SKYE youth that have improved future orientation and self-identity (including social emotional management) * # of SKYE youth that demonstrate reduced propensity to engage in negative social and risk taking behaviours * # of SKYE youth that pursue further education * # of SKYE youth that gain durable employment * # of SKYE youth that start their own business * Provision for additional funding: The SKYE model is well positioned for provision of additional funding both at a Club level, as well as WV (NO/SO) level.   *Club Level:* The SKYE Club curriculum provides modules on fundraising, advocacy, business development and leadership that are specifically designed to build the youth/Club’s capacity to raise funds and manage itself after 18 months of operation. Measurements include:   * # of SKYE Club social-entrepreneurship learning projects implemented * # of fundraising events held by SKYE Club * # of grants applied for by SKYE Club   *WV Level*: Through the evidence building plan, WV intends to develop a significant, credible evidence base which will not only demonstrate the impact of the program but also the cost-effectiveness of the program to donors. The intention is to develop communication materials to present to donors to increase funding towards SKYE initiatives. |
| 1. Cost effectiveness analysis: |
| The cost-effectiveness analysis will also examine the dollar value associated with the following outcomes:   1. Youth that gain durable employment 2. Youth that start their own business 3. Youth that pursue further education 4. Youth that have improved life behaviours (including the social return on investment for reduced criminality and community contribution). 5. Youth that have improved competencies (knowledge, skills and behaviours) in the areas of active citizenship, leadership, employability, and entrepreneurship.   Costing and scaling economics have been developed as a working hypothesis. See attached |
| 1. *Discussion* |
| *How do you expect the findings from this LH to contribute to the well-being of children and their families?*   * 1. Youth experience successful transitions to adulthood through improved life behaviours (not engaging in risky behaviours), gaining sustainable livelihoods which allow them to financially support their children.   2. Youth gain knowledge, skills and behaviours which encourage them to contribute meaningfully to their communities. |
| 1. *Limitations* |
| *What are the main challenges you faced or expect to face with this LH concept?*   * 1. Adoption of LEAP 3 in some NOs leading to delays   2. Degree of influence that can be exercised to maintain the key elements of the model in the field   3. The degree to which the project can maintain the involvement of key trained staff   4. SO’s with unable to fund aligned projects for the recommended cycle   5. Securing grant funding for evaluation study |

1. Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20Policymakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/09/2012) [↑](#footnote-ref-1)
2. Youth Employment Network (2012) Youth Employment Network Brochure, Youth Employment Network, Washington DC, USA [↑](#footnote-ref-2)
3. Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA [↑](#footnote-ref-3)
4. Cardno Emerging Markets (2012) Vulnerable Youth Context: Livelihoods for Girls and Young Women, Cardno Emerging Markets USA, Washington DC, USA [↑](#footnote-ref-4)
5. Might be replaced with dichotomy scale [↑](#footnote-ref-5)
6. Might be replaced with DAP (based on need to validate/contextualize SEM tool in Armenia ) [↑](#footnote-ref-6)