



YOUTH DEVELOPMENT COMPETENCIES PROGRAM (YDCP) Program Evaluation Report

November, 2010
Social Impact, Inc.

Moscow 2010

TABLE OF CONTENTS

Acknowledgements

Glossary

Acronyms and Abbreviations

I. EXECUTIVE SUMMARY

Summary of main Findings, Conclusions and Recommendations

II. DESCRIPTION OF THE PROGRAM AND ITS LOGIC

1. *Program approach*
2. *Program results framework*

III. EVALUATION PURPOSE, SCOPE AND METHODOLOGY

1. *Description of survey respondents*
2. *Description of evaluation scope and methodology*

IV. FINDINGS

1. *Young people participating in the Program demonstrate an acceptance of ethnic, cultural, and other diversity*
2. *Young people participating in the Program report the ability to interact/work with their peers*
3. *Young people participating in the Program report the ability to solve problems, show initiative, leadership, and self confidence (dealing with “authorities”)*
4. *Young people participating in the Program report gaining practical professional skills as a result of the program*
5. *Young people participating in the Program are knowledgeable about at least one advocacy issue*
6. *Young people participating in the Program are involved in a community improvement process or other community service*
7. *Young people participating in the Program report feeling that they can make a difference in their community*
8. *Young people participating in the Program report having engaged with local or regional government*

V. CONCLUSIONS

VI. RECOMMENDATIONS

VII. ANNEXES

DISCLAIMER The authors' views expressed in this report do not necessarily reflect the views of IREX, the United States Agency for International Development or the United States Government.

Acknowledgements

The completion of this Program Evaluation was possible only through the advice, cooperation and support of many people. Most are listed in the appendix of this report, but special mention must be made of the following.

The evaluation was implemented with the assistance and participation of the IREX Moscow office Program team. They were a constant source of technical advice and shared their local knowledge of the Program context. They guided the evaluation to relevant background reports, providing electronic copies.

The evaluation activities benefited greatly from collaboration with Oksana Jensen ,Senior Program Officer of the Education Programs Division at the IREX office in Washington, DC. Similarly, Carol Sorrenti of the IREX Moscow office was flexible and knowledgeable regarding YDCP activities. Both made themselves available as required and offered useful advice and support throughout the assessment process.

All these people gave their time, sharing their years of experience and their considered opinions.

Glossary

Action Teams – Groups of up to five young people and one adult in the target region who attended the *Road Shows* to learn about youth programming models, project management and youth development.

Adapters – Action teams selected to adapt successful *Innovator* program models for their region and awarded *Seed Grant* funds.

Adult Stakeholders – Adults who are invested in youth development, including parents, teachers, former youth leaders, representatives of local government youth departments, local educators, and members of the local business community.

Cognitive/cognition - Refers to both the knowledge possessed by youth and the young person's ability to think, reason, learn, and understand.

Expansion Grants – Grants awarded to *Innovators* to cover the costs of mentoring and hosting study tours for *Adapters* replicating their program model.

Extra-curricular activity – An activity not included into the main educational program plans of a particular educational institution. It is based on a positive youth development approach that allows youth to develop a positive attitude toward learning and a successful approach to living.

Innovators – Representatives of effective youth-driven engagement programs from across Russia who presented their program models at the *Road Shows* for potential replication by *Adapters* in seven of the 10 regions.

Performance baseline – The value of a performance indicator before the implementation of the Program activities that contribute to the achievement of the relevant result.

Performance indicator – A particular characteristic or dimension used to measure intended changes defined by the Program Results Framework.

Performance target – Specific, planned level of result to be achieved within an explicit timeframe.

Program objective – A statement that outlines the program's significant, intended, and measurable change in the condition of a customer (target group).

Program philosophy - The program's approach to working with youth. The Program is based on utilization of a positive youth development framework.

Regional Coordinating Organizations (RCOs) – Local NGOs recruited and selected to coordinate YDCP program activities in their region, such as organizing a *Road Show* and monitoring local *Adapters*.

Replication Grants – Grants awarded to *Replicators* to cover the costs of rolling out their programs to new regions.

Replicators – Experienced NGOs with successful larger scale community-wide youth programs who received Replication Grants to directly facilitate replication of their programs in three regions with the support of the local community.

Seed Grants – Grants awarded to *Adapters* to cover costs of replicating program models in their regions.

Youth – For the purposes of YDCP are defined as children and adolescents who are 14-23 years old.

Positive Youth development (PYD) – An approach which aims to empower youth to successfully transition to adulthood through broad support and specific strategies. Tenets of PYD include the following: a focus on assets rather than deficits; approaching youth as a resource rather than a problem; and focusing on holistically nurturing skills and competencies rather than on solving specific problems. PYD empowers youth in all stages of program assessment, planning and implementation, while responding to the needs of this population.

Youth Empowerment Road Shows (Road Shows) – Networking and training events held in seven of the 10 target regions intended to bring successful *Innovator* program models to *Action Teams* and to provide motivation and training in youth development approaches to young people and adult stakeholders.

Youth outcomes - The changes and gains made by youth as they grow and develop into adulthood. These include the knowledge, skills, attributes, and behaviors that youth must develop to be caring, healthy, and responsible adults.

Acronyms and Abbreviations

IREX – International Research and Exchange Board

SI – Social Impact

YDCP – Youth Development Competencies Program

USAID – United States Agency for International Development

PYD – Positive Youth Development

EG – Experimental Group

CG – Comparison Group

Executive Summary

1. Overview

The Youth Development Competencies Program (YDCP) works to empower Russian youth and develop their competencies to succeed and contribute as professionals and citizens by facilitating the replication and expansion of programs in line with the best practices in positive youth development (PYD). IREX designed this program in response to a request from USAID, and has implemented the program since 2008. In 2010, Social Impact was hired to conduct a program results assessment using an experimental/comparison group evaluation approach to determine the impact of this initiative.

Through this evaluation methodology, YDCP was found to significantly improve youth participants' citizenship, personal, social, and professional competencies; these competencies have a direct correlation not only to a decrease in destructive behaviors among youth, but also to an increase in the positive contributions that youth can make to the development of their society.¹ Participation in the program led to notably increased levels of engagement, empowerment, and tolerance across all geographic regions and program models, including a nearly doubled rate of involvement in community activities. Participant responses were consistently more favorable than those of their comparison group counterparts throughout all areas of program interventions. YDCP was particularly successful in involving youth in non-traditional activities² and in building vocational competencies. There is a clear and attributable effect of the YDCP program, despite the limitations of this assessment.

A: History and Program Overview

IREX designed YDCP in response to a request from USAID, in an effort to consolidate disparate investments made by USAID and other donors so that youth projects focused on competency building could be replicated throughout Russia. The program aims to support young people in developing the skills, attitudes, and abilities they need to become successful adults and active citizens by engaging them in addressing community needs.

YDCP Program Impact Highlights

- Nearly 98% of program participants reported involvement in a community improvement process or other community service, compared to approximately 50% of the comparison group
- YDCP participants were two to four times more likely than non-participants to have had interactions with local or regional government representatives
- Nearly 70% of program participants responded that their involvement in the program helped them to obtain professional skills
- Program participants demonstrated significant increases in reported ability to interact positively with peers

¹ "The Power of Assets," Search Institute. <http://www.search-institute.org/research/assets/assetpower>

² Non-traditional activities are considered non-traditional in the Russian context, and are defined as working with youth with disabilities, promoting tolerance, protecting children and youth's rights, and other activities not related to athletics and arts and crafts.

The nurturing of competencies for this generation will enable them to become productive and thoughtful citizens and will build human capital within the country in a sustainable manner. The development of creative, empowered, engaged, and problem-solving citizens will ensure a more stable youth environment in the country, and will contribute to the more overarching development goals in the region.

By facilitating the replication and expansion of programs in line with the best practices in positive youth development, YDCP aims to empower youth and develop their personal, professional, and social competencies.

To achieve the stated objectives, YDCP utilizes two key models of youth activity: the Youth-Driven Model and the Community Schools Model. Together, they seek to engage and inform the youth sector in Russia, expanding the reach of successful programs while empowering young people through peer-to-peer knowledge sharing. As part of YDCP, these two models were implemented by youth-oriented organizations in ten regions throughout Russia.

B: Underlying Theory – Why Support Youth Competency Development?

YDCP chose models for replication based on their alignment with positive youth development practices. The criteria for selection of models included: success in competency-building for youth, a focus on youth empowerment, commitment to mentoring adapters³, and proven sustainability in attracting and retaining youth leaders – all of which are in line with best practices in positive youth development (PYD).

PYD theory emerged in the 1990s in the United States and aims to empower youth to successfully transition to adulthood through broad support and specific strategies. Tenets of PYD include the following: a focus on assets rather than deficits; approaching youth as a resource rather than a problem; and focusing on holistically nurturing skills and competencies rather than on solving specific problems. PYD empowers youth in all stages of program assessment, planning and implementation, while responding to the needs of this population. There is an emphasis on positive outcomes, collaboration, and inclusiveness. Furthermore, PYD looks to engage the whole community in supporting youth development.

PYD has been applied successfully around the world to build youth competencies. Extensive research on PYD in the U.S. has demonstrated that young people with strong ‘competencies’ are not only significantly less likely to engage in high risk behavior (including drug use, alcohol abuse, and violence), but are also significantly more likely to remain on a path to make constructive contributions to society (indicators include remaining in school, maintaining good health, exhibiting tolerance for diversity, and on-going community leadership).⁴ To ensure an economically and socially strong society, the rising generation must be prepared to contribute in a positive, meaningful way; PYD is the catalyst to create these attitudes and behaviors in the young generation.

C: Types of Programs Replicated

³ *Adapters* are youth organizations who choose to pilot and use YDCP model programs, with support from YDCP.

⁴ The Search Institute. “The Power of Assets.” <http://www.search-institute.org/research/assets/assetpower>.



In order to appeal to a broad spectrum of youth and reflect regional priorities, the project models cover a wide variety of themes. Some facilitate direct communication between young people and adult decision-makers. The **Children and Youth Rights Council** allows school students to poll the opinions of their peers and bring the results to the attention of local and regional government decision makers, while **Focus of Attention** features community “talk show” events that facilitate frank discussions between youth and adults on topical issues.

YDCP also features models that promote ethnic tolerance, respect for diversity and the inclusion of persons with disabilities in after-school activities for young people. During the course of the **Cameras for Kids** project, children with and without disabilities work together on photojournalism projects and discover how much they have in common. Other models provide young people with practical vocational skills and career opportunities. The **Real World Business** model provides young people with the opportunity to complete real tasks for local businesses, while **Career Networking Center** has established much-needed ties between educational institutions and potential employers.

Other YDCP models engage young people in the design and implementation of local community development projects. The **Community Schools** program implemented in Tomsk, Murmansk, and Kursk, for example, teaches its young participants to conduct needs assessments, and to collaborate with their parents and teachers in improving local conditions.

D: Russian Context

Understanding the social, political, and cultural context is crucial to understand the YDCP design, implementation, and findings. Russian youth have been particularly affected in the past two decades, as the Soviet education system, vocational training structures, and informal youth programs disintegrated and were not replaced by viable post-Soviet alternatives. Current youth policy is not systemic, with emphasis on unconnected, large-scale, visible one-day events. Furthermore, there is no significant historical background of teaching project management or critical thinking, which contributes to the lack of programming addressing these areas. Females have tended to dominate school and social work, while traditional gender structures remain and women defer to male authority in many areas. Most youth programming is adult-driven, emphasizing solving problems and mirroring existing structures rather than engaging and empowering youth participants in innovative ways. Similarly, positive youth development methodologies are not widely employed in the country.

As Russia has been beset by ethnic strife in many areas, tolerance of immigrants, religious differences, and minority groups has become a particular priority. While this is more central in specific geographic regions, the need for tolerance of diversity, beginning with youth populations, has become increasingly important to ensure a stable future in the country.

2. Results

E. About the Program Results Assessment

In May of 2010, IREX hired Social Impact to aid in the design and implementation of a program results assessment of the YDCP initiative. As YDCP aims to build competencies through the development of social, personal, and professional skills, the two organizations recognized the

need to develop and administer a Knowledge, Attitudes, and Practices (KAP) survey to determine program impact and attribution.

The KAP survey was designed to assess the level of development of personal and professional competencies and skills through proxy questions within the program's target audience: youth living within the selected geographic regions. Participants were asked to respond to a number of open and closed-ended questions. For certain questions, this included rating the level to which they agreed with a number of statements; and for others it entailed stating how the respondent would act in a given hypothetical situation. The survey intended to identify the preliminary impacts of the project, as well as to build understanding of the project's progress in various program components. Questions were formulated in a manner which best allowed data to feed into indicators – including both 'hard' and 'soft' questions to determine thresholds of areas such as tolerance.

The survey was administered to a group of 590 participants involved in implementing the various YDCP models, as well as to 590 young people who were not involved in YDCP; in total, there were 1180 respondents in the experimental and comparison groups. Because each group was nearly identical in demographic composition, this methodology allowed Social Impact and IREX to determine the extent to which participation in YDCP was able to achieve the intended impacts, and to what extent changes were attributable to participation in the program.

The use of KAP surveys and similar assessment methodologies for youth programming is largely unknown in Russia. In contrast with more traditional qualitative assessments that merely capture participant satisfaction, a KAP survey attempts to quantitatively measure the success of YDCP in achieving its stated objective – transmitting youth competencies to its program participants – using control and experimental groups. It goes beyond measuring program outputs (such as the number of people trained, and participant satisfaction) to determine outcomes and impact (e.g. changes in behavior and knowledge). As a result, the analysis addresses the notion of YDCP's impact on its participants, as well as the attribution of observed changes to YDCP. As an approach new to Russia for assessing youth programs, this evaluation methodology could serve as a model for other program evaluations, and can also assist local government and organizations in the evaluation of their own investments in youth development.

Distribution of the questionnaire was implemented by Regional Coordinating Organizations (RCOs) in the targeted regions of the evaluation. Participants were gathered to complete the survey, with IREX Moscow office and RCO staff providing instruction and clarifications. The quantitative aspect of the assessment was complemented by qualitative data in the form of open-ended questions and seven focus group discussions. These focus groups were implemented to clarify any questions emerging from survey results, and therefore the questions were developed based on initial survey findings. This component utilized participatory methodologies through the training of young program participants to organize and moderate focus groups to build youth capacity in this area and facilitate further discussion. All quantitative and qualitative data was triangulated, coded, and analyzed by Social Impact staff following its collection.

It is important to note the limitations of the assessment, particularly the potential for self-selection bias and the lack of substantive baseline data. Because the experimental group members were comprised of those who had already taken initiative to become involved in YDCP, it is likely that they would have started with higher levels of various competencies than

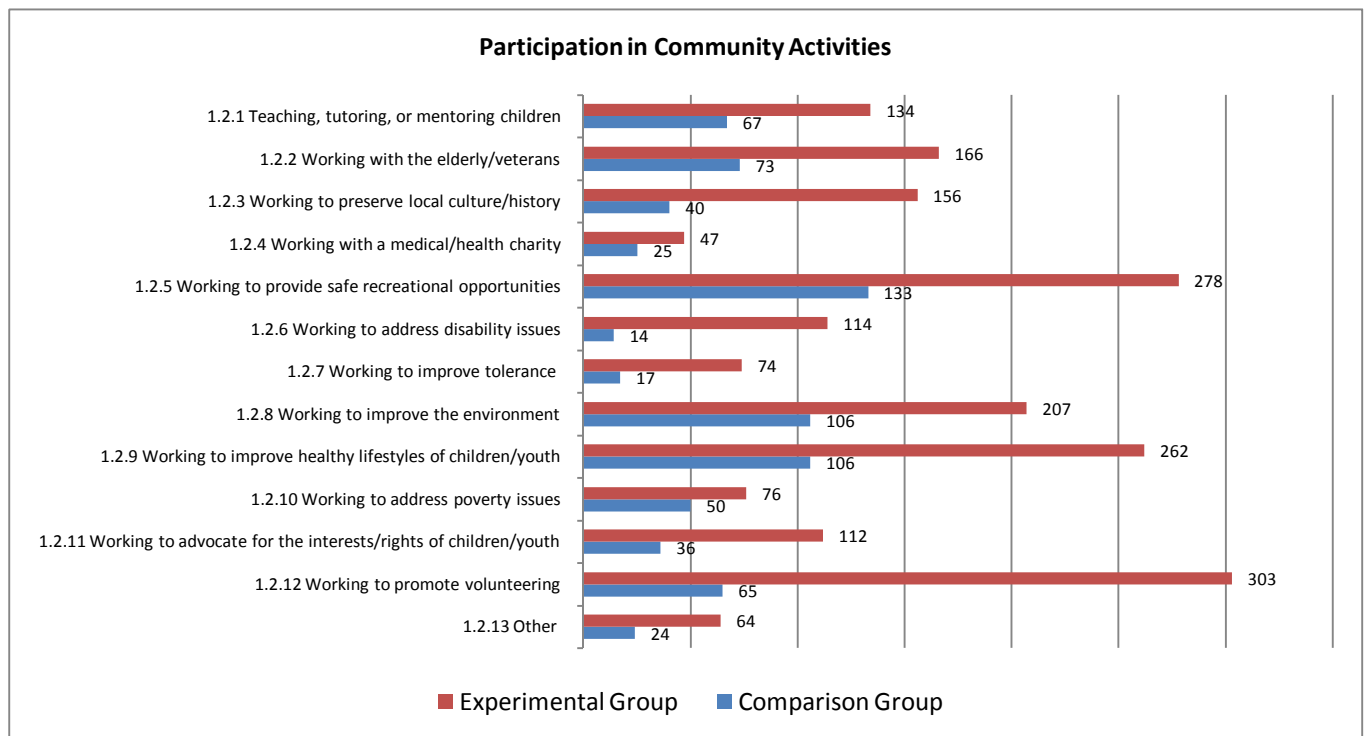
their comparison group counterparts. The use of a comparison group and experimental group served as an imperfect means to determine impact that could be attributed to participation in the program. To address this limitation, non-program-related leadership was accounted for in statistical calculations in order to best determine if the non-program-related leadership or program participation was the cause for improved competencies.

F: Analysis of Major Impact

Participants in the YDCP program consistently demonstrated higher citizenship competencies⁵ compared to those who did not participate, and YDCP was able to build upon interests and innovation to engage youth in non-traditional activities. The YDCP program appeared to have the most significant impact on youth involvement in the community, through both community service activities and engagement with local or regional government. Youth who participate actively in their communities are not only less likely to engage in destructive behavior; they are also more likely to build professional skills, and are positioned for a future of constructive civic engagement.

Nearly 98% of YDCP participants reported involvement in a community improvement process or other community service (far exceeding the 60% target), compared to approximately 50% of the comparison group. However, the response rate may reflect the nature of the intervention, in that YDCP participants were required to participate in community service.

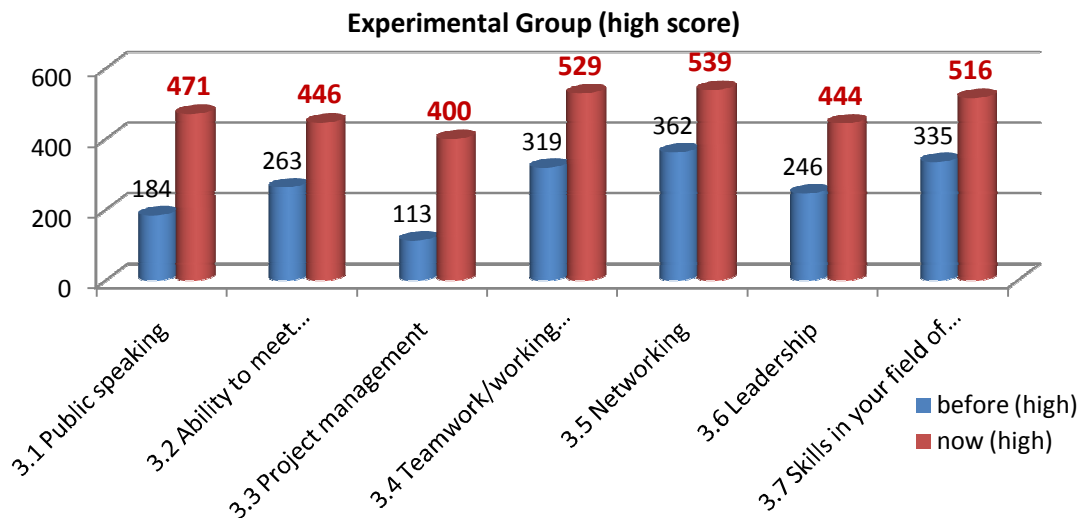
No, I did not participate in any community service activity in the last 12 months	
Experimental group	13
Comparison group	284



⁵ Citizenship competencies can be defined as leadership, engagement with government, community activism, and a sense of personal agency (the belief on the part of an individual that he/she can make a difference in the community).

Further, the experimental group demonstrated nearly twice the amount of involvement in activities (including school clubs and sports teams) and nearly three times the amount of involvement in community service activities. YDCP youth not only displayed higher levels of general activity participation, but they exhibited an increased interest in community service and involvement, typically in non-traditional youth activities, relative to youth who did not participate in the program.

Furthermore, program participants experienced significantly higher levels of engagement with local or regional government and a greater sense of their ability to work with adults to solve community problems. YDCP participants were two to four times more likely to have had interactions with local or regional representatives within the past year. Further, youth in the program developed a stronger sense of their ability to work with adults and to contribute to the resolution of community problems. The program was found to have a significant effect on this perception even among older youth who naturally displayed greater confidence in their ability to work with adults. In addition, YDCP participants consistently demonstrated higher levels of both concern and knowledge about challenging issues, such as juvenile justice, poverty, alcohol abuse, and quality of education. YDCP participants have a greater awareness of community challenges and an increased sense of their ability to work with local adults and leaders to solve these problems.



As stated earlier in this report, YDCP focuses on providing young people with the skills that they will need to become successful adults. It is therefore of great interest to note that nearly 70% of all experimental group participants responded that their involvement in the program helped them obtain professional skills due to acquired contacts (networking) and more finite skills and knowledge. There are particularly notable increases in public speaking and project management competencies. YDCP participants' ability to logically and clearly give explanations and responses was also significantly higher than those respondents who did not participate in the program.

The Youth Development Competencies Program also aimed to facilitate the development of personal and social competencies. These competencies refer to the ability of youth to develop positive methods of interaction with others, and to develop behaviors and outcomes valued

within one's culture. YDCP participants consistently demonstrated significant increases in positive peer interaction in nearly every category. Participants developed the ability and motivation to respond accordingly to surrounding social systems, an understanding of how to deal with emotions, and to develop friendships and relationships through communication, cooperation, and negotiation. Focus group responses also indicated an increase in adaptability and personal responsibility.

Social competencies include not only the ability to interact effectively with one's immediate peer group, but also with a larger group of more diverse individuals. Promoting tolerance in this large and ethnically diverse country is indeed one of the main challenges facing Russian educators. The YDCP program has been able to make some headway in this rather sensitive area, as program participants consistently and significantly responded more positively to questions regarding diversity acceptance than comparison group counterparts. They also displayed a comparatively higher level of cultural tolerance in their selection of friends and acquaintances, associating with more representatives of different religious and ethnic groups. In spite of these improvements, however, participants demonstrate a significant need for further development in this area. Participant responses still echoed some of the intolerant attitudes towards migrants and minority religious groups that can be observed in the general population. Given the historical and widespread social background of this type of thinking, a number of highly focused interventions would be required to significantly lower its effects.

G: Highlights, Recommendations, Closing

The approach and processes taken by YDCP are likely much of the cause for the consistently higher results in achieving YDCP objectives by the experimental group than by their comparison group counterparts, including higher levels of leadership, tolerance, and better logical explanation of their answers. There is a clear and attributable effect of the YDCP program, despite some potential self-selection bias, with significant development of the comparison group's measured competencies. A major success is in the area of youth engagement, particularly in the ability of the initiative to involve youth in non-traditional activities. Similarly, program interventions which offered participants practical professional and vocational skills were regarded highly and thought to be extremely effective by the participants.

Enhanced emphasis on youth empowerment and problem-solving will be essential in ensuring that the competencies obtained throughout YDCP are applied following program completion. Similarly, should the program hope to influence youth at a stronger or deeper level with respect to areas such as tolerance of diversity, the initiative must work to create personal bonds between participants and those from other backgrounds. Of course, these aspects of the program should be considered in light of the cultural context in which they take place. Finally, since females performed at a significantly higher rate in this assessment, YDCP should look to involve young males more in its activities, and potentially modify certain activities to facilitate the development of boys' competencies.

YDCP has produced a significant and attributable impact on youth participants and their development of a number of personal, social, and professional competencies. As it aimed to influence diverse competency areas in a cultural environment where such approaches were innovative, this is a particularly notable achievement. Future initiatives should aim to take

advantage of these successes, and build upon the approaches utilized, while ensuring progress in those areas identified that demonstrate further need.

H: About Social Impact and IREX

Social Impact

Social Impact is a global social enterprise dedicated to helping international agencies, civil society and governments become more effective agents of positive social and economic change. SI provides a full range of innovative management consulting, technical assistance and training services to strengthen international development programs, organizations and policies. SI works across sectors to reduce poverty; improve health, education and the lives of women and children; promote peace and democratic governance; strengthen civil society; foster economic growth; and protect the environment. Particular areas of expertise include monitoring and evaluation, project and program management, gender mainstreaming, and organizational capacity building. SI's evaluation experiences are extensive, ranging from impact evaluations to participatory and empowerment evaluations at the local, national, and global levels.

IREX

IREX is an international nonprofit organization providing thought leadership and innovative programs to promote positive lasting change globally.

The organization enables local individuals and institutions to build key elements of a vibrant society: quality education, independent media, and strong communities. To strengthen these sectors, program activities also include conflict resolution, technology for development, gender, and youth.

Founded in 1968, IREX has an annual portfolio of over \$60 million and a staff of over 400 professionals worldwide. IREX employs field-tested methods and innovative uses of technologies to develop practical and locally-driven solutions with our partners in more than 100 countries.

Description of the YDCP Program and its Approach

Generally speaking, youth development is defined as a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent,⁶ the ongoing process in which all young people are engaged. Youth development programs support young people to meet their basic personal and social needs and to build competencies necessary for successful adolescent and adult life. Positive youth development (PYD) is an approach, a framework, and a way to think about young people that focuses on their capacities, strengths, and developmental needs as well as on their weaknesses and obstacles.

All young people have basic needs that are critical to survival and healthy development. They include a sense of safety and structure; belonging and membership; self-worth and an ability to contribute; and independence and control over one's life. At the same time, to succeed as adults, all youth must acquire positive attitudes and appropriate behaviors and skills in five areas: health; personal/social; knowledge, reasoning and creativity; vocation; and citizenship⁷.

PYD has been applied successfully around the world to build youth competencies. Extensive research on PYD in the U.S. has demonstrated that young people with strong 'competencies' are not only significantly less likely to engage in high risk behavior (including drug use, alcohol abuse, and violence), but are also significantly more likely to remain on a path to make constructive contributions to society (indicators include remaining in school, maintaining good health, and exhibiting tolerance for diversity and on-going community leadership.)⁸ To ensure an economically and socially strong society, the rising generation must be prepared to contribute in positive, meaningful way; PYD is the catalyst to create these attitudes and behaviors in the young generation.

The Youth Development Competencies Program (YDCP) implemented in Russia by IREX aims to empower youth and develop their competencies by facilitating the replication and expansion of programs in line with the best practices in positive youth development. A brief description and basic principles of this approach are provided below.

Program Approach

Positive youth development adopted by YDCP is a set of strategies which help guide youth on a successful transition to adulthood. It is an approach that provides youth with the broadest possible support, enabling them to attain desirable long-term outcomes, including

⁶ <http://www.nydic.org/nydic/programming/definition.htm>.

⁷ Making the Case: Community Foundations and Youth Development, Bonnie Politz, Senior Program Officer, Academy for Educational Development, Center for Youth Development & Policy Research, Foundations for Change, 1996, Second Edition

⁸ The Search Institute. "The Power of Assets". <http://www.search-institute.org/research/assets/assetpower>.



economic self-sufficiency, development of skills and competencies, and community relationships. Young people who develop desirable competencies are not only less likely to engage in destructive behaviors on an individual or societal level, but are also much more likely to participate constructively in the economic and civic spheres of their communities and nations.

The positive youth development approach is designed to provide the maximum positive impact on the life of participants. In the short term, using this approach can improve program results, attracting and engaging youth. In the long term, the positive youth development approach will help young people to make decisions that keep them away from negative, risky behaviors, and on track for a healthy and successful adulthood.

Positive youth development occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, relationships and adult, organizational, and community support to fully participate in their own development. PYD must therefore take place in families, peer groups, schools, neighborhoods and communities⁹.

Positive youth development can be described as a philosophy or approach promoting a set of guidelines on how a community can support its young people so that they can grow up competent and healthy and develop to their full potential.

- **Emphasis on positive outcomes:** The approach highlights positive, healthy outcomes (in contrast to reducing negative outcomes such as youth substance abuse and violence). Examples of desired youth development outcomes are competence (academic, social, vocational skills), self-confidence, connectedness (healthy relationship to community, friends and family), character (integrity, moral commitment), and caring and compassion.
- **Youth voice:** It is essential to include youth as active participants in any youth development initiative. They have to be equal partners in the process. Youth involvement presents a great challenge to adults and charges them to rethink how they have engaged in planning and program development and implementation.
- **Strategies aim to involve all youth:** Youth development strategies are generally aimed at all youth. The assumption is that creating supportive and enriching environments for all youth will lead to the desired positive outcomes as well as reduced negative outcomes. However, experts in the field recognize the need to blend universal approaches with approaches that are targeting youth facing extra challenges.
- **Long-term involvement:** Youth development assumes long-term commitment. Activities and supportive relationships have to endure for a long period of time to be effective. They have to accompany young people throughout their growing up years. While short-term positive results may be seen and should be built on, both community-organizing models mentioned below state that positive community-based, youth outcomes may

⁹ National 4-H Leadership Trust, <http://4-hyd.ext.wvu.edu/r/download/29991>

not be measurable for 15-20 years. Youth development strategies have to embrace and ready themselves for long-term engagement.

- **Community involvement:** Youth development stresses the importance of engaging the larger social environment that influences how young people grow up and develop. This includes family and friends, but also the community they live in. Community is more than social service and youth organizations, schools; it involves business, faith and civic groups, and private citizens who are not attached to any organization.
- **Emphasis on collaboration:** Youth development requires people from various agencies and community groups to work together. Collaboration can express itself in different forms e.g., young people and adults coming together to write a grant proposal to achieve one common goal by sharing resources and expertise.¹⁰

All the above guidelines have been adopted and implemented under the Youth Development Competencies Program (YDCP) administered by IREX and supported by USAID.

The YDCP has two main objectives:

Objective 1: Youth develop competencies to become active, engaged, successful adults through replicating, tailoring, implementing, and participating in (a) Community School programs and (b) Youth-Driven programs.

Objective 2: Replicated youth programs are institutionalized with community support from government, business, media, and educators.

To achieve the stated objectives, IREX utilizes two key models of youth activity: the Community School Model and the Youth-Driven Model. Together, the Community School and Youth-Driven models seek to engage and inform the youth sector in Russia, expanding the reach of successful programs while empowering young people through peer-to-peer knowledge sharing. As part of YDCP, the two models are being implemented by youth-oriented organizations in ten regions throughout Russia.

Community School Model

IREX implements the Community School model in three regions. NGOs from Voronezh, Karelia and Krasnoyarsk with a proven track record with this approach launched the program in Kursk, Murmansk and Tomsk. The major goal of these experienced NGOs is to establish community schools in their target areas. In each participating school, teachers, administrators and students are trained in project management, community needs assessment, fundraising, and social marketing. After the training, the Community School students implement small projects that both benefit their community and enable them to develop the skills they need to become successful adults. As part of the model, Community Schools are encouraged to partner with local government, business, and the media in order to become a sustainable locus of positive community development.

¹⁰ Positive Youth Development Resource Manual, Jutta Dotterweich, Cornell University, Family Life Development Center.

Youth-Driven Model

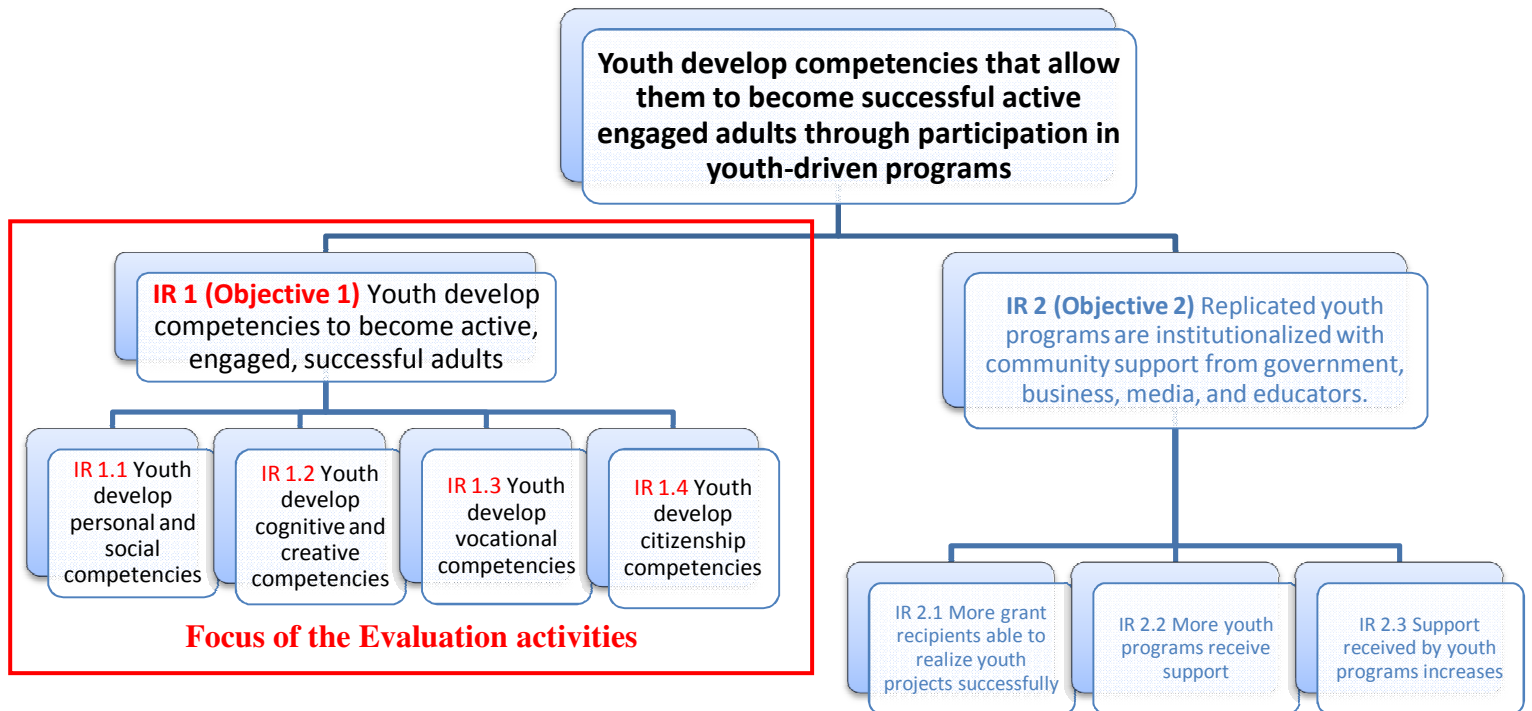
In seven regions (Stavropol, Karelia, Volgograd, Chelyabinsk, Tyumen, Irkutsk and Tambov) IREX is utilizing a model whereby effective youth programming is replicated through a peer-to-peer transfer of knowledge. Young people involved in the implementation of successful youth initiatives (Innovators) were chosen to present their models to Action Teams of interested youth and their adult sponsors at regional events (Road Shows) in the seven target regions. To maintain a demand-driven approach, Action Teams chose which Innovator model best suits their local environment and needs. Action Teams then applied for Seed Grants to adapt the innovator model that best serves the needs of their region. Recipients of Seed Grants (adapters) then worked with innovators to adapt and implement the model in the adapter's home region. After the adapters received the grants, IREX provided training in project management, community needs assessment, and fundraising in order to support program implementation and the sustainability of YDCP initiatives.¹¹ A full description of the YDCP program's technical approach can be found in Annex E this report.

Purpose, Scope and Methodology of the Evaluation

Purpose and Scope

The purpose of this program results assessment is to examine the effect of YDCP on the youth beneficiaries in a comprehensive, systematic and objective manner. It intends to measure and assess the extent to which participants in the YDCP program developed competencies in specific areas identified by IREX. The evaluation identifies the extent to which the Program achieved its planned results under Objective 1: Youth develop competencies that allow them to become successful active engaged adults through participation in youth-driven programs. The evaluation is based on concepts taken from the Program Monitoring and Evaluation Plan for Objective 1. The overall Program Results Framework is presented below:

¹¹ Youth Development Competencies Program (YDCP) #118-A-00-08, IREX Second Annual Report (October 24, 2008-October 23, 2009)



Specifically the evaluation was focused on the determining YDCP progress in achieving nine performance targets for the following performance indicators measuring Objective 1 of the YDCP, namely:

- *% of young people who demonstrate an acceptance of ethnic, cultural, and other diversity*
- *% of young people who report the ability to interact/work with their peers*
- *% of young people who report the ability to solve problems*
- *% of young people reporting gaining practical professional skills as a result of the program*
- *% of young people who are knowledgeable about at least one advocacy issue*
- *% of youth who report being in a position of leadership*
- *% of young people who are involved in a community improvement process or other community service*
- *% of young people who report feeling that they can make a difference in their community*
- *% of young people who report having engaged with local or regional government*

Methodology

A participatory approach was used for this results assessment. IREX Program staff played a lead role in planning and implementing evaluation activities. Program specialists from the IREX Moscow office, in close collaboration with program specialists in Washington, DC, made decisions on the sequence and contents of various evaluation events with respect to

the particular design of the questionnaire and the emphasis of the focus groups. M&E Specialists had a supportive role in the evaluation process providing advice and fulfilling specific tasks such as the delivery of training and the development of documents.

A programmatic strategy was adopted for the evaluation based on a primarily quantitative methodology (survey). Qualitative methods (focus groups) were implemented to clarify any questions emerging from survey results. For the purposes of YDCP, the terms "young people" or "youth" are defined as being comprised of those between 14 and 23 years old.

Survey

Data was primarily collected through a questionnaire (see Annex A) designed to assess the level of development of personal and professional competencies and skills through proxy questions within the program's target audience – young people ranging from 14 to 23 years old living in all ten oblasts.

The survey intended to identify the preliminary impacts of the project, as well as to build understanding of the project's progress in various program components. It aimed to determine whether or not certain outcomes are attributable to YDCP activities, and to ascertain preliminary data regarding where the program is encountering both successes and obstacles. Questions were formulated in a manner which best allowed data to feed into indicators; and are therefore analyzed through that perspective. Furthermore, the survey included both 'hard' and 'soft' questions, which provide a better basis to analyze thresholds of participants' tolerance, for example.

Distribution of the questionnaire in both cases was coordinated by Regional Coordinating Organizations (RCOs) in the targeted regions of the evaluation. Survey respondents were gathered to fill in the questionnaire. At the beginning of the sessions, IREX Moscow office staff provided instructions and, in the course of filling in the questionnaire, clarifications.

In order to achieve higher validity of the survey results in April-May 2010, the questionnaire was distributed among the following two groups of young people:

Experimental Group: Defined through participation in YDCP in 10 focus regions targeted by the assessment.

Comparison Group: Selected participants who were not involved in YDCP in the same regions.

The use of a comparison and experimental group is particularly valuable in determining the extent to which participation in YDCP was able to achieve its targeted impacts. The comparison group participants were selected in conjunction with IREX partners in each region; some of the participants had attended the initial recruitment fair. The participants were selected with particular attention placed on maintaining a similar geographic, age, and gender composition as those in the experimental group.

The breakdown of experimental and comparison groups are presented in the table below:

	Experimental group	Comparison group
Total Questionnaires	590	590
Female/ Male Ratio	Female 404 Male 186	Female 384 Male 206
Occupation	<ul style="list-style-type: none"> • Study (School): 355 • Study (College/University): 182 • Work - 14 • Don't Study/Work - 1 • Study and Work – 32 	<ul style="list-style-type: none"> • Study (School): 358 • Study (College/University): 213 • Work - 7 • Don't Study/Work – 5 • Study and Work - 6
Year Participant Joined YDCP	2007 – 1 2008 – 132 2009 – 377 2010 – 10	N/A
Leadership Role in YDCP	Yes - 431 No – 144	N/A
Home Location	23.1 City - 234 23.2 Town - 230 23.3 Rural area – 126	18.1 City - 210 18.2 Town - 243 18.3 Rural area - 135

As evidenced, the Experimental and Comparison groups are nearly identical in composition. Slight differences will therefore not have critical influence on the results of the research.

Focus groups

In order to really understand the "why" behind the survey results, IREX staff made a decision to introduce an element of qualitative study into the evaluation: specifically, via the utilization of focus groups. The quantitative survey was supplemented with focus groups targeting young people from the experimental group. Participants of the focus groups, held in late June 2010, had responded previously to the questions of the survey.

A total of seven focus groups were held in Tambov, Karelia, Chelyabinsk and Murmansk. Two focus groups in each region were held involving program participants who study at school/college and in universities. One focus group was held involving young people who study at secondary school.

Focus group questions were developed based on the initial survey findings. When an interesting trend or response rate was noted, for example, this was delved into further via the focus group. Participants were encouraged to explain why they responded a certain way



to various questions; and to build off of one another's experiences. The Focus Group Guide is attached to this report in Annex C.

Training component

For the purpose of further enhancing the participatory character of the program results assessment and include youth as active participants in any youth development initiative, IREX made a decision to train regional specialists in organizing and moderating focus groups. Another reason for this decision was based on the program philosophy aimed at creating supportive and enriching practices for young people, which will lead to positive outcomes for youth and their communities.

The training consisted of two main parts: a workshop followed by a practical exercise in the form of web-based simulation of the focus groups moderated by each of workshop participants in their respective regions.

The focus group workshop took place in the middle of May 2010. The training approach for this workshop can be found in Annex D of this report. Training participants were two specialists from each evaluation focus region, RCO representatives and some of the Program staff members from the IREX Moscow office. During the training, participants had the opportunity to learn about approaches to and techniques of focus groups organization, moderation and reporting. After the workshop, participants received a home task to develop guidelines for the web-based focus groups.

Web-based simulation of the focus groups took place at the beginning of June 2010. The communication software used for this purpose was Skype. Each regional specialist moderated a focus group in accordance with the previously developed focus group guide. The Social Impact M&E Specialist and IREX Moscow Program staff provided feedback for each region. Overall, six simulations of the focus groups were held. RCOs provided logistical support which also served a practical exercise for them.

The trained regional specialists then moderated real focus groups in their respective regions in accordance with the Focus Group Guide developed based on the survey results. The Social Impact M&E Specialist and IREX Moscow Program staff members travelled to each of the focus group sites to provide consultations, support, and feedback as well as to collect data. Such an approach was based also on the assumption that focus group participants would be more open answering focus group questions if the discussion was facilitated by their peers they know rather than by an adult external unknown person. As stated in the Focus Group section, questions stemmed from preliminary survey findings and included questions aimed at both process and impact indicators.

Analysis

As mentioned above, evaluation activities were focused on the assessment of the program results achieved under Objective 1 as stated in the Program Monitoring and Evaluation Plan. This determined the scope for data analysis. Data proceeding from the survey and focus groups was analyzed in the light of Intermediate Results and their corresponding Performance Indicators under Objective 1. In each case, whenever possible and appropriate,

data was disaggregated by program participants' gender; occupation/age – eg. study at school (14-18 years old) or study in college/university (19-22 years old); region; home location; and the particular youth-driven Innovator model in which they participated. Information received during the focus group discussions was used for clarification and support of the survey results.

Limitations

This assessment of program outcomes has a number of limitations which should be noted. Data was collected via questionnaires and focus groups, but other sources of information such as project files, program technical and policy papers, program reports, work plans, project progress reports, etc. were not included in the scope of evaluation. Similarly, interviews with Program and project staff members, governmental officials, Regional Coordinating Organizations (RCOs), and other Program stakeholders were not considered as sources for information for the purposes of this results assessment.

Perhaps the greatest methodological limitation is present in likely self-selection bias. That is, the experimental group members were comprised of those who had already taken initiative to become involved in the program activities. Participants in the Experimental Group were likely active leaders prior to their participation in the program, and thus the results of the Experimental Group survey may have started out at a slightly higher level. There was no significant baseline data collected which could have aided our understanding of the extent of this bias, nor could it be factored into equation calculations. As we were unable to measure participants' changes in responses over time, the use of a comparison and experimental group served as an imperfect means to determine impact that could be attributable to participation in the IREX program.

Evaluation Findings

Survey questions were developed and linked to established indicators in the YDCP Performance Monitoring Plan. Each indicator was thus measured through the responses to one or a number of questions in the survey. Eight additional questions which were of interest to IREX, but not linked to specific indicators, were included as well. A table describing these links between questions and indicators can be found in Annex B.

Intermediate Result 1.1: Youth develop personal and social competencies

In order to be able to analyze this Intermediate Result correctly there is a need to better understand what personal and social competencies are. In a general sense, *competence* usually is defined as a pattern of effective adaptation to one's personal and social environment to provide reasonable success related to major development tasks for a given age and gender within specific domains of achievement.¹² In other words, it is the ability to

¹² Perceived Personal and Social Competence: Development of Valid and Reliable Measures, Joyce V Fetro, Darson L. Rhodes, and David W. Hey

perform a specific task, action or function successfully. In the context of YDCP, youth need to develop personal and social competencies in order to become successful, active, engaged adults through participation in youth-driven programs.

Personal competence consists of those attributes that young people exhibit in managing themselves, through their actions. Personal competence lays the foundations for interactions with others, both in an educational and social environment.¹³ Within the YDCP context, personal competencies include tolerance and acceptance of diversity.

Social competence of youth is how young people deal with relationships. The most frequently quoted definition is that of Rubin and Rose-Krasnor (1992): Social competence is “the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations.” Within the YDCP context, social competencies include the capacity of youth to interact with their peers in a positive manner.

In order to measure the above Intermediate Result, YDCP has developed two indicators.

Indicator 1.1.1: % of young people who demonstrate an acceptance of ethnic, cultural, and other diversity

A definition of diversity for the purposes of this indicator is the human or cultural qualities, patterns of common attitudes and behaviors that are characteristic of a particular group of peoples and are different from our own and outside the groups to which we belong, yet are present in other individuals and groups.¹⁴

There are primary and secondary dimensions of diversity. Primary dimensions of diversity are the following: age, ethnicity, gender, physical abilities/qualities, race and sexual orientation. Secondary dimensions of diversity are those that can be changed, and include, but are not limited to: educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, family status, political beliefs, work experiences and life experiences. The survey included questions aimed to measure tolerance with respect to immigrants, disabled persons, and people of different religions.

In order to ascertain the influence of YDCP activities on the target youth group, in the distributed questionnaire respondents were asked to indicate their attitude (strongly agree, agree, disagree, or strongly disagree) to suggested statements. To more efficiently analyze the data received, the above- mentioned categories of answers were merged as following:

Strongly Agree, Agree – agreement

Partially Agree – neutral

Disagree, Strongly Disagree – disagreement

¹³ Background for Community-Level Work on Social Competency in Adolescence: Reviewing the Literature on Contributing Factors, Elizabeth C. Hair, Justin Jager, and Sarah Garrett

¹⁴ Pierce, G. "The Centrality of Critical Thinking in Educating for Diversity." Paper presented at the 13th Annual International Conference on Critical Thinking and Education Reform, Sonoma, CA, 1993. (ED 361 362)

Positive responses are those that demonstrate the values promoted by this program (i.e. tolerance, diversity acceptance). Aside from questions 8.1, 8.4 and 8.8, agreement is the positive response. The program target for this indicator was defined as 60% of participating youth demonstrating an acceptance of diversity. The percentage of positive responses to this question is shown in the diagram below:

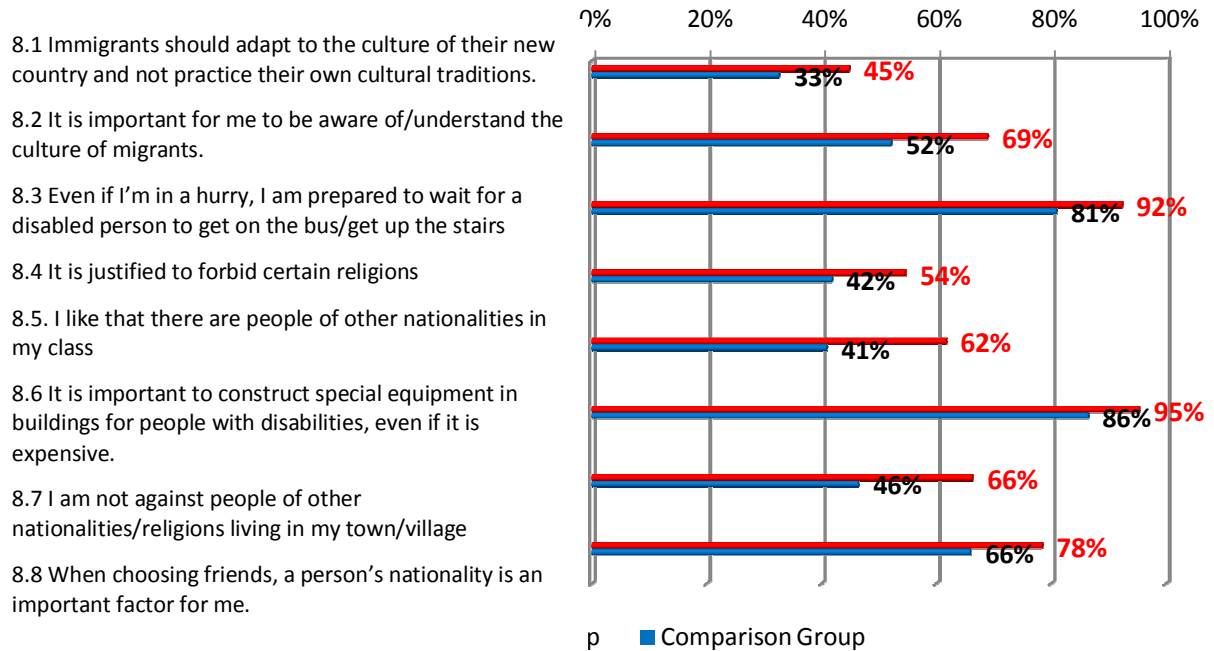


Figure 1: Acceptance of Ethnic, Cultural and Other Diversity (Positive Responses %)

For all 8 questions, Experimental Group respondents gave more positive responses than those from the Comparison Group. Further analysis revealed these differences to be statistically significant at a very high level ($p < 0,01$). However, the Experimental Group failed to exceed the 60% target threshold on questions 8.1 and 8.4, and only slightly exceeded the target threshold for questions 8.5 and 8.7. Both groups demonstrated a high percentage of positive responses on questions 8.3, 8.6, and 8.8. For these 3 questions, the differences between the Experimental Group and Comparison Group were also small.

Examination of the component questions provides some guidance on these results. The questions for which both groups provided a high percentage of positive responses seem to be less difficult tests of tolerance and diversity acceptance. In other words, patience with people with disabilities may be a more socially prevalent norm. Acceptance of people of other nationalities or religions appears to be less common within society, and thus a harder measure of tolerance. These differences in the questions offer a plausible explanation for the trends depicted in these results.

In order to further explore the level of acceptance of cultural and ethnic diversity, the questionnaire also included questions about the respondents' close friends and acquaintances. Below are answers of respondents from the Experimental and Comparison

Groups about the number of close **friends** that are from religious or ethnic groups different than their own:

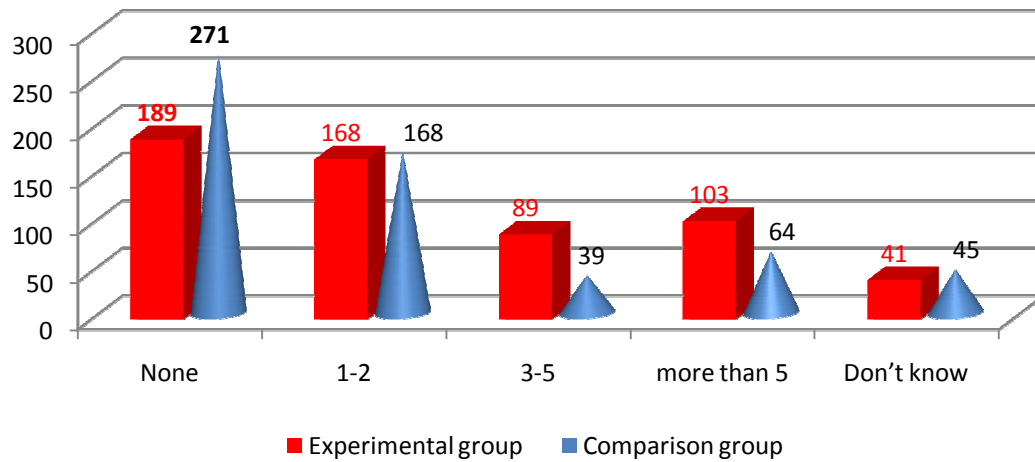


Figure 2: Number of Close Friends from Religious or Ethnic Groups Different than the Respondent's Own

As shown on the diagram, fewer members of the Experimental Group have no friends from religious or ethnic groups different than their own. Experimental Group members also have higher numbers of friends from different religious or ethnic groups.

Below are answers of respondents from the Experimental and Comparison Groups about the number of **acquaintances** that are from religious or ethnic groups other than that of the respondent:

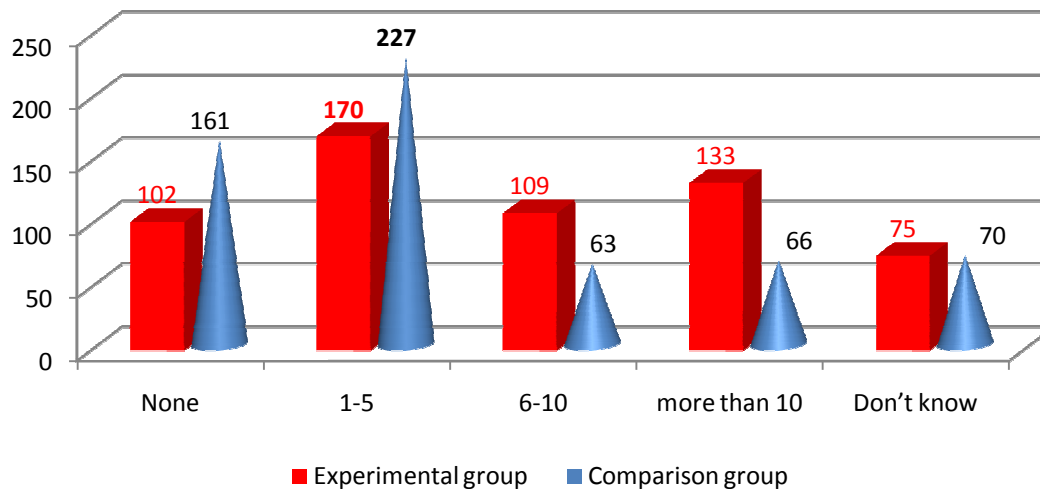


Figure 3: Number of Acquaintances from Religious or Ethnic Groups Different than the Respondent's Own

The Experimental Group participant responses demonstrated a higher level of cultural tolerance than their Comparison Group counterparts, as measured by these questions. YDCP participants were more likely to have a large number of friends and acquaintances from different religious and ethnic groups than the Comparison Group participants.

Analysis

Survey findings revealed very mixed success with respect to YDCP achievement of Indicator 1.1.1. That is, while more than 60% of program participants responded positively to more than 60% of the questions, the harder measures of tolerance and acceptance revealed less positive results. Further analysis allows informative disaggregation of these results and a more nuanced understanding of levels of tolerance and acceptance among survey respondents.

Categorical Differences in Levels of Tolerance

	All Respondents				Experimental Group		
	EG	Gender (Female/Male)	Age (Old/Young)	Leader	Gender (Female/Male)	Age (Old/Young)	Leader
8.1	0.49***	0.15*		0.26*			
8.2	0.44***	0.22***			0.25**		
8.3	0.36***	0.27***	0.12*	0.27**	0.21**		0.26**
8.4	0.42***		0.43***	0.32**		0.5***	
8.5	0.46***	0.2**	0.37***	0.22**		0.42***	0.3*
8.6	0.27***	0.14***		0.18**			
8.7	0.51***		0.36***			0.46***	
8.8	0.40***			0.31**			

*** p<0.01 **p<0.05 *p<0.1

The table above depicts the results of the means comparison tests for each component of question 8. The table includes results for the entire pool of respondents, as well as the experimental group only. The results indicate the difference in means between the two groups identified in the column and the corresponding level of significance. Differences without commonly accepted levels of statistical significance were not included. As an example of appropriate interpretation, on question 8.1, the average response of females was 0.15 points higher than the average male response, and the difference was moderately statistically significant. Again, note that a higher response is classified as a more positive response, and indicative of greater levels of tolerance and diversity acceptance. Major trends identified in these results are discussed further below.

The combined results of both the Experimental and Comparison Groups for question 8 indicate certain characteristics associated with positive responses:

- A comparison of means reveals that female respondents answered more positively on five of the eight component questions (8.1, 8.2, 8.3, 8.5, 8.7).
- Identification of oneself as a leader also significantly increased the average response for all questions except 8.2 and 8.7.
- In a comparison of means, older participants (age 18 or above) responded more positively on questions 8.3, 8.4, 8.5, and 8.7. It is interesting to note that the most

statistically significant differences in response occurred for questions 8.4, 8.5, and 8.7, which were classified as the harder measures of tolerance and acceptance.

These same trends were not always consistent within the Experimental Group only:

- Females gave more positive responses on questions 8.2 and 8.3.
- Identification of oneself as a leader increased the average response on questions 8.3 and 8.5.
- Age was the only variable that demonstrated similar results among the Experimental Group as compared to the overall group results. Again, on the more difficult tolerance questions (8.4, 8.5, 8.7), older participants responded more positively than younger participants.

These results are encouraging. Gender and leadership had a much smaller effect within the Experimental Group, suggesting that participation in the YDCP program helps to minimize the differences in tolerance levels normally present in the youth population due to gender and leadership qualities. While age does continue to have a significant impact, particularly on the harder measures of tolerance, these results are not necessarily surprising given the general effects of greater life experience.

An additional finding specific to the Experimental Group is the effect of the community schools model in comparison to the youth-driven model. Excluding questions 8.2 and 8.8, the youth-driven model participants provided more positive responses than community school participants. These results were also found using a means comparison test and were statistically significant at the $p < 0.01$ level. It is important to note that community school participants are younger and less likely to consider themselves as leaders in comparison to youth-driven model participants. Both of these are factors that could partially drive these results. The effects of a particular tolerance-focused project (Rainbow Bridge) on its participants in reference to this indicator were difficult to determine due to its very small number of members.

The size discrepancy across projects introduced challenges to identifying any trends across projects, and the results for the overall groups discussed above are the most reliable. In statistical analysis that was performed for each project, the general trends noted above were confirmed. Occasionally, male respondents gave a more positive response than females, which differed from the overall trend. For the following projects, males responded more positively on the question components indicated: Все гениальное - просто! question 8.4; Золотое поколение question 8.5; Студенческое правовое бюро questions 8.1, 8.4, 8.7.

As demonstrated in the charts above, YDCP participants also displayed greater tolerance and acceptance of diversity in their selection of friends and acquaintances. Among both groups there were still a significant percentage of respondents with no close friends or acquaintances from other religious or ethnic groups. For close friends from other religious or ethnic groups, 32% of the EG had none compared to 47% of the CG. For acquaintances of varying religious or ethnic groups, 17% of the EG had none compared to 27% of the CG. Only 32% of Experimental Group participants had 3 or more close friends from religious or ethnic groups different than their own. However, CG respondents were two times more likely to choose friends with a large emphasis on their ethnic background.

As Russia has been beset by ethnic strife in many areas, tolerance of immigrants, religious differences, and minority groups has become a particular priority. While focus group participants stated the development of tolerance and understanding for ethnic, cultural, and other diversity as a key personal quality that was “developed as a result of participation in the YDCP,” it would seem there is more work to be done in this area. Experimental Group participants undoubtedly responded much more positively to measures of acceptance and tolerance than did those in the Comparison Group, but did not achieve the 60% target threshold on all responses.

Indicator 1.1.2: % of young people who report the ability to interact/work with their peers

The opportunity to interact with peers at their same ability level is critical for the social, emotional, intellectual, and academic growth and development of young people. In letting young people work together, YDCP enabled peers to serve as a new source of explanations, hints, and answers to unresolved questions and misunderstandings. Additionally, the ability to interact with others introduces a social component into the youth-driven activity that serves as a motivation for youth engagement and retention in the project. However, just because young people in these development environments can engage in productive dialogue with their peers doesn’t necessarily mean that they will. A variety of approaches have been pursued during the YDCP to create productive collaborations in this age group, including: encouraging specific types of engagement and interaction, determining appropriate opportunities during the course of a project to prompt young people with suggestions of a particular question to raise or topic to discuss, and defining specific roles or responsibilities for each project participant.

The program target for this indicator was defined as 60% of participating youth effectively interacting with their peers. This interaction will be based on interpersonal skills, including communication, cooperation, empathizing and negotiation.

In order to determine the influence of YDCP activities on the target youth group respondents were asked to indicate their attitude (strongly agree, agree, disagree, or strongly disagree) to suggested statements. For convenience of the analysis of data received the mentioned categories of answers were merged as following:

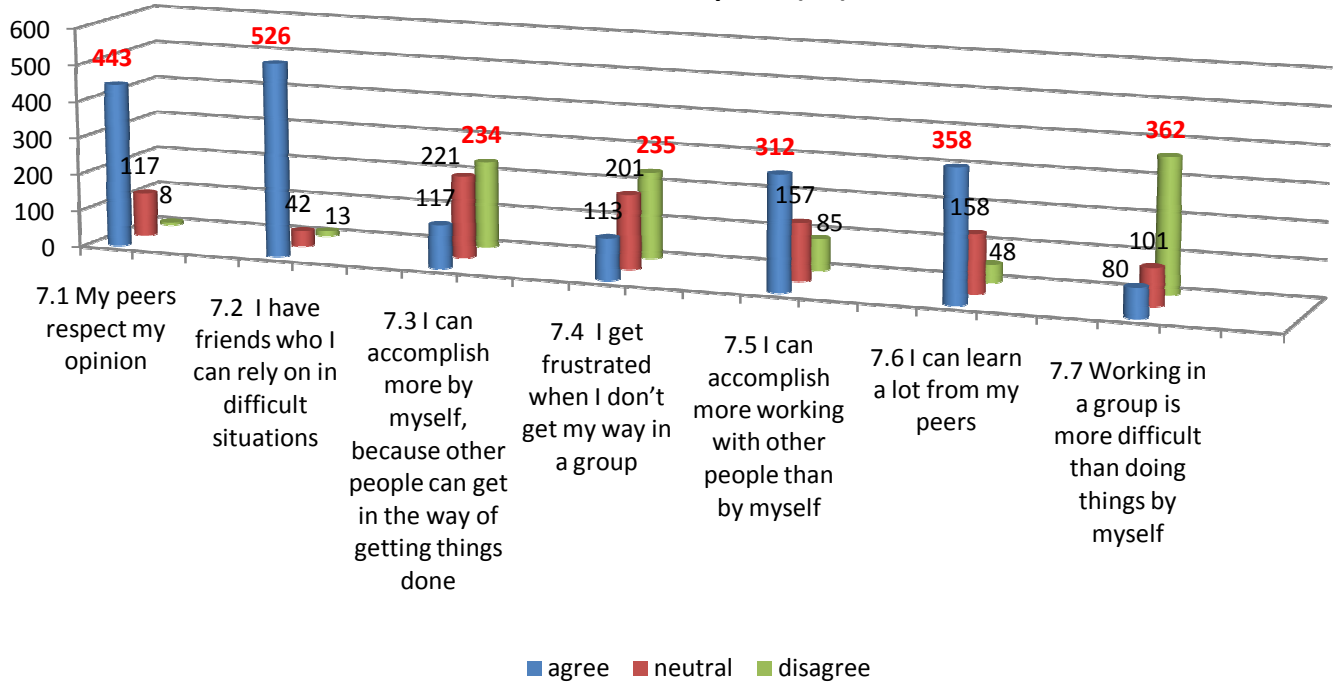
Strongly Agree, Agree –agreement;

Partially Agree – neutral;

Disagree, Strongly Disagree – disagreement

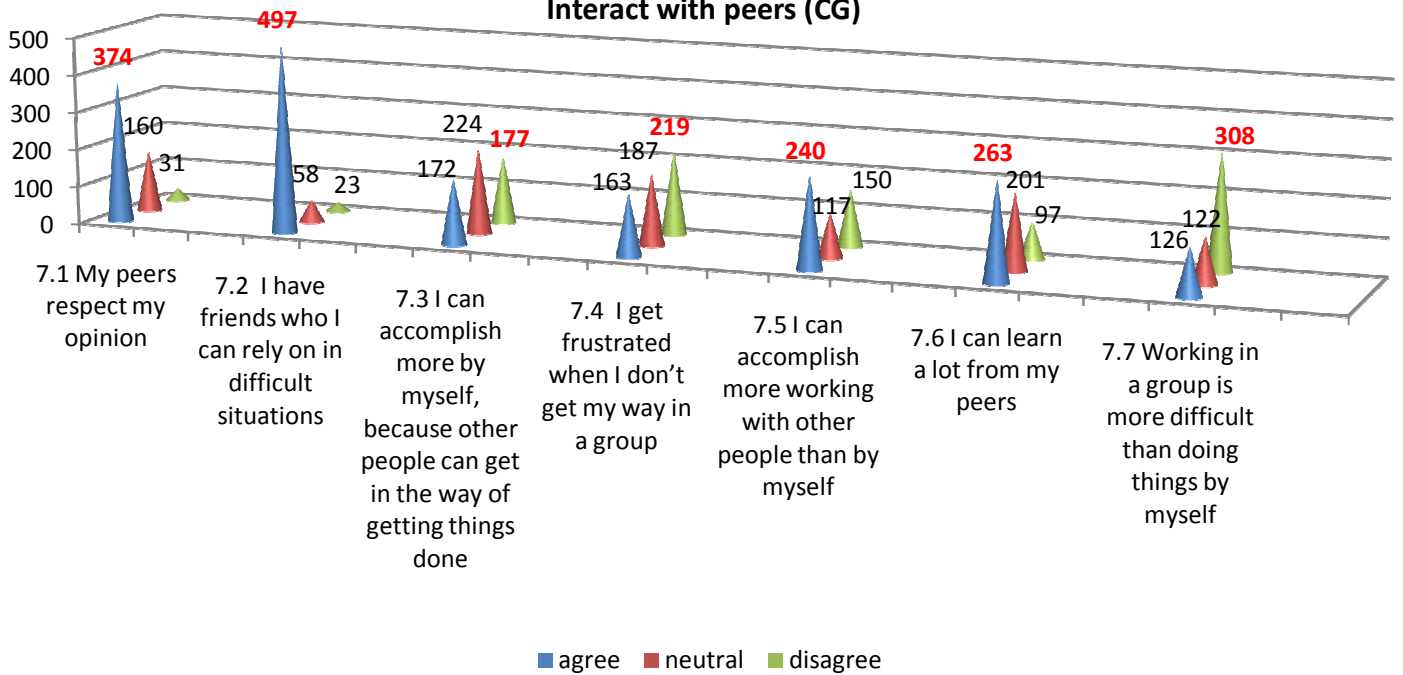
For user convenience, charts below represent data separated specifically for experimental and comparison groups. The overall picture of the **ratings provided by the experimental group** is presented on the following diagram:

Interact with peers (EG)



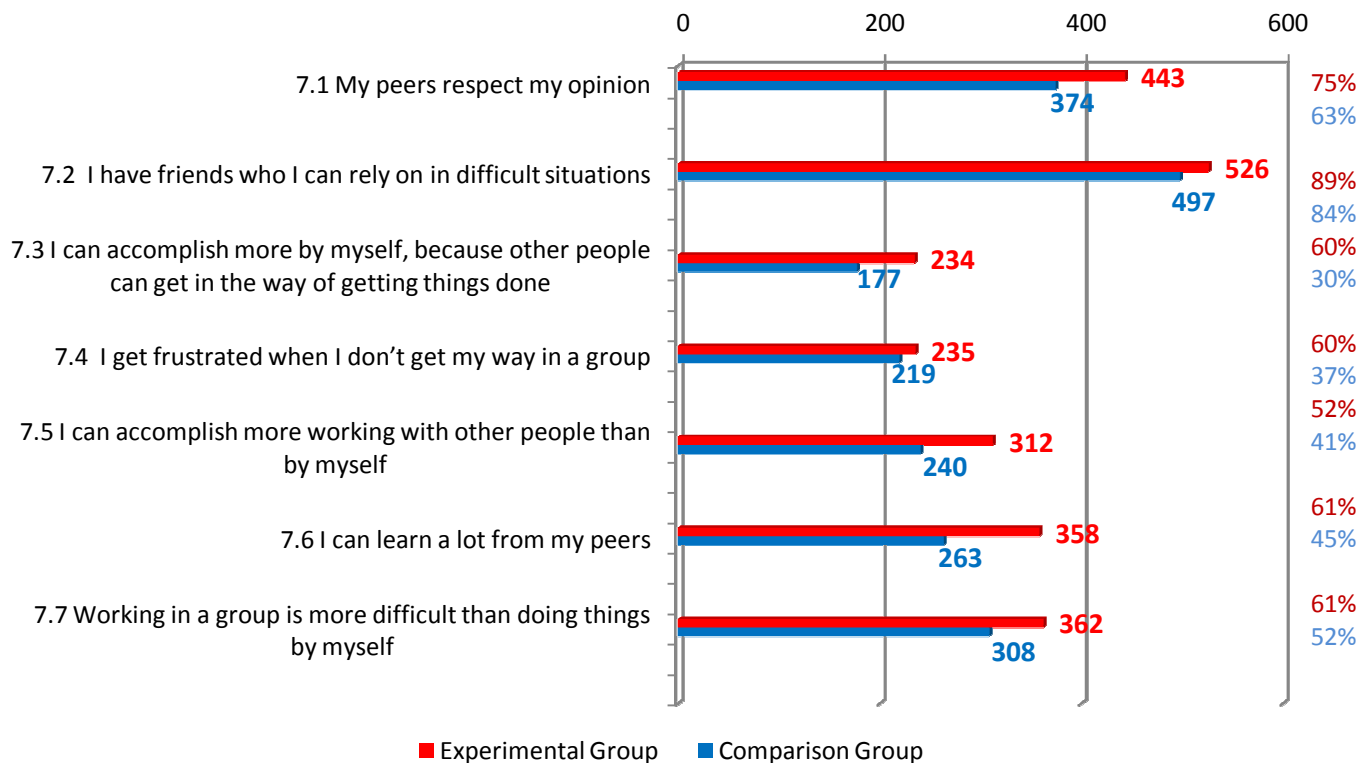
The overall picture of the ratings provided by the comparison group is presented on the following diagram:

Interact with peers (CG)



The EG reports a much higher capacity to work and interact with peers than their Comparison counterparts. A much higher ‘neutral’ response rate was reported by the Control Group participants, which may be due to a variety of factors. The element with the greatest difference in responses was “I can learn a lot from my peers”, with nearly 1/6 of CG respondents disagreeing, and 100 more participants responding positively in the Experimental Group.

In order to have a clearer picture of the ability of young people to interact/work with their peers and differences between experimental group and comparison group, data have been presented in one chart below:



Analysis

Answers in the Experimental Group for the statements 7.1; 7.2; 7.6 and 7.7 are above the program target for this indicator, although the second two only do so by 1%. Answers for the 7.5 statement is below the indicator target at 52%, and nearly exactly 60% of respondents answered ‘correctly’ to questions 7.3 and 7.4 . Overall based on the data presented the conclusion could be made that the program achieved its targeted result.

As was mentioned above, YDCP participants demonstrate higher scores in the agree/disagree categories, which proves the positive impact of IREX activity. The Experimental Group participant responses demonstrated a higher level of interacting/working with their peers as measured by these questions. Again, participation in

the experimental group was shown to be very statistically significant ($p < 0.00$) for all questions except for that of 7.4; while self-identification as a leader was statistically significant for questions 7.1, 7.3, 7.6, and 7.7. Interestingly, the only disaggregated characteristic found to be very significant for question 7.4 was gender, with males responding that they get frustrated more than their female counterparts.

Based on this information, it can be stated that YDCP met its target for Indicator 1.1.2. Again, the harder questions revealed less success than might have been hoped. Because the questions such as that of 7.5 get at the difference between teamwork and leadership, this type of question is more difficult for respondents to automatically pick the 'correct' answer, and tends to serve as a nuanced measure. While the trends of responses remain consistent throughout between the CG and EG, participation in YDCP was statistically significant in increasing the scores.

During the YDCP participant focus groups, respondents answering the question of what they gained during the program with respect to professional skills (an issue which will be discussed later in this report) pointed out the strengthening of such abilities as working in teams and communicating with other people. Several participants also mentioned that they had learned how to develop their own potential. Also, when answering the question about the development of personal qualities as a result of participation in the YDCP, young people mentioned the ability to communicate successfully with other people, including adults, as well as self-esteem, a greater sense of responsibility, optimism, leadership, activism and modesty. Each of these areas contributes to an enhanced ability of youth to interact and work with their peers, as measured in Objective 1.1.

Based on the information presented above, the conclusion could be made that young people participating in YDCP developed the ability and motivation to respond accordingly to surrounding social systems; an understanding of how to deal with emotions; and the capacity to work well with others, while developing friendships and relationships through communication, cooperation, and negotiating.

Participants of the program demonstrated higher ability to adapt and be flexible and assume personal responsibility for one's actions as well as evaluating situations. Overall, based on the survey and opinions received through the focus groups, YDCP had mixed results in achieving demonstrated personal and social competencies through acceptance of ethnic, cultural, and other diversity as well as the ability to interact/work with their peers. The program was more successful in enhancing peer interaction than it was with increasing tolerance and acceptance of ethnic, cultural, and other diversity. That stated, participation in the program proved to be a significant factor in enhancing both the personal and social competencies of youth.

Intermediate Result 1.2: Youth develop cognitive and creative competencies

To succeed as adults, youth must acquire adequate attitudes, behaviors, and skills in cognitive development. This means that young people as result of participation in the

program expand knowledge, develop critical thinking and reasoning skills, and experience competence through academic achievement. On the basis of the expanded knowledge, program participants will demonstrate an ability for creative expression (originality). YDCP measures the development of cognitive and creative competencies through its indicator 1.2.1:

Indicator 1.2.1 % of young people who report the ability to solve problems

The ability to solve problems is an important skill for resiliency. Problem solving, in any area, involves being presented with a situation that requires a resolution. Being a problem-solver requires the ability to come up with a means to resolve the situation fully. Taking the above into account, one could deduct that problem-solving skills include the ability to recognize and define problems, invent and implement solutions, and track and evaluate results. Creative thinking not only requires the ability to understand problem-solving techniques, but also possess logical and sequential thinking, making the leap to innovation.

The program target for this indicator was defined as 60% of participating youth able to evaluate the problem, make decisions, and plan for and implement a solution. Respondents had to react to a suggested situation on a destroyed sport facility, providing their plan of action to solve the problem. The data received was the following:

In the experimental group, only 5% (33 respondents) did not answer the question. In the comparison group the percentage was higher— almost 13% (76 respondents) who did not answer the question.

All answers were divided into two big groups – answers describing clearly **proactive approaches** and answers with **passive approaches** to problem solving. The criteria for both approaches are described below:

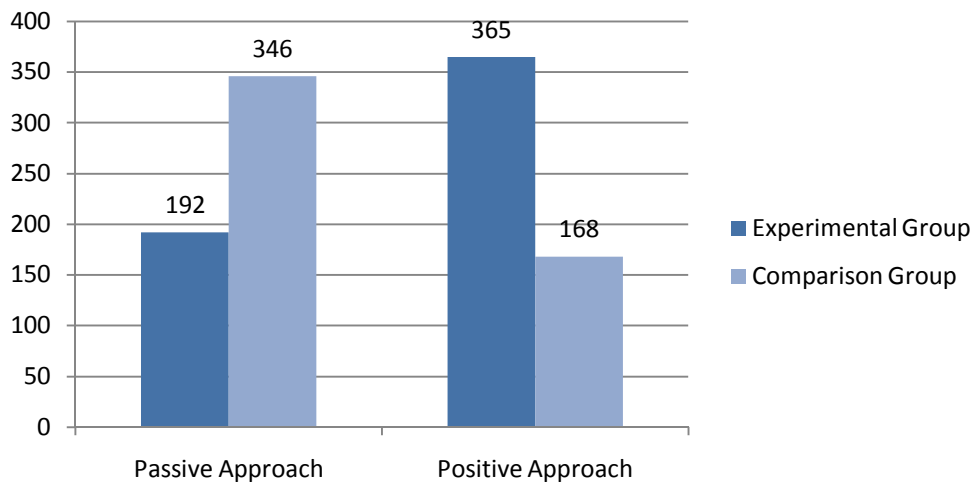
Proactive approach

- **Positive** problem-solving attributes:
 - personal initiative
 - clear idea of what they can do
 - active role in solving the problem
 - leadership
 - self confidence (dealing with “authorities”)
 - creativity

Passive approach

- **Negative** problem-solving attributes:
 - lack of initiative/not sure what to do
 - wait for someone else
 - try to find another venue
 - complain to family/friends/authorities (without any follow-on solution)
 - fatalism/can’t do anything
 - passivity/don’t care

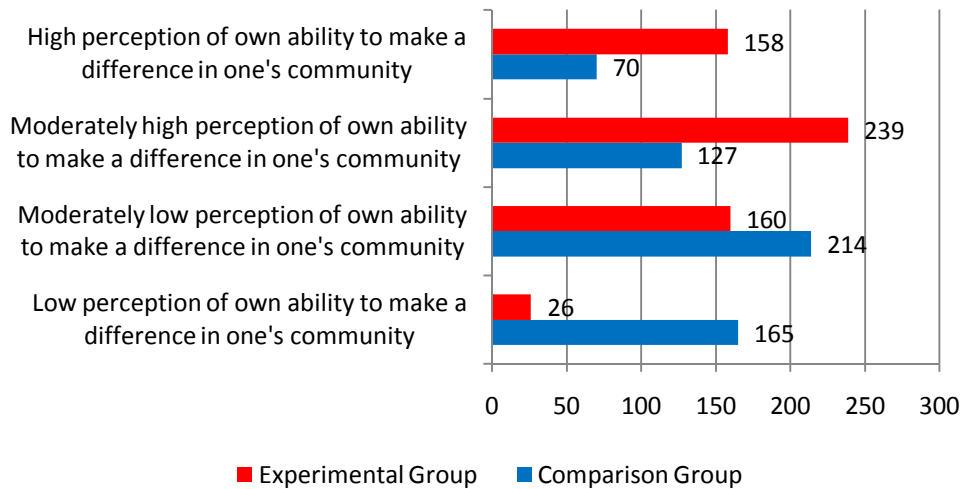
The diagram below illustrates the differences in problem solving approaches among the Experimental and Comparison Groups. Within the Experimental Group, 34% demonstrated a passive approach compared to 67% within the Comparison Group. As 65% of YDCP participants responded with a positive approach, they seem largely able to invent and implement solutions. The EG demonstrated much higher levels of activism and readiness to implement acquired knowledge and skills for problem solving. The YDCP achieved its program target for the above performance indicator.



The survey also asked respondents to provide their reaction to a challenging situation, in order to provide another indication of their problem-solving ability. Respondents were asked to respond to the following situation: “Young people in some communities encounter many problems, such as lack of safe facilities where they can get together, play sports, hold dances, and spend time with their friends. If you were in such a community, how you would react to this problem?” The respondents were given six options, as outlined in the table below. These responses were categorized into four levels of perception of ability to make a difference in one’s community, also displayed in the chart below.

Perception of own ability to make a difference in one’s community	Response to the following question: Young people in some communities encounter many problems, such as lack of safe facilities where they can get together, play sports, hold dances, and spend time with their friends. If you were in such a community, which of the following statements best describes how you would react to this problem?
Low	13.2 I would complain to my friends and parents that there was no place to go after school.
	13.6 I would do nothing, as I don’t feel like I’m in a position to do something about this.
Moderately low	13.1 If one of my friends would take the lead, I would be willing to go with him/her to talk to the authorities.
Moderately high	13.3 I would try to organize my friends to come up with a request that we would present to the authorities.
	13.4 The first thing I would do would be to get together with my friends and try to find out why we don’t have a good youth

	center.
High	13.5 Although it would take a lot of time and energy, I would work with other young people to organize a campaign to cooperate with authorities to raise funds to establish a suitable youth center.



The chart above displays the distribution of responses regarding ability to make a difference in the community. In the experimental group 5% (33 respondents) did not answer the question, compared to almost 13% non-respondents in the comparison group.

YDCP participants had far more responses indicating a high or moderately high perception of their own ability to make a difference, with 68% of respondents in the top two categories. Comparison group respondents registered only 34% in the top two categories, leaving the vast majority of CG respondents in the bottom two categories. These differences were found to be statistically significant.

Analysis

Statistical tests reveal that YDCP participation did significantly increase perception of one's ability to make a difference in the community. In the overall group, responses also varied among regions, as shown in the chart below that displays the percentage of respondents in each category by region. Irkutsk and Tomsk both have a higher percentage of respondents with a high or moderately high perception of their ability to make a difference in the community. Tyumen has the highest number of respondents in the combined low and moderately low categories. This could be due to a number of factors, including the cultural context in the regions as well as potential problems that may have arisen in these areas when youth have involved themselves.

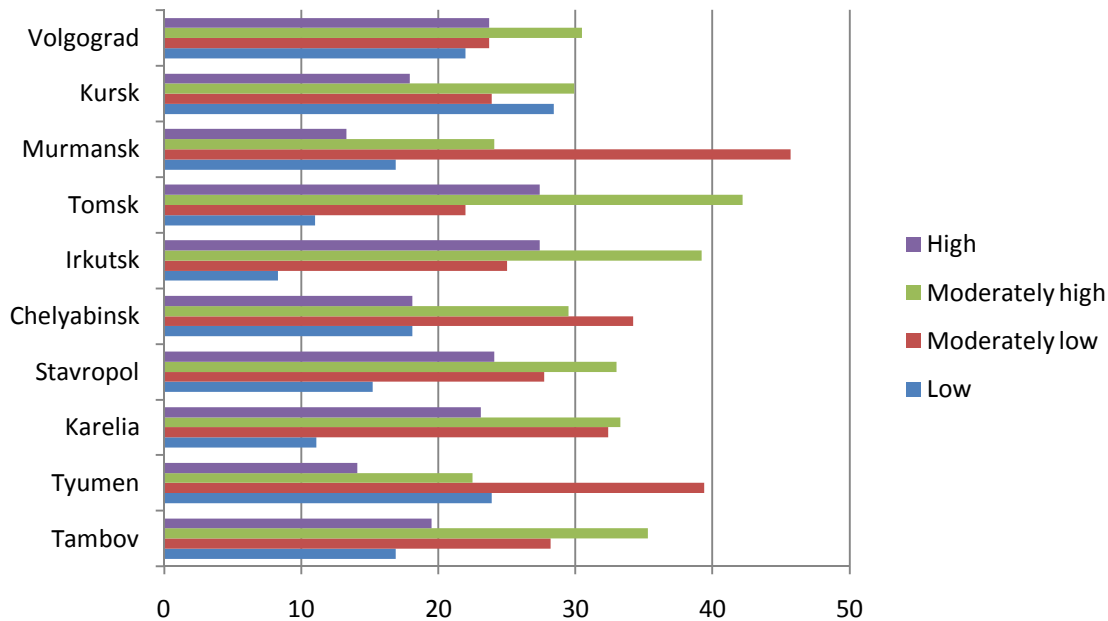


Figure 4: Perception of Ability to Make a Difference in the Community: Percentage of Respondents by Region

Among all respondents, gender was not found to be a significant factor. Age was found to have very little statistical significance in the determination of these responses, with older participants having a slightly higher perception of their ability to influence community change. These results find some explanation in the focus group results. Focus group participants reported that they had little or no experience of solving or participating in the solution of a social problem. Only participants of higher age, who were already studying in institutes or universities, reported their participation in the solution of such social problems as: cleaning a river, raising awareness against bad habits (smoking), conducting an anti-drugs campaign, cleaning public spaces, helping elderly people, organizing legal services, etc. Even in such cases, respondents pointed out that in most cases the initiative was suggested and organized by a project leader or an adult.

The survey findings and analysis suggest that as a result of participating in the YDCP, young people have developed cognitive and creative competencies, including problem solving. Over 60% of YDCP participants were able to use a logical reasoning process to break down and work through a situation or problem to arrive at a solution in the first question. YDCP participants also demonstrated an increased perception of their ability to make a difference in their community. A comprehensive analysis indicates that while YDCP participants have developed these competencies, they face challenges in taking action and doing so without the prompting of others, particularly adults. The YDCP Intermediate Result has been achieved, but further actions should be taken to stimulate the initiative and proactive behavior of young people.

Intermediate Result 1.3: Youth develop vocational competencies

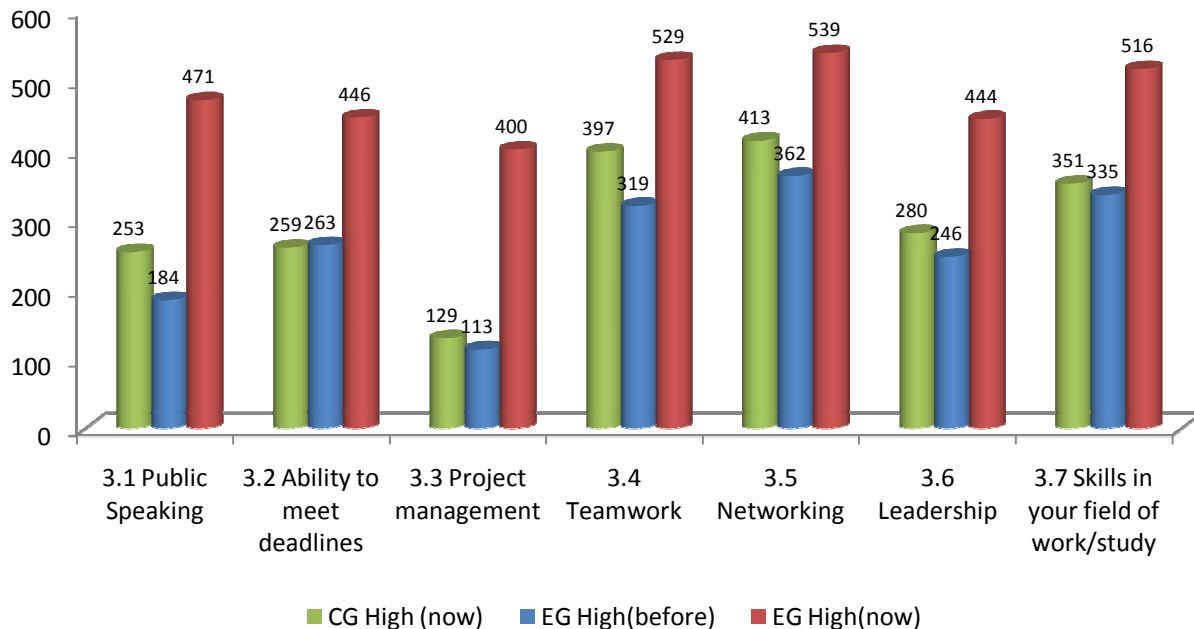
Vocational Competence for the purpose of YDCP is understood as effective adaptation to one's professional and social environment to provide reasonable success related to major development tasks. The development of vocational competencies helps young people to better understand life options and the steps to take in making choices. The development of such competencies ensures adequate preparation of youth for future life and an understanding of the value and purpose of future professional and social activities. For YDCP purposes, the achievement of Intermediate Result 1.3 was measured via the following indicator:

Indicator 1.3.1: % of young people reporting gaining practical professional skills as a result of the program

For better understanding of the above indicator, a skill is defined as the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills, or the “personal tools” used to achieve effective results, include time management, goal setting, public speaking, teamwork, practical professional experience in their field of study, communication, conflict management, negotiation, etc.

The program target for this indicator was defined as 60% of participating youth reporting increased professional skills as a result of the program. Respondents were asked on a scale of 1-5 (1-low; 5-high) to rate their confidence with professional skills both before participation in YDCP and at the time of the survey. For convenience of data analysis, the overall scoring under each professional skill was divided in two main categories, which are low (including 1, 2, 3) and high (including 4, 5).

The chart below shows the change in those within the experimental group who rated their skills in each category as high before and now. The percentage of experimental group members who rated their abilities in each area at the top of the scale significantly increased. Also interesting is the consistency between the “before” ratings of the experimental group and the “now” ratings of the comparison group. These results demonstrate a decreased self-selection bias for these questions, as members of both groups initially scored themselves at similar levels. Further, while the complete impact of YDCP in these areas is difficult to prove and subject to many conditions (e.g. experimental group participants may now better acknowledge their lack of understanding with respect to these areas previously), the data certainly demonstrates YDCP’s capacity to influence the development of vocational competencies.



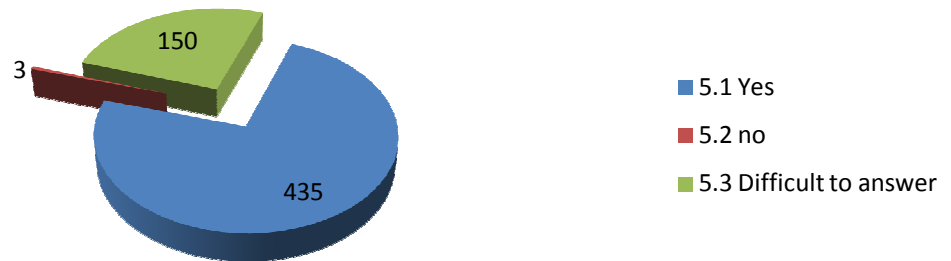
Young people in the experimental group consistently report gaining practical professional skills as a result of the program. In the questionnaire, participants were further asked to provide information on other practical professional skills they felt they developed as a result of the program, if any. More than 80% (475 participants) reported that they gained other professional skills. Only 19% (115 participants) said that they did not develop other skills than those targeted within the program activities.

Mainly these “other professional skills” fit within the above-mentioned categories. It worth mentioning that frequently repeated skills that were not mentioned explicitly among categories suggested in the questionnaire included:

- Communication skills
- Fundraising
- Feeling of responsibility
- Tolerance
- Self-confidence
- Openness
- Knowledge of law

The survey also asked YDCP participants how helpful the program was for work in a future professional setting. The distribution of answers is shown below:

Experimental Group (YDCP helpful for my future)



Nearly 74% of YDCP participants believed the program to be a useful resource for future professional activities, although 25% of the respondents had difficulty answering the question. When discussed in the focus group setting, it was determined that this was largely due to the fact that 60% of those in the group were in secondary school and had not made a decision about their future career. Many participants cited newly acquired contacts with other people and newly developed skills and knowledge as key results of their experience which will play a role in their professional future. Only two respondents provided answers regarding their 'no' response, stating that they have "no intention of working with community/social organizations."

Analysis

Members of both the experimental and comparison groups reported initially high skill levels in some areas. For teamwork and networking skills, the number of respondents in the comparison group that are confident with these skills actually exceeded the numbers in the experimental group. CG respondents reported nearly 70% who were confident with teamwork and networking skills, in comparison to only 54% and 60% of EG respondents before the program. For the experimental group, these numbers rose to 90% for both teamwork and networking skills.

Certain categories also demonstrate particularly high increases in skill levels before and after the YDCP program, such as public speaking and project management, indicating that the program is having particular success in those components. These results are especially clear in comparison to the CG responses. Many CG respondents scored their project management, public speaking, and ability to meet deadlines skills as low. As these are skills that received high scores in the experimental group, the data points to a positive impact of YDCP activities. Furthermore, upwards of 70% of all experimental group participants responded that the program has helped them learn professional skills, both due to the acquired contacts (networking) as well as due to the more finite skills and knowledge.

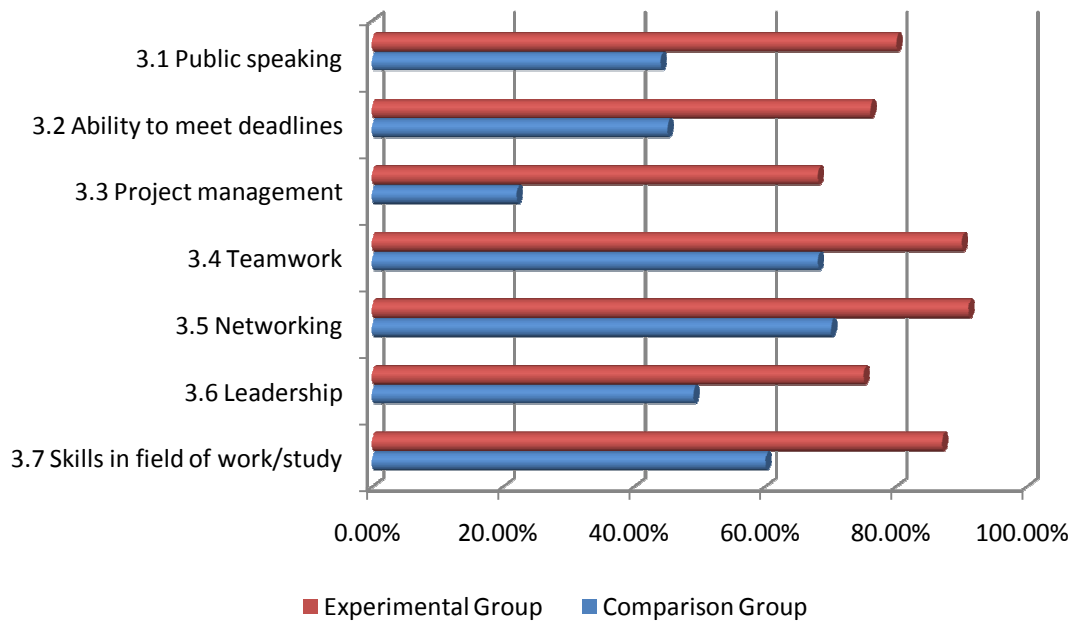


Figure 5: The Percentage of Respondents Reporting High Confidence Levels

A self-examination of confidence levels for a variety of professional skills imply that YDCP has had a significant impact in increasing confidence in and understanding of all skill sets mentioned, especially those which were included in the YDCP training curriculum and project implementation. As shown clearly in the diagram above, YDCP can be confident in stating that it has reached Objective 1.3, far surpassing the targeted threshold.

Intermediate Result 1.4: Youth develop citizenship competencies (skill-building, activism and service, policy and leadership)

To succeed as adults, youth as a result of YDCP acquire attitudes, behaviors, and skills in understanding national, community, and racial, ethnic, or cultural group history and values. All this is comprised in the category of citizenship competencies. By participating in youth-driven models, it is hoped that young people will develop a desire to be ethical and to be involved in efforts that contribute to the broader good.

In a broader sense, citizenship competence, one of the goals of positive youth development, refers to the quality of a person’s participation in civic and public life. Competent citizens make thoughtful decisions. They communicate effectively with others. Competent citizens promote and protect their interests as members of society in responsible ways. As members of society, young people as well as adults are involved, directly or indirectly, in citizenship problems and tasks which they need to solve or fulfill.

For YDCP purposes, Intermediate Result 1.4 is measured through 5 indicators.

Indicator 1.4.1: % of young people who are knowledgeable about at least one advocacy issue

In practice, advocacy involves many complex activities such as:

- Raising awareness of issues and concerns to produce change.
- Organization of information into arguments to convince a specific group to take action on a specific goal.
- Generation and utilization of reliable information to help leaders, policy-makers and decision-makers to adopt responsible and relevant policies and programs.
- Purposive efforts to change specific policies or practices on behalf of, or with, a specific group.

Basic elements of advocacy activities could be the following:

- A problematic or oppressive situation that must be changed.
- A clear analysis of, and position on, the situation.
- A proposal in the form of legislation/policy or project.
- Actors such as the advocate, the target and the allies.
- The strategies and tactics.
- The process.

The program target for this indicator was defined as 60% of participating youth who promote a particular issue or argue in defense of the rights of a particular group. To obtain data for this indicator, a matrix of issues was presented and participants were asked to reflect on their concern and knowledge of these issues.

In order to identify how knowledgeable participants of the survey were about at least one advocacy issue, the questionnaire asked participants to indicate how concerned and informed they were about the listed issues.

All answers in each group and under each category (concern & knowledge) were divided into two levels: **high** and **low**. **Low** level of concern or knowledge includes 1 and 2. **High** level of concern or knowledge includes 3 and 4.

The charts below present some of the data received for experimental and comparison groups by category in accordance with the layout of the issues in the questionnaire. Other areas measured included those of social issues (including environment, poverty, corruption, tolerance, trafficking), and youth issues (such as child welfare, youth employment, rights of children and youth, availability of recreational opportunities, and juvenile crime).

	EG Concern High	EG Concern Low	CG Concern High	CG Concern Low
Crime and Violence	451	135	378	199
Local Armed Conflict	372	180	279	264
Education Reform	361	168	235	289
Quality of Education	479	97	382	184
Drug Abuse	447	142	361	216
Alcohol Abuse	452	133	376	197
HIV/AIDS	433	154	358	211

	EG Knowledge High	EG Knowledge Low	CG Knowledge High	CG Knowledge Low
Crime and Violence	401	177	322	245
Local Armed Conflict	299	250	221	317
Education Reform	361	217	235	324
Quality of Education	440	129	311	241
Drug Abuse	406	168	332	228
Alcohol Abuse	426	144	351	213
HIV/AIDS	386	188	285	272

Respondents of the survey also mentioned other issues of concern for survey participants. In particular, 167 members of the experimental group indicated such issues as advocacy, human rights, smoking, sports, support for young families, relationships between teachers and pupils, terrorism, and youth policy as important.

In the comparison group, 54 members indicated issues such as terrorism, education of blind people, deaf people and kids with Down Syndrome, smoking, sports, suicide among young people, youth policy, and kidnapping.

In both groups, issues of high concern included:

- Juvenile Justice
- Availability of Recreational Opportunities
- Rights of Children and Youth
- Youth Employment
- Child Welfare

- Domestic Violence
- Trafficking
- Disability Rights and Protection
- Poverty
- Environment
- HIV/AIDS
- Alcohol Abuse
- Drug Abuse
- Quality of Education
- Crime and Violence

Some of the above issues were also mentioned by the focus group participants in particular:

- Alcohol Abuse
- Drug Abuse
- Disability Rights and Protection (including the accessibility of public buildings)
- Quality of Education
- Availability of Recreational Opportunities
- Youth Employment

Focus group participants mentioned additional issues of concern as:

- Relationship between young people and adults
- Psychological depression among young people
- Opportunities for developing personal potential
- Quality of communal services
- Quality of urban transportation
- Low level of citizen activism

As seen above, members of the experimental group consistently reported higher levels of both concern and knowledge (on average about 15% higher) for the issues listed. That stated, there were a significant number of issues which constituted areas of high concern for both groups. Other areas of interest/concern to both EG and CG which were not listed as options included smoking, terrorism, and youth policy. Furthermore, members of the EG were able to more clearly explain issue importance, although all answers tended to be brief and based on the immediate external environment of the respondent.

In order to further explore respondents' knowledge of advocacy issues, the questionnaire asked them to choose an advocacy issue they were most concerned about and explain its importance. This was used to ensure that participants did not write that they were knowledgeable without being able to demonstrate some level of comprehension regarding those issues.

Explanations of issue importance were very brief. Respondents from the experimental group provided clearer explanations (both logical and more to the point). Most of these responses refer to the immediate external environment of the respondent. Some examples are below:

Experimental Group

- Ethnic intolerance due to living in a region with diverse cultures and nationalities. Neighboring regions: Dagestan, Republic of Karachavo-Cherkesk, Kabardino-Balkarskaya Republic, Ingushetia, Chechnya, North Ossetia.
- Crime and violence: many remain unpunished due to bribery, etc. Quality of education: suffers from problems of corruption.
- Youth Policy, because my profession deals with adolescent children, and additionally I have my own child, I would like to know more about the rights of children and youth, the available forms of recreation for children, and about youth employment.
- Ethnic and religious intolerance: since I live in a multi-national region and understanding between people is important for me, regardless of ethnicity or religious belief.
- Drug Addiction: this topic is indeed a critical issue. After all, nowadays a lot of teenagers suffer from this terrible disease.
- Necessity for young people to conduct a campaign against HIV/AIDS. It is necessary that everyone understands the etiology and pathogenesis of this disease.

Comparison Group

- For me, all races are equal. What worries me is that recently there has been a growth in the number of nationalist-minded people, who are ready to kill those who differ from them in skin color or beliefs.
- They closed the sports clubs, etc, due to lack of fire alarms. Sports/athletic development is at a low level.
- From one side, you want to treat people of different nationalities with tolerance, but observing the behavior of most of them, the desire disappears. Ultimately, you end up treating them with suspicion and caution.
- The situation in the country and the welfare of society depends on the performance of officials.

Analysis

Advocacy is defined in the YDCP Monitoring and Evaluation Plan as a promoting a particular issue or arguing in defense of the rights of a particular group. It is difficult to judge if the respondents in both groups were clear of these implications while providing the answers of their level of knowledge about an issue. Thus it may be more prudent to refer to conclusions as youth awareness rather than categorizing it as advocacy. Taking this into account, we could conclude that experimental group demonstrated a higher level of awareness of social problems.

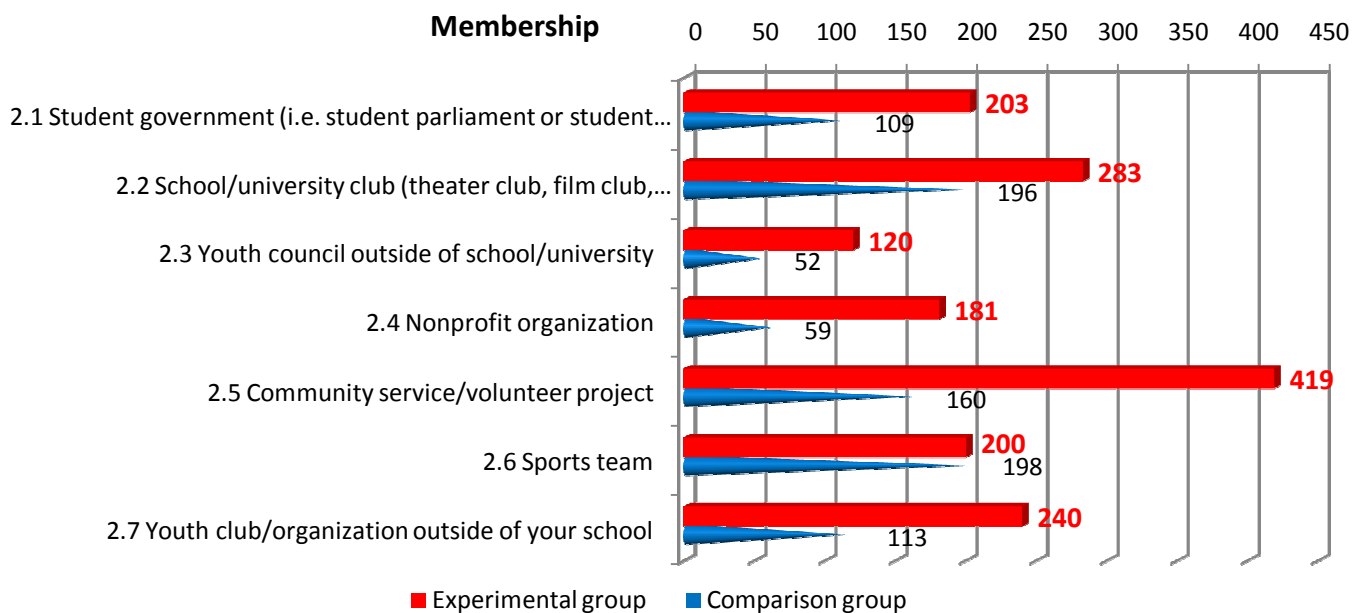
YDCP far surpassed its 60% target for Experimental Group participants who were knowledgeable about at least one issue. The extent to which these youth will take action on the listed items, or the extent to which they fully understand the context of each issue outside of their immediate external environment, should be explored for a more nuanced understanding.

Indicator 1.4.2: % of youth who report being in a position of leadership

Acting as leaders, young people gain skills and knowledge necessary to lead civic engagement and community organizing activities. Youth leadership is part of the positive youth development process and supports the young person in developing: (a) the ability to analyze his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to achieve these goals (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and (b) the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model.¹⁵

In YDCP’s Program Monitoring and Evaluation Plan, the program target for this indicator is defined as 60% of participating youth acting in positions of leadership, including leadership roles in school or in out of school activities.

In order to measure this indicator, the survey asked participants to list their involvement in a number of activities, and to specify their role in such organizations. The distribution of answers in both groups (experimental and comparison groups) is shown on the diagram below:

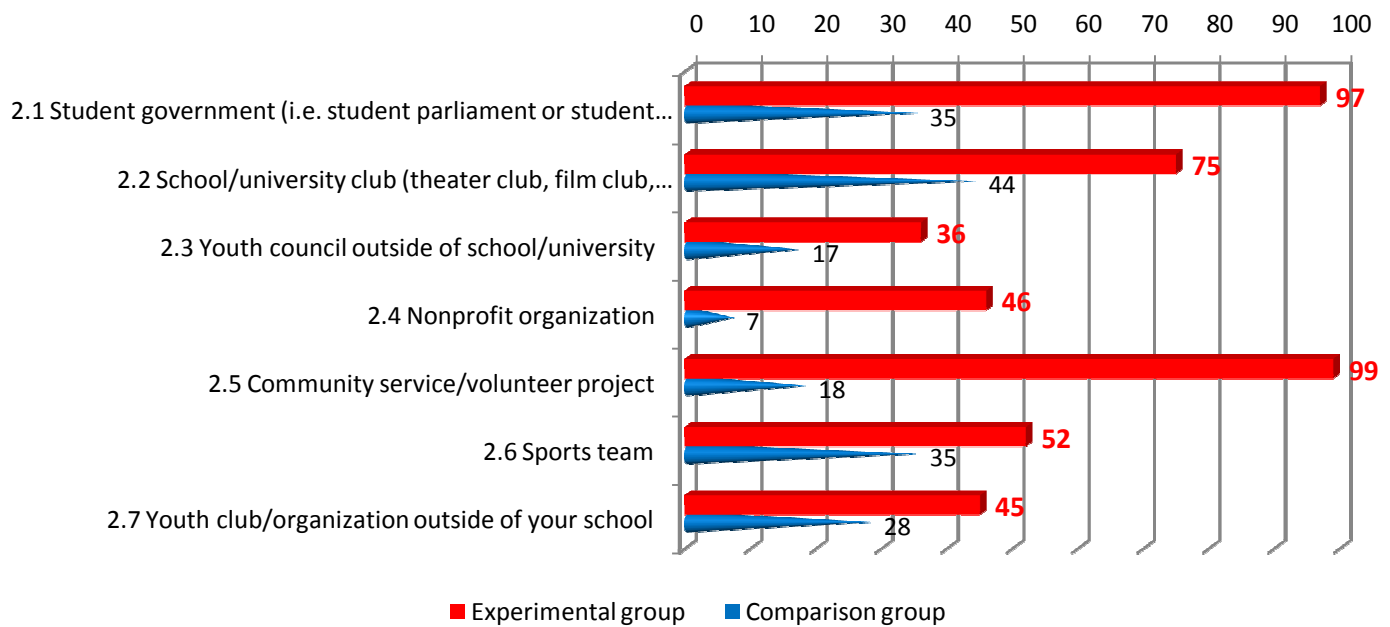


The diagram shows that the highest score of participation as members in the experimental group was “community service/volunteer project”; the lowest – “youth council outside of school”. This activity was not popular among respondents of the experimental group neither as leaders (see previous diagram) nor as members. Due to YDCP activities, respondents from the experimental group better understood the terms “community service” or “volunteer project” and they were able to qualify their activities as such. In addition, many YDCP projects were specifically addressing these issues.

¹⁵ Wehmeyer, Agran, & Hughes, 1998

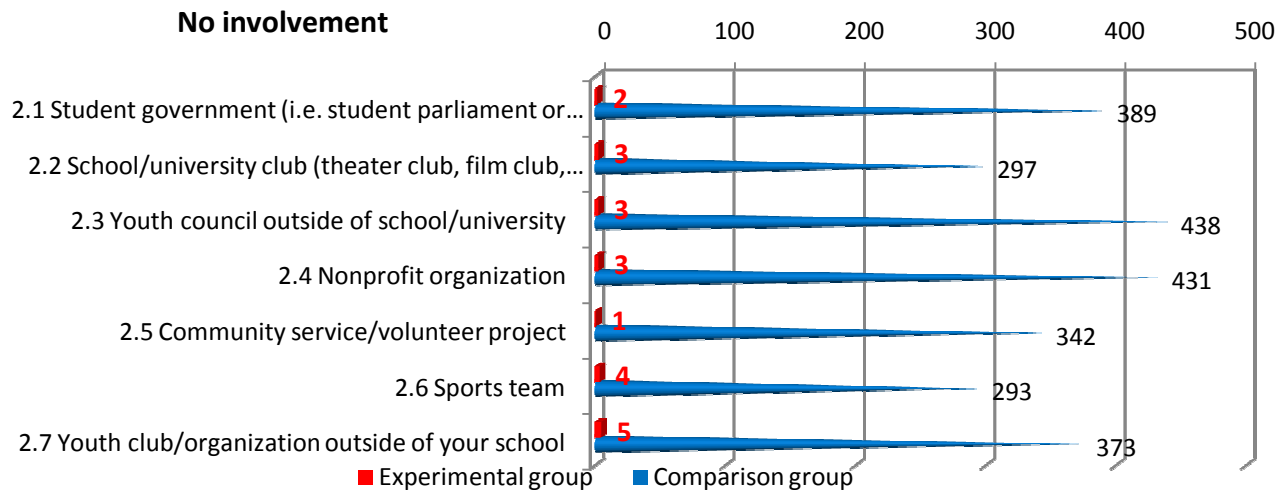
Respondents in the comparison group gave the highest score to participation as members of “sports team” and the lowest score to “youth council outside of school.” Sports activities are very popular among youth, which is why they were scored highly by comparison group respondents. In fact, the scoring was almost the same in comparison and experimental groups.

Leadership role



In the demographic section of the questionnaire for the Experimental Group, 73% of the respondents (431 respondents) answered that they are playing a leadership role in their YDCP projects. The answers for this question on the survey support this data: 457 (77%) of respondents had a leadership role in their projects. Overall, respondents were consistent in their answers to both questions.

In the experimental group, the lowest score was that of “youth council outside of school/university.” In the comparison group this was the case when looking at a leadership role in a “nonprofit organization.”



The diagram speaks for itself. An insignificant number of experimental group respondents declared that they have not been involved with any kind of listed activity, while this was not the case for a large percentage of the control group.

For activities not included in the survey’s matrix, the responses were as follows:

Group	Total Respondents	Leader	Not a Leader	Hard to say	% Leaders
Experimental	400	78	270	52	19.5%
Comparison	292	44	105	143	15%

Analysis

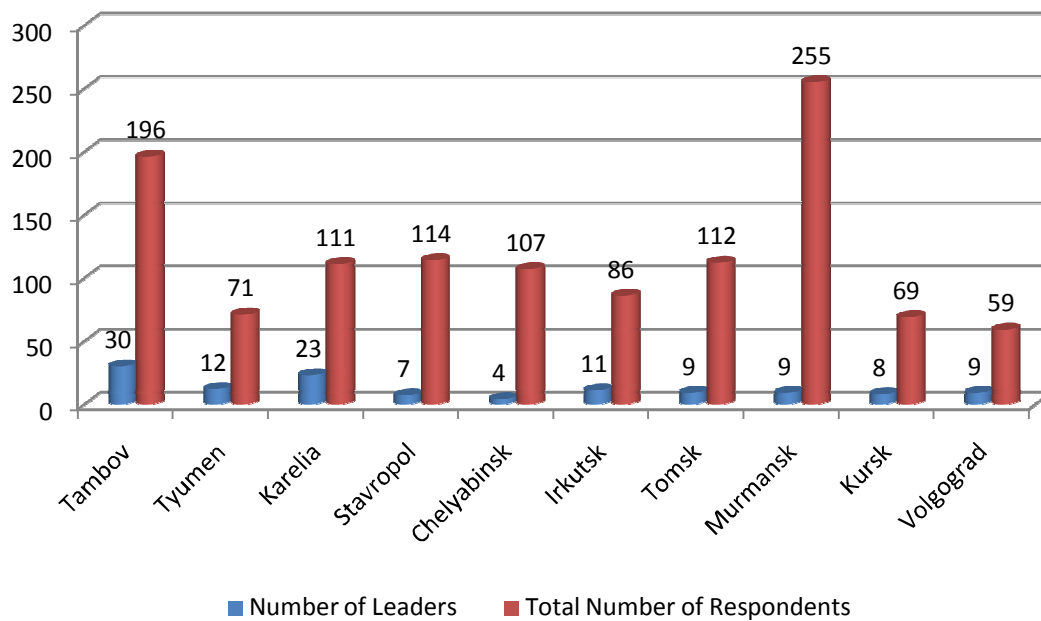
As might be expected, participants from the experimental group reported much more activity involvement – about twice the amount in every category but sports teams. Interestingly, there was a significantly higher rate of non-response for the experimental group than there was for the control group on this question. The experimental group did, however, respond strongly to the question regarding activity in community service – at about 3x the level of the comparison group’s participation. This can point to the fact that YDCP was successful in engaging youth in non-traditional youth activities. Similarly, the experimental group was much more involved in organizations outside of school, although depending on how the question was construed participants may have included YDCP in that option. The EG showed about 2.5 times the leadership positions as the CG (457 vs. 184), although about 2/3 of the types of activities where respondents play a leadership role overlap.

While analyzing this and other questions of the survey we should take into account the fact that YDCP activities are being implemented in the context of so called *extra-curricular education* of youth in the Russian Federation. This sector is regulated by multiple laws and regulation acts developed on federal and local levels. Some activities implemented in the program are in line with those being implemented in educational institutions under their

“additional education activities” umbrella and such a fact influences the answers of the respondents in the experimental and comparison groups.

The distribution of data, although reflecting the same tendencies in the experimental and comparison groups, clearly demonstrates the positive impact of YDCP activities on experimental group respondents. They demonstrate higher levels of activism and involvement across the board. There were a number of other statistically significant factors found. Age was found to be extremely important (at a $p < 0.00$ level), with participants’ age incrementally tied to higher participation as a leader. That is, those who were 22 or above had a larger percentage of leadership positions (23.4% of age group) than did those aged 19-21 (16.7%), who had more than those between ages 15-18 (8.4%), and the smallest percentage of leaders (4.6%) was found among those aged 12-14.

Also interesting is the finding of correlation between region and leadership, as displayed in the diagram below. These results were found to be very statistically significant ($p < 0.00$), with respondents from Chelyabinsk and Murmansk having relatively fewer leadership roles (3.7% and 3.5% respectively) and those from Tyumen and Karelia had relatively more (16.9% and 20.7% respectively). It may be worthwhile to consider the types of programs within each region and the types of people attracted to these programs to better understand these differences.



While YDCP can positively ascertain success in surpassing the 60% threshold of youth who report being in a position of leadership, it is difficult to determine to what extent the success was due to self-selection bias (e.g. participants were already leaders and thus became involved), and to what extent the nature of the implementation itself was reflected in the responses (e.g. because they were in the YDCP program, they were involved in these activities). That stated, there is no doubt as to YDCP’s success in engaging youth in non-traditional youth activities.

Indicator 1.4.3: % of young people who are involved in a community improvement process or other community service

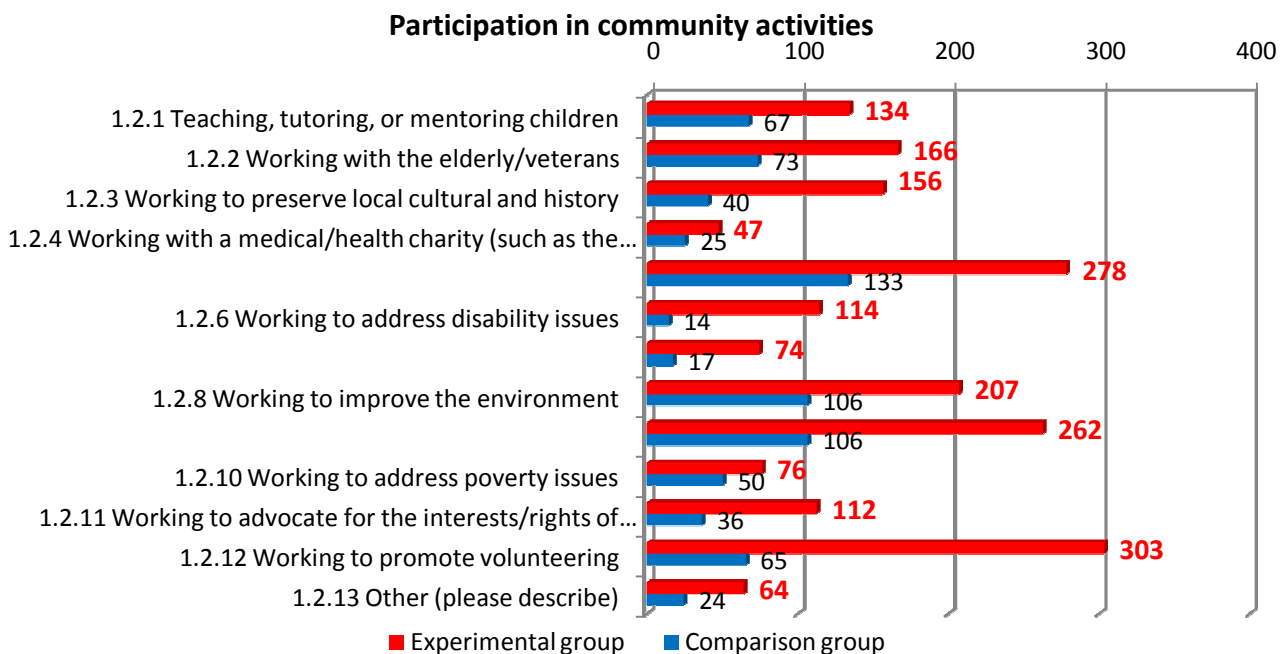
Through involvement in community improvement and community service, youth gain empathy, self-esteem, confidence and creativity. Involvement in community improvement or community service helps young people build a sense of connectedness and long-term commitment to the community and its values. In promoting community service, youth-driven projects teach young people how community structures work, and help them understand community strengths and weaknesses. As a result, youth develop a sense of belonging and start to feel responsible for the community.

Community improvement and service help young people to gain life skills including leadership, teamwork, cooperation, problem solving, organizational skills, public speaking, responsibility and other social and personal skills. It is also worth noting that communities are benefiting from youth community service in many ways.

YDCP’s program monitoring and evaluation plan defined the program target for this indicator as 60% of participating youth who are involved in any organized or individual activity for the benefit of a community. Respondents were asked to discuss their involvement in community service and volunteer work over the past year. More than half of each group reported involvement in these types of activities, with those not involved responding as follows:

No, I did not participate in any community service activity in the last 12 months	
Experimental group	13
Comparison group	284

For those who were involved in community activities, their involvement was broken down:



In the Experimental Group respondents selected 3.5 activities on average.

Issues that received scoring above average in the Experimental Group were:

- Working to promote volunteering
- Working to provide safe recreational opportunities for children and youth
- Working to improve healthy lifestyles of children/youth
- Working to improve the environment
- Working with the elderly/veterans
- Working to preserve local cultural and history

These issues mainly reflect the themes of the implemented projects within the YDCP workframe.

In comparison, respondents from the CG selected 2.5 activities on average.

Issues that received scoring above average in comparison group are:

- Working to provide safe recreational opportunities for children and youth
- Working to improve healthy lifestyles of children/youth
- Working to improve the environment
- Working with the elderly/veterans
- Teaching, tutoring, or mentoring children
- Working to promote volunteering

Comparison of the issues that received high scoring in experimental and comparison groups:

Experimental group	Comparison group
1.2.12 Working to promote volunteering	1.2.5 Working to provide safe recreational opportunities for children and youth
1.2.5 Working to provide safe recreational opportunities for children and youth	1.2.9 Working to improve healthy lifestyles of children/youth
1.2.9 Working to improve healthy lifestyles of children/youth	1.2.8 Working to improve the environment
1.2.8 Working to improve the environment	1.2.2 Working with the elderly/veterans
1.2.2 Working with the elderly/veterans	1.2.1 Teaching, tutoring, or mentoring children
1.3.3 Working to preserve local cultural and history	1.2.12 Working to promote volunteering

Topics in red are those which do not overlap between the two groups.

Analysis

Nearly one half (48%) of the comparison group did not participate in any community service activity within the past year, while that was only true for 2% of the experimental group. The proportion of involvement within various types of community service projects remains somewhat consistent throughout the two groups (with significantly higher participation by the EG), with a notable difference in working to promote volunteering (50% of the EG

volunteers involved in this activity, and only 20% of CG volunteers). This may well be a direct result of YDCP programming, as this is often a component activity.

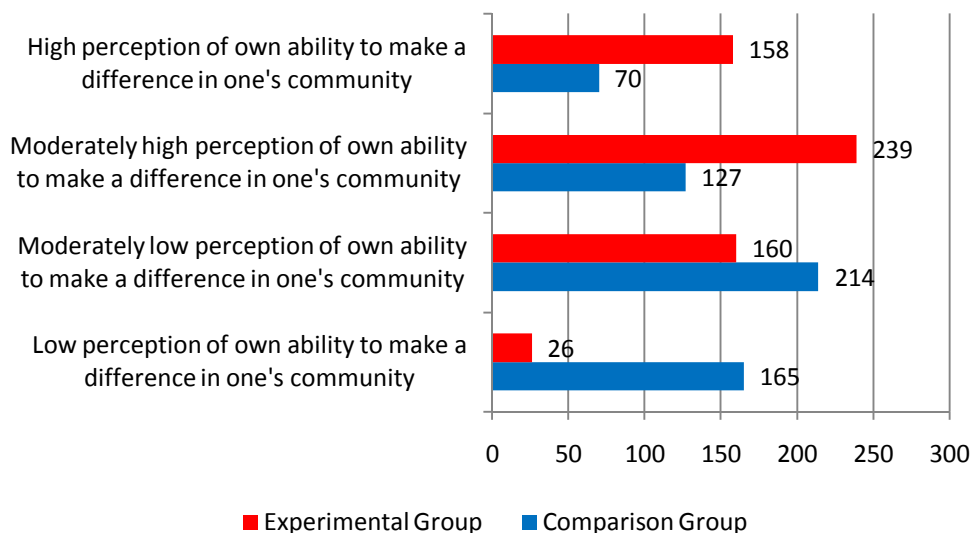
Data demonstrates a greater involvement of YDCP Program participants in the community improvement process. Almost half of the respondents from the comparison group did not participate in any community improvement process or other community service.

In both groups, respondents scored almost identical issues above average. It could suggest that these issues are normally those in which youth are involved through school activities (given that over 50% of the respondents in both groups are pupils. Minimal scoring in the experimental group was given to such issues as “Working with a medical/health charity (such as the Red Cross).” In the comparison group, the scoring of this issue was also relatively low. In the comparison group the lowest-scored issue was “Working to address disability issues.” In the experimental group this issue’s score was also low. These areas of interest and work were echoed in the focus group findings as well.

YDCP far surpassed its targeted 60% of youth involved in a community improvement process or other community service, with 98% of Experimental Group participants responding positively. The Comparison Group did not score above this threshold, and much of the difference can be directly attributed to participation in the YDCP program. Furthermore, the selection of issues by participants in both groups suggests many similarities of interest. This could be used in future projects to better engage youth in community service by taking advantage of these areas where participants have demonstrated passion and interest.

Indicator 1.4.4: % of young people who report feeling that they can make a difference in their community

Complementing Indicator 1.2.1 (% of young people who report the ability to solve problems) is the feeling by these young people that they are able to make a positive impact on their community, school, or profession. As such, YDCP aimed to reach 60% of participating youth who report feeling that they can make a difference.



Analysis

The analysis for this particular indicator is included more fully in the analysis section for Objective 1.2. Again, YDCP participants had far more responses indicating a high or moderately high perception of their own ability to make a difference, with 68% of respondents in the top two categories. As such, YDCP was able to reach its targeted threshold of 60% for respondents who feel they can make a difference in their community. Comparison group respondents registered only 34% in the top two categories, leaving the vast majority of CG respondents in the bottom two categories. These differences were found to be statistically significant.

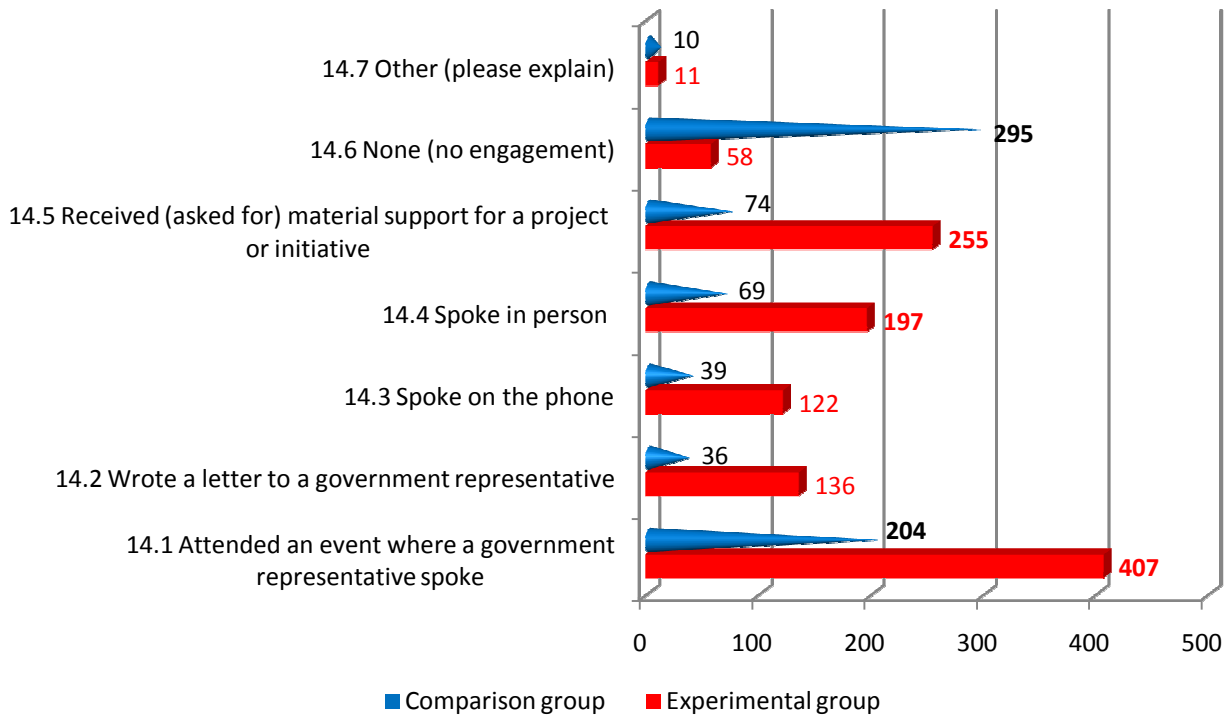
Indicator 1.4.5: % of young people who report having engaged with local or regional government

It is important that youth be encouraged to take interest in government policy/decision-making activities and that opportunities be created to foster civic participation by young people. Through the political process, young people develop important skills and improve self-confidence. They also gain a greater understanding of human rights and governance that is important in democratic society. For youth themselves, active and equal participation in decisions affecting their lives provides a better understanding of community issues and a sense of inclusion and belonging. The exclusion of youth from policy-making processes and power structures can create significant tensions in society which can manifest itself in crime and violence. The resolution of The World Program of Action for Youth to the Year 2000 and Beyond (A/RES/50/81) asks policy makers to “Take into account the contribution of youth in designing, implementing and evaluating national policies and plans affecting their concerns.”

This indicator implies interacting with government representatives, attending government events/meetings, contacting government offices, serving on a youth advisory board, writing and delivering policy suggestions, etc.

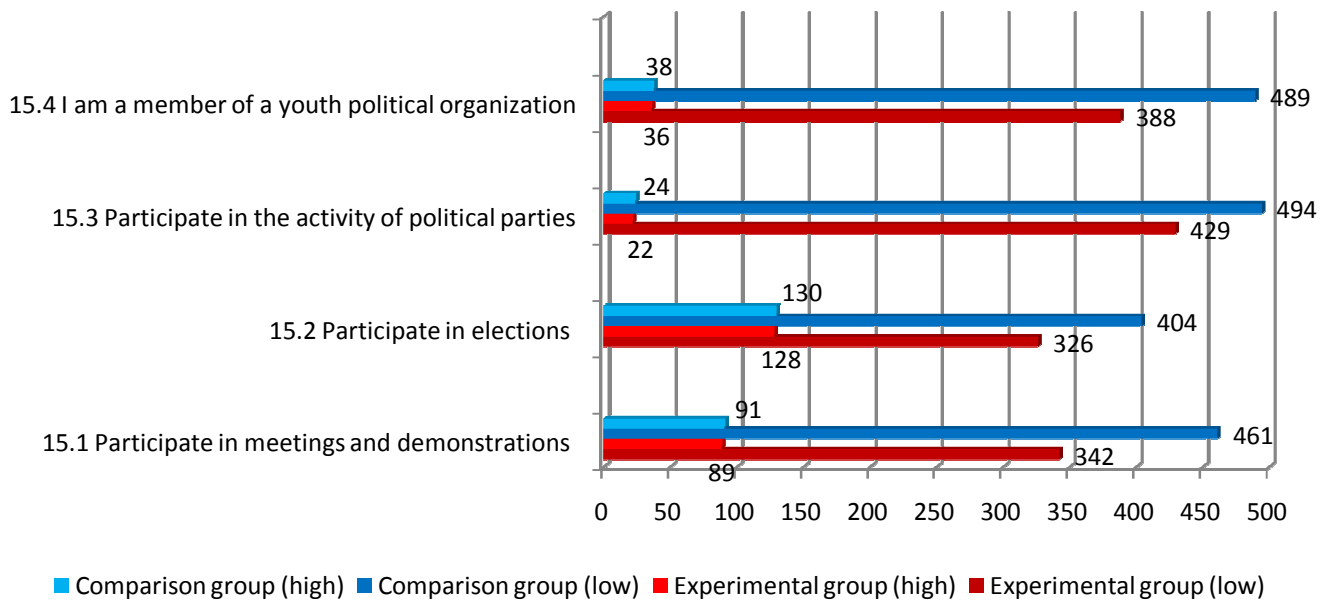
The YDCP Program Monitoring and Evaluation Plan defined the program target for this indicator as 60% of participating youth who report having engaged with local or regional government. To measure this, respondents were asked to indicate what types of interactions they had had with local or regional government representatives during the past 12 month. The answers provided were as follows:

Interaction with Government Representatives.



Members of the Experimental Group were between 2 and 4 times more likely to have reported interactions with local or regional representatives during the past year than their Control Group counterparts. They also recorded higher participation levels in the political life of their communities, although participation in political parties remains low for both groups.

Additionally, respondents were asked to rate their activity in the political life of their community, with 1 as do not participate and 10 as very active. All answers in each group and under each category were divided into two levels: **low** and **high**. **Low** level of activism includes scores from 1 to 5. High level includes scores from 6 to 10.



Both groups demonstrate a relatively low level of political involvement. This may be due to the current political and/or social contexts in Russia, or due to some other factor.

Analysis

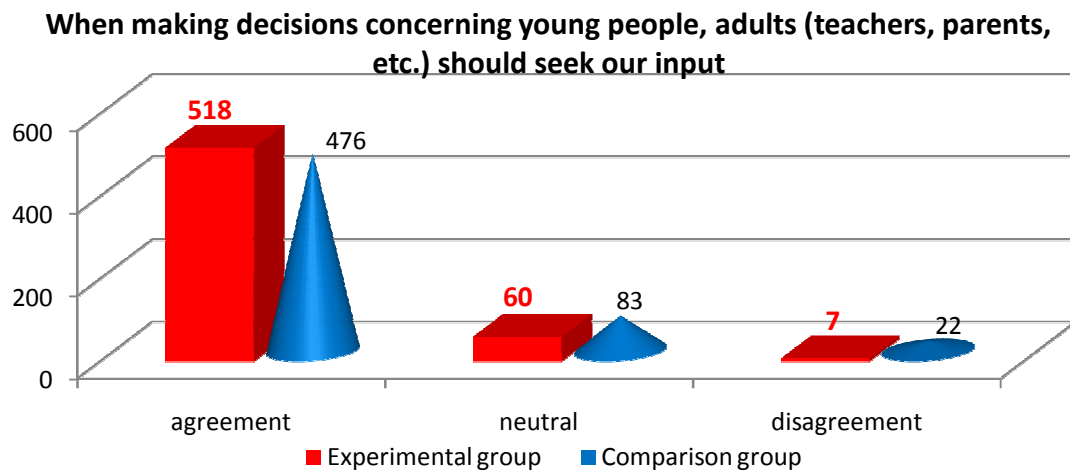
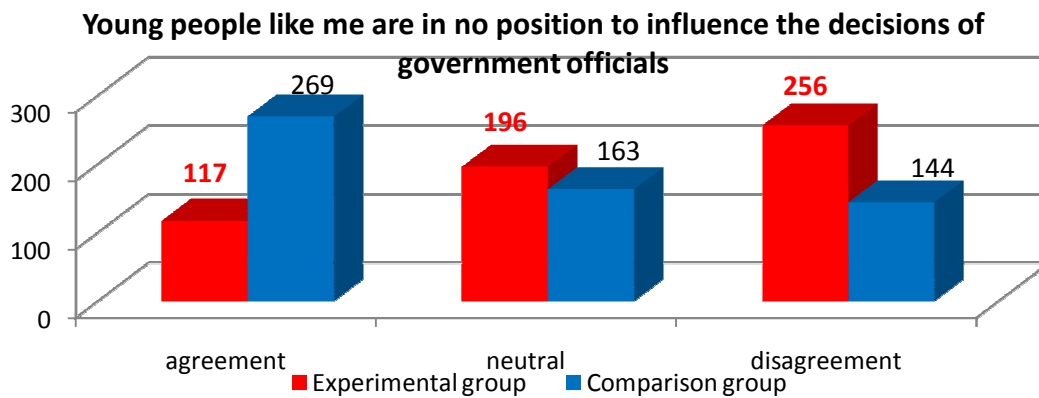
YDCP participants far exceeded the 60% target of engagement with local or regional government. The program seems to be the most significant factor in affecting this indicator, and was enormously successful in often more than doubling youth involvement with relevant parties. This is an area which likely demonstrates the need for no significant changes in implementation strategy, and should be built upon in the future. Depending on the rationale for the lower levels of direct political involvement, the momentum built from engagement with officials could be targeted to influence the latter issue.

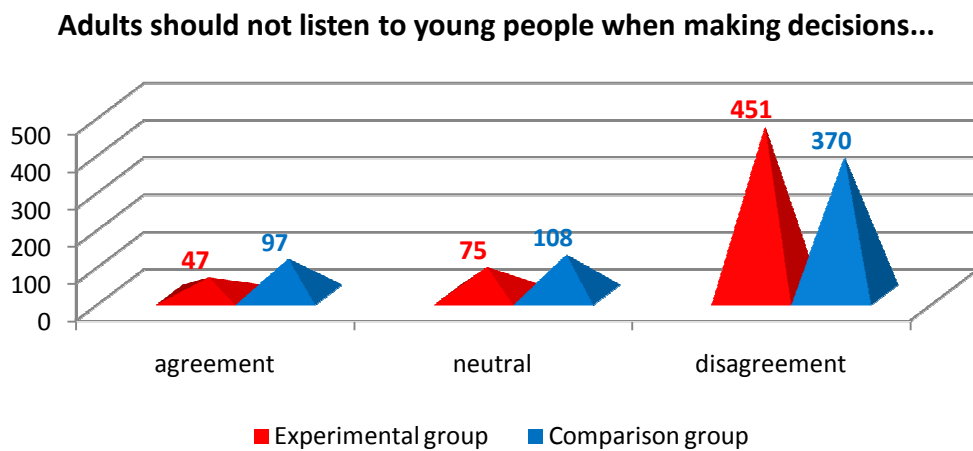
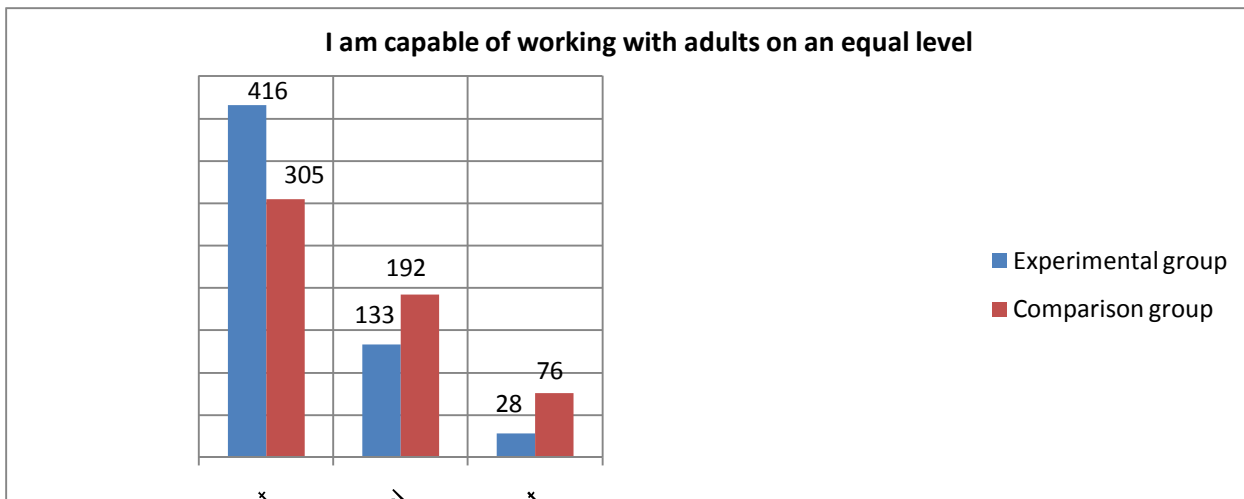
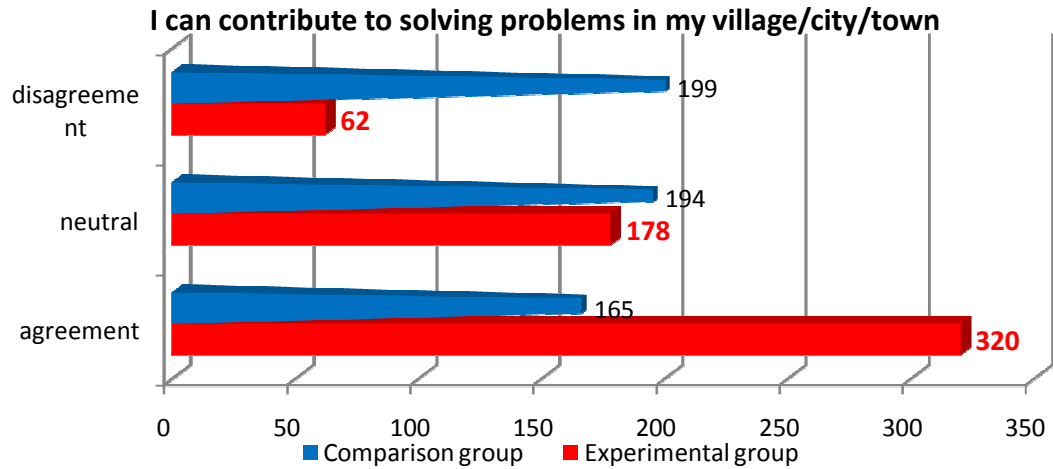
As a whole, YDCP was successful in achieving its targets for Objective 1.4, as youth participants demonstrated increased citizenship competencies as compared to their Comparison Group counterparts. While not all areas of intervention were able to exceed targets, the majority of them were able to do so, with a significant number of targets surpassed. Participation in YDCP was found across the board to be the most statistically significant factor in higher-level responses, although the findings regarding age, region, and gender should not be discounted. Similarly, it is difficult to attribute all impact directly to the YDCP intervention, due to the limitations listed in the introductory section of this assessment. That stated, participants in the program consistently demonstrated higher citizenship competencies than those who did not participate, and YDCP was able to build upon interests and innovation to engage youth in activities that are typically non-traditional, as is demonstrated in the responses to community service and engagement with government representatives. These successes should be built upon, with further emphasis placed on improving young peoples’ sense of empowerment.

Additional questions (not in indicators, but are of interest to IREX)

A number of additional questions were included in the survey which are not directly tied to indicators, but which complement them or provide additional insight regarding the context and obstacles to success in programmatic implementation. These are discussed briefly below.

Comment: In order to more efficiently analyze data, categories were merged as following: Strongly Agree, Agree – agreement (agr); Partially Agree – neutral (n); Disagree, Strongly Disagree – disagreement (disagr)





As illustrated by the graphs above, the experimental group demonstrated higher results than the comparison group on each question. The EG consistently demonstrated an increased perception of their ability to work with adults, influence decisions and solve problems within their community. Further analysis indicates additional factors that influence these results. In addition to program participation, age was the only other factor that significantly increased average answers. More specifically, participants 18 and older demonstrated higher results than participants younger than 18 for all five components of question 16. As older respondents (those 18 and over) are more likely to consider themselves as adults and capable of influencing decisions made by adults, this result is fairly intuitive. It should be noted that this age distribution (younger than 18 vs. 18 and above) is approximately the same in both groups, and as such does not take away from the effect of program participation on this indicator. Furthermore, an analysis of each component question within each age group indicates that those 19 and older within the experimental group consistently demonstrated higher results than those 19 and older in the comparison group. Accordingly, both program participation and increases in age are likely to have a positive effect on perception of ability to work with adults to solve community problems.

Conclusions

The basis for positive youth development is to empower youth to take risks and assume responsibility in ways that may make both youth and adults nervous. For adults, it can be hard to step back and let youth lead. For both adults and young people, there is a clear and inherent risk of youth rejection and adult disapproval – not to mention failure – in the process.

Positive youth development conflicts with many complex cultural challenges that youth, parents and providers must recognize, respect, and address. Activities which fit well into a positive youth development approach can threaten or appear to threaten traditions and customs of Russian society. That is why the main barrier to the implementation of the positive youth development approach is institutional and cultural resistance, especially when applied within the Russian context.

Practitioners in Russia hold a deep attachment to the traditional models of youth programs. Many youth specialists in Russia are resistant to youth leadership; as adults they often take the position – sometimes accurately, sometimes not – that they know what is best for young people. While the positive youth development movement is gaining strength, much work remains before this approach is widely accepted and implemented.

Fortunately, YDCP practiced youth empowerment as a cornerstone of the implemented youth-driven projects. In these projects, young people have been viewed as partners. Regional Coordinating Organizations (RCOs) successfully overcame the phenomenon of “adulthood”—the behaviors and attitudes flowing from assumptions that adults are superior to young people and are entitled to act upon young people without agreement or consent. Young people found in YDCP strong support for pursuing youth-led civic engagement in order to find respect, leadership, and development opportunities.

The approach and process taken by YDCP likely is much of the cause for the consistently higher results in achieving YDCP objectives by the Experimental Group than demonstrated by their Comparison Group counterparts, including higher levels of leadership, tolerance, and better logical explanation of their answers. There is a clear and attributable effect of the YDCP program, despite some potential self-selection bias, with an average development over the Comparison Group participants of somewhere between 14% and 23%.

Major successes were encountered particularly in the areas of youth engagement. This took a variety of forms, but the ability of the initiative to involve youth in non-traditional activities is a significant success. Furthermore, YDCP was extremely successful in building vocational competencies. Program interventions which offered participants practical professional skills were regarded highly, and thought to be extremely effective. YDCP encountered other successes in the areas of tolerance, collaboration, and problem-solving, but each of these areas can be built upon in future implementation activities.

Recommendations

YDCP was largely successful in its activities and in the development of a number of social, personal, creative, vocational, and citizenship competencies throughout its implementation. The following recommendations aim to build upon these successes, and to strengthen weaker areas based on key assessment findings.

1. Place larger emphasis on youth empowerment through a variety of activities. This could include the utilization of a cooperative decision-making process at the organizational level for YDCP, and involving youth in finding solutions to difficulties encountered in program implementation. This will aid in empowerment, as well as in the areas of collaboration and problem-solving. This could start with a process including IREX partners and adults, but by the end of the program should entail participant leadership of problem identification and resolution.
2. Encourage retreats which require team-building and trust, as well as leadership. Each participant should have the chance to be both a leader and a non-leader member of a group. Openly discuss the different experiences in each, as well as the pros and cons to each method.
3. Create close opportunities and links between participants and marginalized populations. While soft levels of acceptance were relatively high, many YDCP participants still did not have too many close friends from other religious or ethnic backgrounds; and did not demonstrate higher levels of tolerance. This is particularly relevant with respect to immigration issues. By partnering participants up on a more personal basis with people from different backgrounds, and having open dialogue regarding some of these issues, you can hope to build a higher, stronger level of acceptance.
4. Engage more men in the program. YDCP had significantly more women in the program, and even within the Experimental Group women tended to score more highly than their

male counterparts. While this is promising, it also points to the need to develop male competencies in these areas.

5. Understand the different effects of interventions on each age group and geographic region and modify activities accordingly. Age and region were found to be statistically significant factors in respondents' answers for a number of the survey questions. A better understanding of why some ages and regions perform better than others will allow YDCP to alter program activities and processes as necessary to best enhance program effectiveness.

Annex A: Questionnaire

Question 1 (1.4.3): Are you currently or have you been in the past 12 months involved in community service/volunteer work or any other activity intended to improve your community? Community service is a non-paid activity to improve the life of people in your village/town/region or a specific situation in your community, such as cleaning a park, fixing a playground, helping at a hospital, organizing a celebration for local veterans, collecting clothing/toys for an orphanage, etc.)

1.1 **No, I did not participate in any community service activity in the last 12 months**

1.2 **Yes, I participated in community activities from the list below (please check all that apply):**

- 1.2.1 Teaching, tutoring, or mentoring children (without pay)
- 1.2.2 Working with the elderly/veterans
- 1.3.3 Working to preserve local cultural and history
- 1.2.4 Working with a medical/health charity (such as the Red Cross)
- 1.2.5 Working to provide safe recreational opportunities for children and youth
- 1.2.6 Working to address disability issues
- 1.2.7 Working to improve interethnic and interreligious tolerance
- 1.2.8 Working to improve the environment
- 1.2.9 Working to improve healthy lifestyles of children/youth
- 1.2.10 Working to address poverty issues
- 1.2.11 Working to advocate for the interests/rights of children and youth
- 1.2.12 Working to promote volunteering
- 1.2.13 Other (please describe) _____

Question 2 (1.4.2): Are you currently or have you been in the past 12 month been involved in the following activities and have you had leadership role:

	<u>Yes, I am/was a member</u>	<u>Yes, I had/have a leadership role in the activity</u>	<u>No, I have not been involved in this activity</u>
2.1 Student government (i.e. student parliament or student council)			
2.2 School/university club (theater club, film club, geography club, English club)			
2.3 Youth council outside of school/university			
2.4 Nonprofit organization			
2.5 Community service/volunteer project			
2.6 Sports team			



2. 7 Youth club/organization outside of your school			
---	--	--	--

Please describe any other activities (such as non-school recreational activities, hobbies, paid employment, etc.) you have been involved in during the last 12 months and your role in them:

Activity:	Role:
_____	_____
_____	_____
_____	_____

Question 3 (1.3.1): On a scale of 1-5 (1-low; 5-high), please rate your confidence with the following professional skills before your participation in YDCP and now.

	Before	Now
3.1 Public speaking	1 2 3 4 5	1 2 3 4 5
<ul style="list-style-type: none"> • 1-you are afraid to stand up and give a public speech • 5- you enjoy public speaking and feel comfortable doing it 		
3.2 Ability to meet deadlines	1 2 3 4 5	1 2 3 4 5
<ul style="list-style-type: none"> • 1-you are usually late in meeting deadlines • 2-you take pride in always meeting deadlines 		
3.3 Project management	1 2 3 4 5	1 2 3 4 5
<ul style="list-style-type: none"> • 1-you did not have an opportunity to manage your own projects • 5-you are a capable project manager 		
3.4 Teamwork/working with other people	1 2 3 4 5	1 2 3 4 5
<ul style="list-style-type: none"> • 1-you experience difficulties in working effectively in a team with other people • 5-you are able to effectively and successfully work in a team 		
3.5 Networking	1 2 3 4 5	1 2 3 4 5
<ul style="list-style-type: none"> • 1-you do not know how to reach out and network with other people • 5-you enjoy and seek opportunities to network with other people 		
3.6 Leadership	1 2 3 4 5	1 2 3 4 5
<ul style="list-style-type: none"> • 1-you have a difficult time leading people or lack opportunities to be a leader • 5-you are an effective leader and seek out leadership opportunities 		
3.7 Skills in your field of work/study (if employed or university/college student)	1 2 3 4 5	1 2 3 4 5
<ul style="list-style-type: none"> • 1-you are not confident of your skills in your field of work/study • 5-you are very confident of your skills in your field of work/study and are consulted on the subject by others 		

Question 4 (1.3.1): What other professional skills do you feel you developed during YDCP?

Question 5 (1.3.1): Do you think your YDCP experience will help you work in a professional setting?

6.1 Yes

6.2 No

6.3 Difficult to answer

6.4 Does not apply

Question 6 (1.3.1): If “Yes”, please describe how:

Question 7 (1.1.2): For each item below, please indicate whether you strongly agree, agree, disagree, or strongly disagree:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree Nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
7.1 My peers respect my opinion					
7.2 I have friends who I can rely on in difficult situations					
7.3 I can accomplish more by myself, because other people can get in the way of getting things done					
7.4 I get frustrated when I don't get my way in a group					
7.5 I can accomplish more working with other people than by myself					
7.6 I can learn a lot from my peers					
7.7 Working in a group is more difficult than doing things by myself					

Question 8 (1.1.1): For each statement below, please indicate whether you strongly agree, agree, disagree, or strongly disagree.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Partially Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Sure</u>
8.1 Immigrants should adapt to the culture of their new country and not practice their own cultural traditions.						
8.2 It is important for me to be aware of/understand the culture of migrants.						
8.3 Even if I'm in a hurry, I am prepared to wait for a disabled person to get on the bus/get up the stairs.						
8.4 It is justified to forbid certain religions						
8.5 I like that there are people of other nationalities in my class.						
8.6 It is important to construct special equipment (elevators, lifts, etc.) in buildings for people						



with disabilities, even if it is expensive.						
8.7 I am not against people of other nationality/religion living in my town/village.						
8.8 When choosing friends, a person's nationality is an important factor for me.						

Question 9 (1.1.1):

9.1 How many of your close **friends** are from religious or ethnic groups other than your own?

- 9.1.1 __ None
- 9.1.2 __ 1-2
- 9.1.3 __ 2-5
- 9.1.4 __ More than 5
- 9.1.5 __ Don't know

9.2 How many of your **acquaintances** are from religious or ethnic groups other than your own?

- 9.2.1 __ None
- 9.2.2 __ 1-5
- 9.2.3 __ 6-10
- 9.2.4 __ More than 10
- 9.2.5 __ Don't know

Question 10 (1.2.1): Your favorite gym has been badly damaged in the recent snowstorm, and the facility does not have any money to fix it. It was the only place where you and your friends could practice sports when it's cold outside and you like spending your time there on weekends and after school. Now, you cannot use it until it's fixed. Please describe in five steps what you would do in this situation:

Question 11 (1.4.1): Below is a list of issues that may affect your life, the life of your peers, and your community. Please indicate how concerned and informed you are about these issues.

Rating for concern

- 1-The issue does not concern you in any way
- 2-You are somewhat concerned about this issue
- 3-You have a strong concern about this issue
- 4-This issue is a very big concern for you

Rating for knowledge:

- 1-Don't know anything about it
- 2-Somewhat familiar with this issue-know basic information about it
- 3-Pay attention to this issue and follow it closely in the media and other discussions
- 4-Very interested and knowledgeable about this issue; you are consulted by others on this topic

Concern

Knowledge

Safety		
11.1 Crime and Violence	1 2 3 4	1 2 3 4
11.2 Local Armed Conflict	1 2 3 4	1 2 3 4
Education		
11.3 Education Reform	1 2 3 4	1 2 3 4
11.4 Quality of Education	1 2 3 4	1 2 3 4
11.5 Food at Educational Institutions	1 2 3 4	1 2 3 4
Health		
11.6 Drug Abuse	1 2 3 4	1 2 3 4
11.7 Alcohol Abuse	1 2 3 4	1 2 3 4
11.8 HIV/AIDS	1 2 3 4	1 2 3 4
Social Issues		
11.9 Environment	1 2 3 4	1 2 3 4
11.10 Poverty	1 2 3 4	1 2 3 4
11.11 Corruption	1 2 3 4	1 2 3 4
11.12 Disability Rights and Protection	1 2 3 4	1 2 3 4
11.13 Ethnic and Religious Tolerance	1 2 3 4	1 2 3 4
11.14 Trafficking	1 2 3 4	1 2 3 4
11.15 Domestic Violence	1 2 3 4	1 2 3 4
11.16 Policy Towards the Elderly	1 2 3 4	1 2 3 4
Youth Issues		
11.17 Child Welfare	1 2 3 4	1 2 3 4
11.18 Youth Employment	1 2 3 4	1 2 3 4
11.19 Rights of Children and Youth	1 2 3 4	1 2 3 4
11.20 Availability of Recreational Opportunities	1 2 3 4	1 2 3 4
11.21 Juvenile Crime	1 2 3 4	1 2 3 4
11.22 Other (please describe) _____	1 2 3 4	1 2 3 4

Question 12 (1.4.1): Please select one issue from above that you are most concerned about and briefly explain why it is important to you:

Question 13 (1.4.4): Young people in some communities encounter many problems, such as lack of safe facilities where they can get together, play sports, hold dances, and spend time with their friends. If you were in such a community, which of the following statements best describes how you would react to this problem? (Please check one)

- 13.1 If one of my friends would take the lead, I would be willing to go with him/her to talk to the authorities.
- 13.2 I'd complain to my friends and parents that there was no place to go after school.
- 13.3 would try to organize my friends to come up with a request that we would present to the authorities.
- 13.4 The first thing I would do would be to get together with my friends and try to find out why we don't have a good youth center.
- 13.5 Although it would take a lot of time and energy, I would work with other young people to organize a campaign to cooperate with authorities to raise funds to establish a suitable youth center.
- 13.6 I would do nothing, as I don't feel like I'm in a position to do something about this.

Question 14 (1.4.5): Please indicate what types of interactions you have had with local or regional government representatives during the past 12 month (please choose all that apply):

- 14.1 Attended an event where a government representative spoke
- 14.2 Wrote a letter to a government representative
- 14.3 Spoke on the phone
- 14.4 Spoke in person
- 14.5 Received material or non-material support for a project or initiative
- 14.6 Other (please explain)
- 14.7 None (no engagement)

Question 15 (1.4.5): On a scale of 1-10, please rate how active you are in the political life of your community? (1 – do not participate, 10 – very active). An answer should be stated in every line.

- 15.1 Participate in meetings and demonstrations 1 2 3 4 5 6 7 8 9 10
- 15.2 Participate in elections 1 2 3 4 5 6 7 8 9 10
- 15.3 Participate in the activity of political parties 1 2 3 4 5 6 7 8 9 10
- 15.4 I am a member of a youth political organization 1 2 3 4 5 6 7 8 9 10

Question 16: For each statement below, please indicate whether you strongly agree, agree, disagree, or strongly disagree:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Partially Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Sure</u>
16.1 Young people like me are in no position to influence the decisions of government officials.						
16.2 When making decisions concerning young people, adults (teachers, parents, etc.) should seek our input.						
16.3 I can contribute to solving problems in my village/city/town.						
16.4 I am capable of working with adults on an equal level.						
16.5 Adults should not listen to young people when making decisions—we just don't have the life experience to make valid contributions.						

Demographic Questions

Question 17: Gender: 17.1 Female___ 17.2 Male___

Question 18: What is your age? _____

Question 19: What is your occupation/what do you do? (please pick one)

- 19.1 student at a secondary school
- 19.2 student at a college/university
- 19.3 work at _____
- 19.4 don't go to school/don't work

Question 20: When did you join the project (month/year)

Question 21: Have you or do you currently hold a leadership role in this project (responsible for managing the project, make important decisions, etc.)?

21.1 Yes___ (please choose)

- 21.1.1 ___ I serve as a project coordinator
 - 21.1.2 ___ I serve as an assistant project coordinator
 - 21.1.3 ___ I make key decisions
 - 21.1.4 ___ I'm responsible for organizing events
 - 21.1.5 ___ Another leadership role (please explain)
-

21.2 No___

Question 22: Where is your home located:

- 23.1 ___ City
- 23.2 ___ Town
- 23.3 ___ Rural area

Question 23: What oblast do you live in?

- 22.1 Tambov
- 22.2 Tyumen
- 22.3 Karelia
- 22.4 Stavropol
- 22.5 Chelyabinsk
- 22.6 Irkutsk
- 22.7 Tomsk
- 22.8 Murmansk
- 22.9 Kursk
- 22.10 Volgograd

Annex B: Questions Linked to Indicators:

Objective 1.1 Youth develop personal and social competencies	
Indicator 1.1.1: % of young people who demonstrate an acceptance of ethnic, cultural, and other diversity	Questions 8-9
Indicator 1.1.2: % of young people who report the ability to interact/work with their peers	Question 7
Objective 1.2 Youth develop cognitive and creative competencies	
Indicator 1.2.1: % of young people who report the ability to solve problems	Questions 10 and 13
Objective 1.3 Youth develop vocational competencies	
Indicator 1.3.1: % of young people reporting gaining practical professional skills as a result of the program	Questions 3-6
Objective 1.4 Youth develop citizenship competencies	
Indicator 1.4.1: % of young people who are knowledgeable about at least one advocacy issue	Questions 11-12
Indicator 1.4.2: % of youth who report being in a position of leadership	Question 2
Indicator 1.4.3: % of young people who are involved in a community improvement process or other community service	Question 1
Indicator 1.4.4: % of young people who report feeling that they can make a difference in their community	Question 13
Indicator 1.4.5: % of young people who report having engaged with local or regional government	Questions 14-15
Other	
Additional data on youth perception with respect to positive youth development theory	Question 16
Demographic data	Questions 17-23

Annex C: Focus Group Guide

Сценарий фокус-группы проводимой в рамках Программы АЙРЕКС «Программа поддержки молодежных инициатив»

I. Вступление 15 мин

1. Добрый вечер (день). Меня зовут.....
2. Спасибо, что откликнулись на наше приглашение и пришли для участия в работе фокус-группы. Кто-то из Вас принимал раньше участие в обсуждениях в таких группах? *(не надо опрашивать участников; кто захотел, тот отреагировал; тем не менее, посмотрите на реакцию участников – могут определиться активные и пассивные)*¹⁶ Многие, после участия в таких дискуссиях, мне говорили, что потратили время с пользой.
3. Сегодня мы собрались здесь для того, чтобы поговорить о **Вашем мнении и отношении к участию Вас и ваших сверстников, в обсуждении и решении проблем молодежи.**
4. Данная фокус-группа является частью большого исследования, которое проводит АЙРЕКС по Программе поддержки молодежных инициатив финансируемой Агентством США по международному развитию. Первым этапом исследования было анкетирование участников Программы, в котором вы все уже принимали участие.
5. Наше обсуждение будет длиться не более 2 часов. Я буду просить ответить Вас на вопросы. Я уверен(а), у Вас есть много интересной и полезной информации, которой Вы захотите поделиться. Однако, если Вы не хотите высказываться по какому-либо вопросу, это Ваше право.
6. Во время нашей работы будет вестись аудио- и видеозапись. Это нужно для того, чтобы мы могли после дискуссии внимательно проанализировать все, что здесь происходило. Я уверен, что Вы об этом забудете, как только мы начнем. Все, что Вы скажете мне сегодня, не будет связано (ассоциироваться) с Вашим именем. Нам интересно разнообразие Ваших мнений.
7. Если Вас интересует, почему отобрали именно Вас, то основным критерием отбора было стремление представить различные группы людей, которые участвовали в Программе АЙРЕКС.
8. Моя работа, как ведущего, состоит в том, чтобы сосредоточить наше внимание на теме общения, предоставить возможность каждому участнику высказаться и обеспечить динамичную работу.
9. Прежде чем мы приступим к обсуждению, я хотел(а) бы напомнить о некоторых правилах нашего общения:
 - мобильные телефоны должны быть поставлены в режим работы звонка «без звука»
 - не существует правильных или неправильных ответов, а есть различные точки зрения;
 - негативное отношение столь же важно для нас, сколь и позитивное;
 - мнение каждого человека очень важно для нас;
 - что бы можно было услышать каждого, мы будем говорить по одному;

¹⁶ Здесь и далее выделенный курсивом текст предназначается только вниманию модератора и служит для него как справочная информация. «Возможные ответы», предложенные к вопросам могут служить лишь подсказкой модератору для формулировки уточняющих (не навязывающих) вопросов.

- я искренне заинтересован(а) в Ваших точках зрения и хочу, чтобы Вы выражали их как можно более точно;
 - у меня нет цели в чем-то кого-то убедить, нам важно разнообразие мнений;
 - на правах ведущего я могу прервать Вас - и заранее прошу прощения - или я могу намеренно переключить Вас на другую тему разговора.
10. Для удобства общения каждый может написать свое имя или то, как он(она) хочет чтобы его называли, на карточке и прикрепить ее так, чтобы видели остальные участники.
11. Мы для Вас приготовили чай/кофе, воду. В ходе обсуждения можно этим пользоваться. Я надеюсь на Вашу помощь и на ваше искреннее и заинтересованное участие.
12. Теперь я хотел(а) представить Вам своих (своего) помощника(ов)..... И хотел(а) бы Вас попросить представиться самим:
- Пожалуйста, скажите, как Вас зовут, чем Вы занимаетесь и что любите делать в свободное время??

II. Разминка (установление контакта) 15 мин

1. **Расскажите о Вашем участии в Программе?** (*опросить всех участников*)
- Какая была Ваша роль в проекте? Как долго? Какое впечатление у Вас сложилось от участия в проекте? (*можно не уточнять, следите за временем 1-2-мин*)

III. Основная часть – глубинное интервью 95 мин

2. **Представим себе ситуацию, что я приехал(а) из другого города. Там не было подобных проектов и поэтому я не знаю что это такое. Я встретил(а) Вас и Вы захотели убедить меня присоединиться к деятельности по проекту. Что Вы мне скажите?** *опросите всех, следите за временем – дайте каждому 1-2 минуты на объяснение – после ответов уточняйте (если необходимо): «Что Вы имеете ввиду? Можете ли вы пояснить?»* Время на вопрос: 8 мин.
- (если не услышите ответ на вопрос: **Почему я должен(а) участвовать в проекте?** – задайте его всем)
3. **Что Вы узнали, участвуя в проекте?** (*следите за тем, чтобы отвечали про знания, а не про умения или навыки (т.е. то что научились делать). При необходимости разъясните, что знания – это новая информация*) Время на вопрос: 6 мин.
- Как Вы оцениваете эти знания? (*опросите всех, следите за временем – после ответов уточняйте, фиксируйте мнения юношей и девушек*)
 - (в случае положительных ответов) Как Вы сможете использовать эти знания в будущем? (*после ответов уточняйте (если необходимо): Можете ли вы пояснить? Приведите пример?*)
4. **Пред Вами лежат листы бумаги. Возьмите один листок и напишите на нем три самых важных конкретных примера того, что Вы научились делать во время участия в проекте в порядке важности (1 – очень важно; 3 – менее важно). Когда закончите, передайте Ваши листки мне. У нас с Вами на это есть 3 минуты.** Время на вопрос: 4 мин.



- 5. Какие, по Вашему мнению, Личные качества помогло Вам развить участие в проекте?** (следите за тем, чтобы отвечали именно про личные качества, т.е. индивидуальные особенности, которые вы получаете при рождении и можете развить в процессе участия в проекте (или работы). Примерами личных качеств являются терпение, оптимизм и воображение, сострадание, уважение и т.д.)
Время на вопрос: 6 мин.
- 6. Приведите пример Вашего участия в решении социальной проблемы (пусть небольшой) или защите интересов группы людей или конкретного человека (напр. вашего сверстника).** (опросите всех, следите за временем – после ответов уточняйте) Если никто не участвовал, то переходите к вопросу №7 и все подвопросы задавайте там. Время на вопрос: 7 мин.
- 7. Почему Вы решили так поступить?** (Если никто не участвовал, то переходите к вопросу №8 и все подвопросы задавайте там). Время на вопрос: 8 мин.
- Кто еще Вам помогал?
 - Как Вы принимали решения? Если Вы принимали решения совместно с другими людьми, чем они от Вас отличались? (уточняющие вопросы: Какие у них были особенности? Каким образом Вы их учитывали?)
 - Кто был лидером?
 - Опишите ситуацию, когда другие приняли Вашу точку зрения/мнение.
- 8. Расскажите о наиболее значимом для Вас успехе, которого Вы достигли за время проекта?** (опросите всех, следите за временем – после ответов уточняйте: Почему они считают это успехом, фиксируйте мнения юношей и девушек)
Время на вопрос: 7 мин.
- 9. Как, по-вашему, должна проявляться активная жизненная позиция?** (опросите всех, следите за временем – после ответов уточняйте: Почему?, Приведите пример?, фиксируйте мнения юношей и девушек) Время на вопрос: 6 мин.
- Как должен вести себя молодой человек?
 - Если Ваша активная жизненная позиция ведет (привела) к конфликту как Вы поступите? (вообще-то надо конфликты предотвращать либо находить взаимоприемлемые решения, идти на разумный компромисс)
- 10. Приведите пример проблемы, которая затрагивает Вас и Ваших друзей, знакомых?** (опросите всех, следите за временем) **Что можно сделать, чтобы решить эту проблему?** (опросите всех, следите за временем, ответы ассистент **должен записать на флип-чарте**) (вероятно, начнут предлагать варианты ответов как в 10-м вопросе анкеты. Тогда спросите:
- Что из предложенных вариантов можно отнести к активной, а что к пассивной жизненной позиции? Почему? (попросите обосновать).
 - Если необходимо решить проблему отсутствия молодежного центра в одном из районов города (или в селе), что для этого могут сделать молодые люди?
 - Как, по-вашему, распределиться ответственность между молодыми людьми и взрослыми? Время на вопрос: 7 мин.
- 11. Какими, по-вашему, должны быть отношения между молодыми людьми (Вашими сверстниками) и взрослыми, участвующими в процессе решения**



проблем молодежи на местном или региональном? (опросите всех, следите за временем) Время на вопрос: 6 мин.

- Поясните, почему Вы так считаете?

12. Если бы вы написали сценарий рекламного ролика об участии взрослых в решении проблем молодежи, что бы вы хотели показать? Кто был бы героем ролика? Кто стал бы его смотреть? (опросите всех, следите за временем) Время на вопрос: 7 мин.

13. Какие у Вас есть возможности для участия в решении проблем молодежи в Вашем Городе (селе)? (опросите всех, следите за временем, уточняйте ответы, фиксируйте мнения юношей и девушек) Время на вопрос: 6 мин.

14. Что Вы понимаете под термином «партнерство молодежи и взрослых»? (опросите всех, следите за временем, уточняйте ответы) Время на вопрос: 6 мин.

15. Как, на Ваш взгляд, можно охарактеризовать отношения молодежи и взрослых сегодня? (опросите всех, фиксируйте ответы юношей и девушек, уточняйте ответы: Что вы имели в виду? Приведите пример?) Время на вопрос: 6 мин.

- Поясните, почему Вы так считаете?

16. Где (в каких программах) могло бы быть эффективным участие молодых людей в партнерстве со взрослыми? (Необходимо от каждого участника добиться максимально конкретного ответа через уточняющие вопросы) Время на вопрос: 6 мин.

IV. Заключение 10 мин

1. Уважаемые друзья! Пришло время подвести итог нашего обсуждения.
2. Тема нашего обсуждения была: **Вашем мнении и отношении к участию Вас и ваших сверстников, в обсуждении и решении проблем молодежи.** Надеюсь, что дискуссия у нас получилась интересной не только для меня как ведущего и организаторов фокус-группы, но и для Вас.
За время дискуссии мы выяснили, что _____
Мы определили, что _____
3. Хочу Вас искренне поблагодарить за активную работу и вклад в исследование. За Ваши интересные высказывания. Спасибо большое за Вашу открытость и желание поделиться Вашими мнениями, убеждениями и идеями. Спасибо! Работа закончена!



Annex D: Training Agenda

Семинар НАВЫКИ ПРОВЕДЕНИЯ ФОКУС ГРУПП в рамках Программы поддержки молодежных инициатив

Даты проведения: 14 – 15 мая

Место проведения: Москва, гостиница Максима Панорама, ул. Мастеркова, д. 4

Участники: участники Программы, которые будут проводить фокус группы в регионах исследования

Цель: Участники семинара знают порядок организации и умеют проводить фокус группы.

Концепция тренинга: В ходе тренинга участникам будут предложены теоретические материалы (раздаточные материалы, презентация), а также будут проведены практические упражнения. Основной акцент в ходе занятий будет сделан на отработку практических навыков. Для целей проведения практических занятий участники будут разбиты на группы; каждой группе будет дана разработанная тренером ситуация (case); на основе предложенной ситуации участники будут отрабатывать навыки по подготовке и проведению фокус группы). В ходе тренинга каждый участник сможет отработать навыки, побывав в разных ролях. Для отработки навыков будет проводиться видеозапись ролевых игр с последующим анализом.

Повестка дня

14 мая

Начало 11:00

Сессия 1

Знакомство. Ожидания участников. Цели и задачи семинара, представление повестки дня, учебных материалов. Введение: Что такое фокус группа. Фокус группа как один из методов исследования.

ОБЕД 13:00 -14:00

Сессия 2

Как формулировать цели фокус группы? Предварительная работа по подготовке фокус группы. Практическое упражнение. Разработка плана мероприятий по подготовке фокус группы.

Перерыв 15:45

Сессия 3

Отбор и приглашение участников. Критерии отбора участников.

Практическое упражнение. Разработка методики отбора участников фокус группы.

Кофе-брейк 17:30

Сессия 4

Составление вопросов для фокус группы. Разработка сценария проведения фокус группы.



Практическое упражнение. Разработка сценария фокус группы, распределение ролей организаторов фокус группы.

Ужин 19:00

15 мая

Начало 09:30

Сессия 5

Выбор координатора и места проведения фокус группы. Что должен знать и уметь координатор фокус группы? Техническое оснащение места проведения фокус группы.

Практическое упражнение. Разработка «должностной инструкции» координатора фокус группы. Проведение интервью с кандидатом.

Перерыв 11:15

Сессия 6

Навыки фасилитации. Ведение записей выступлений участников.

Практическое упражнение. Ролевая игра: проведение фокус группы.

ОБЕД 13:00-14:00

Сессия 7

Навыки фасилитации (продолжение)

Практическое упражнение. Ролевая игра: проведение фокус группы (просмотр видеозаписей, комментарии участников и тренера)

Перерыв 15:45

Сессия 8

Интерпретация и отчет о результатах проведения фокус группы. Дальнейшие контакты с участниками фокус группы.

Практическое упражнение. Представление отчета о результатах фокус группы (в ролевой игре)

Кофе-брейк 17:30

Сессия 9

Заключительная сессия. Планирование фокус групп в рамках программы IREX – определение сроков действий по подготовке и проведению фокус групп.

Вопросы и ответы.

Ужин 19:00



Annex E: IREX Technical Approach

IREX designed YDCP in response to a request from USAID, in an effort to consolidate disparate investments made by USAID and other donors so that youth projects focused on competency building could be replicated throughout Russia. The program aims to support young people in developing the skills, attitudes, and abilities they need to become successful adults and active citizens by engaging them in addressing community needs.

The nurturing of competencies for this generation will enable them to become productive and thoughtful citizens and will build human capital within the country in a sustainable manner. The development of creative, empowered, engaged, and problem-solving citizens will ensure a more stable youth environment in the country, and will contribute to the more overarching development goals in the region.

By facilitating the replication and expansion of programs in line with the best practices in positive youth development, YDCP aims to empower youth and develop their personal, professional, and social competencies.

To achieve the stated objectives, YDCP utilized two key models of youth activity in the first three years of implementation: the Youth-Driven Model and the Community Schools Model. Together, they seek to engage and inform the youth sector in Russia, expanding the reach of successful programs while empowering young people through peer-to-peer knowledge sharing. As part of YDCP, these two models were implemented by youth-oriented organizations in ten regions throughout Russia.

In its 4th year extension period, YDCP works to strengthen youth policies and position young people at the center of youth programming through:

- Supporting youth-led community projects;
- Increasing local government's understanding of youth needs and addressing them holistically;
- Training youth-serving organizations and professionals to improve programming, build skills in positive youth development, and influence policy; and
- Facilitating collaboration between government, nonprofit representatives, and young people.

Youth-Driven Model

The YDCP program selected the best youth-driven programming currently practiced in Russia, and facilitated its replication by local youth, through funding, training and mentoring. Additionally, the YDCP program worked with regional adult stakeholders from government, business and media in order to ensure ongoing community support for youth, and the institutionalization of the replicated programs.

In seven regions (Republic of Karelia, Stavropol Kray, and the regions of Irkutsk, Volgograd, Chelyabinsk, Tambov and Tyumen), IREX used a youth-driven model (based on peer to peer interaction) to impart information and experience. Young representatives of effective youth programs throughout Russia (*innovators*) exhibited their programs at *youth empowerment road shows* held in each of the seven regions. Groups of local youth (*action teams*) then had the opportunity to compete for funding to adapt the program of their choice (thus becoming *adaptors*). Further support was provided to facilitate interaction between the innovators and the adaptors as well as to assist the adaptors in securing community support for their projects.

Identifying innovators with proven, successful youth-driven programs was central to the successful implementation of YDCP. Their models formed the backbone of the activities implemented in each of the seven regions. Innovators exhibited their models at the Youth Empowerment Road Shows and later hosted and mentored the local young adaptors who selected their programs for replication. A selection committee made up of professionals in NGO development and youth policy participated in the selection of innovators, giving preference to projects that:

- Are youth-driven (i.e. young people play a critical role in implementation);
- Engage young people (14-20 years old) in the following types of projects: recreation, skill building, activism and service and policy and leadership;
- Are sustainable (should have existed for more than one full program cycle);
- Can be concretely described and budgeted;
- Can be easily replicated in other areas and circumstances; and
- Are associated with an institution (NGO, school, university) that can provide guidance and infrastructure, and that has a proven track record in financial reporting and responsibility.

During the first year of program activity, youth empowerment road shows were held in each of the seven target regions for the youth-driven model. These large colorful gatherings, covered heavily by the local press, brought together all of the major local groups with a stake in youth issues, and introduced them to progressive youth-driven programming from all over Russia, and to the tenets of the well respected and extensively utilized theory of positive youth development. IREX worked closely with the *Regional Coordinating Organizations (RCOs)* to recruit the action teams (young people between the ages of 14 and 20 plus an adult coordinator) that would attend the event. By the end of the road shows:

- **Action Teams** learned tools for determining local demand and selecting programs to adapt for their region/city/village; gained motivation and inspiration to launch adapted programs; learned about successful youth models from across Russia and how to collaborate effectively with youth who implement them. They also understood how to apply for the seed grants that allowed them to become adaptors.
- **Adult Stakeholders** learned the benefits of and methods for conducting youth-empowering programs on the basis of positive youth development; learned about successful youth models from across Russia; networked with other stakeholders and youth from their region and across Russia.
- **Innovators** gained public speaking and presentation skills; networked with other motivated youth and adult stakeholders; and began a working relationship with adaptors interested in replicating their programs.

After the road shows, the action teams applied for seed grants; those selected became adaptors and started replicating their chosen project model with technical assistance and oversight from the innovators, RCOs, and IREX.

Community Schools Model

In three regions (Kursk, Murmansk and Tomsk), IREX worked with local partners to implement the Community Schools model, which equips schools to serve as hubs for positive youth development activities. This model aims to help young people develop confidence, self-esteem and belief in their own abilities to effect change by working on school-based projects to improve their communities.

The major goal of the experienced partner NGOs is to establish Community Schools in their target areas. In each participating school, teachers, administrators and students were trained in project management,



community needs assessment, fundraising, and social marketing. After the training, the Community School students implement small projects that both benefit their community and enable them to develop the skills they need to become successful adults. As part of the model, Community Schools are encouraged to partner with local government, business, and the media in order to become a sustainable locus of positive community development.

To ensure lasting change, Community School projects were required to garner support from local business and government in order to receive funding from YDCP. Matching grants of just \$100 to \$500 were awarded to stimulate low-cost, high-impact projects and prove the value of community investment to local stakeholders.

