



Canada World Youth Impact Assessment Synthesis Report



December 2006

A Word from Canada World Youth

This year Canada World Youth took the time to step back and carry out an impact assessment of the program during what was already a very busy year. Although the project involved a great deal of work, it was also inspiring; it isn't every day that we put such effort into reflecting upon the benefits of our programs! But it was clearly something that needed to be done so that we could gain a deeper understanding of what participants learn during the program and what they get out of it several years afterwards. This assessment also allowed us to better understand the ways in which the program contributes to building a more just, harmonious, and sustainable world. Testimonials given by past participants and host community members from Canada, Benin, Thailand, Ukraine, and Cuba describe the program as a remarkable personal and collective experience. Clearly, CWY transforms people's lives in a positive way.

This study was conducted in close collaboration with South House Exchange (SHE) and CWY's overseas partners, without whom it would not have been such a success. It was an ambitious study, covering five countries and involving more than 400 people. Special thanks are due to Kate McLaren and Paul Turcot from SHE as well as to all the team of professionals for their support and expertise. This evaluation has not only taught us more about our own organization, it has also allowed us to become familiar with SAS² (Social Analysis Systems) techniques. The approach used was an innovative one, with a focus on critical assessment and reflection. For a learning organization such as CWY, SAS² techniques provide stimulating challenges and enriching opportunities.

As well as being the year of the impact assessment, 2006-2007 is a year of transition for the organization. With 35 years under its belt, CWY is re-assessing its organizational practices, looking at new ways to provide young people who have specific needs and realities with access to its strong educational programs, and striving to maximize interactions with host communities. Questions raised in this report concerning "active community involvement" are therefore echoes of discussions already underway within the organization. At CWY, it has often been said that the world is our school and host communities our classrooms. There is much to be gained by forging closer relationships with host communities, formal and informal education institutions, and youth groups, and by getting the public more actively involved in our mission.

Thank you once again to all who contributed to the 2006 impact assessment. We hope you enjoy the report.



Don Johnston
President



South House Exchange



Acknowledgements

Designing and implementing this assessment has been intense and very rewarding. It was clear from the beginning that this evaluation was an opportunity to do something innovative and fully participatory. Each step of the process, from the earliest concept to the final details of the report, has been a collaboration between South House Exchange and Canada World Youth.

The four partner institutions in Benin, Cuba, Thailand, and Ukraine have invested staff time and physical resources to support the process. Partner representatives participated in the design workshop in March 2006, hosted and facilitated the workshops in their countries, consolidated the workshop data, and validated country findings. Many thanks for their contribution: Sourou Philippe Agbomenou (Benin), Ada Amelia Acosta (Cuba), Siriporn Ratana (Thailand), and Eduard Balashov (Ukraine); and to the other team members in each country for their contributions.

CWY staff have been most generous with their time, resources, technical expertise and support at all stages of this project. They managed the Canadian portion of the evaluation, organized the pilot workshop in February 2006, the design workshop, the Canadian evaluation workshops in May and June, and the final stakeholder workshop in November in Montreal. They shared fully in preparation of materials, including the Evaluation Facilitators' Manual. Rachel Benoit wrote the Canadian Evaluation Report. Much appreciation for their coordination, facilitation, and participation throughout: Julie Rocheleau, Rachel Benoit, and Diane Trahan.

The external evaluation team brought together years of experience with evaluation, participatory processes, international volunteer programming, program management, international development, and a commitment to innovation. Thanks to Helen Patterson for her work in Benin and overall contribution and support, to Daniel Buckles, a SAS² associate, for design ideas, and to Marielle Gallant for documents analysis. Special thanks to Jacques Chevalier and the extraordinary SAS² techniques he has been developing and testing around the world. His generosity in bringing his expertise to this project has helped to create a core of CWY staff and partners who are trained to use some of these exceptional diagnostic techniques.

For South House Exchange

Kate McLaren and Paul Turcot



South House Exchange



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Acronyms

CCD	Community Development Department – Ministry of Interior, Thailand
CCI	Canadian Crossroads International
CIDA	Canadian International Development Agency
CWY	Canada World Youth
EAD	Educational Activity Day
IDRC	International Development Research Center
ISP	Institute of Higher Education – Ministry of Education, Cuba
ICT	Information and Communication Technologies
MINED	Ministry of Education of the Republic of Cuba
NGO	Non-Governmental Organization
NUOA	National University of Ostroh Academy, Ukraine
SAS ²	Social Analysis Systems
SHE	South House Exchange
YEP	Youth Exchange Program (former name of CWY's core program)



South House Exchange



Executive Summary

CWY has played a formative role in the lives of youth and communities for 35 years, and has continuously adapted its youth programming to the needs of participants and community partners. In 1993, CWY undertook a major assessment of the impact of CWY exchange programs on participants and host community members, in conjunction with Canadian Crossroads International (CCI). The current impact assessment of CWY's core program (previously called the Youth Exchange Program, or YEP) is the first major study since 1993.

The purpose of this assessment is to:

- (1) Measure the impact of CWY's core program, not only on its participants, but also on society at large;
- (2) Produce an impact assessment report that can be shared with funders and other stakeholders: educational institutions, potential participants and their networks—i.e. families, friends, etc.—current and potential exchange country partners, other volunteer-sending NGOs and, possibly, Canadian taxpayers as a whole;
- (3) Make the results of the impact assessment available in a format that will help the organization with future programming decisions.

The 1993 study focused mainly on the program's impact on participants in all youth programming. This time, CWY is measuring the degree to which participants in the core program become involved citizens after the program, and assessing the types of choices they make. Enabling higher levels of community engagement is central to CWY's vision of a world of **active, engaged global citizens**. The assessment aims to display how and to what degree the organization is pursuing its mission and meeting its organizational goals:

CWY's mission is...

to increase the ability of people, and especially youth, to participate actively in the development of just, harmonious and sustainable societies.

- (1) To foster the acquisition of the knowledge, skills, attitudes, and values necessary for active community involvement;
- (2) To create a network of people of different backgrounds and cultures;
- (3) To establish partnerships with countries, organizations, communities, groups, and individuals that will serve as a basis for effective action.

The 2006 evaluation has assessed the main impacts of the program on past participants and host community members from 1993 to 2003. It has provided more detailed information on the program's impact on past participants' knowledge, skills, values, attitudes, and personal gains, and the impact of the experience on the nature and extent of their current civic and community engagement.

Participating Country Programs

In the 2006-2007 programming year, 1,300 young people were involved in 99 programs in Canada and 27 countries in Africa, Asia, the Caribbean, Eastern Europe, and Latin America.



Each year, as many as 50 communities in Canada, and just as many in countries around the world, host CWY programs and participants. Four countries were selected as the sample for this assessment (Benin, Cuba, Thailand, and Ukraine) as well as three regions in Canada where CWY supervises programs Québec (Montréal), Ontario (Toronto, Ottawa) and Alberta (Edmonton). In each country there were well established institutional partnerships with government departments or universities, and staff available to support the evaluation.

Methodology

The primary approach was one of participatory action research using the quantitative and qualitative tools of “Social Analysis Systems” (SAS²). These techniques are compatible with the core principles of CWY: namely, participation, collaboration, experiential learning, and shared ownership of results. The impact assessment was an opportunity to introduce SAS² techniques to CWY staff and partners, and to train CWY and partner facilitators in their use. Thus the impact assessment has combined both participatory action research and capacity-building. For more information on the philosophy, background and application of SAS² techniques go to www.sas-pm.com.

The design of this evaluation revolved around the development of a series of five SAS² techniques for use in workshops with past participants and host community members in each country. The techniques were based on the information that CWY collected in previous research, as well as in its current surveys and questionnaires, and were designed to create opportunities for workshop participants to contribute their own list of impacts, variables for measurement, and interpretation of results. In addition to the impact assessment workshops, the external evaluation team conducted semi-structured interviews with representatives of each institutional partner in the four exchange countries.

The evaluation was developed and implemented by a joint internal – external evaluation team, comprised of two CWY staff from the Research and Programming department and four external evaluators affiliated with a consulting firm based in Ottawa/Gatineau: South House Exchange. One of the external evaluators, Jacques Chevalier, is the founder and primary developer of the SAS² techniques, and the coordinator of SAS² international programs based at Carleton University.

Process in 2006

- * Pilot workshop with five past participants from Ottawa, Gatineau and Montreal to test the first version of the techniques. (February 2006)
- * Design and training workshop with one representative from each overseas partner institution and from each of the three CWY regions in Canada, (March)
- * 17 workshops with past participants and 7 workshops with host community members (April – June)
- * Interviews with partner institution representatives (April – June)
- * Supplementary online survey of Canadian past participants (July).
- * Wrap-up workshop with cross-section of Canadian-based CWY stakeholders, to deepen the analysis and interpretation of key results (mid-November).
- * Five full country reports (August–October), and Synthesis Report (November–December)



Evaluation Participants

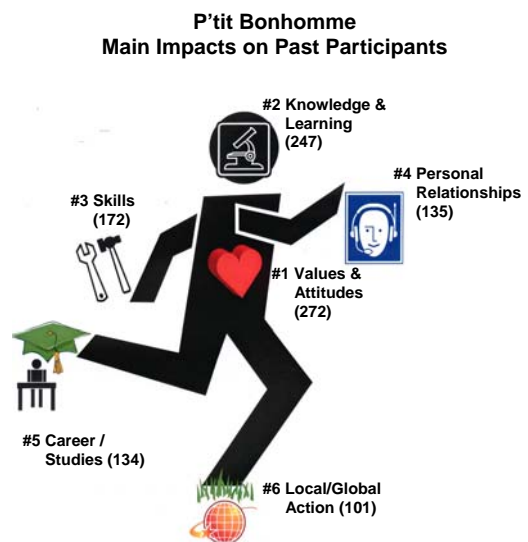
The evaluation involved a total of 391 people in workshops in all five countries. Of this number, 290 were past participants, with 64 from Canada. There were an additional 187 Canadians who responded to an online survey conducted by the Research and Programming department of CWY. A total of 101 community members from the five countries participated in host community workshops. The participation rates for exchange country past participants ranged from 60% of all participants in Benin, to approximately 25% of all participants in Thailand and Ukraine. Canadian participation rates were much lower given that the number of Canadians involved between 1993 and 2003 was over 5,000.

The past participants who took part in the evaluation were fairly representative of their country programs with respect to gender balance and rural / urban balance. There were one or more representatives from every year under review in all countries although the proportion of representation from each year did not necessarily correspond to the total numbers per year. The majority of exchange country past participants are employed full-time, or self-employed, although the percentage varies greatly from country to country, reflecting a variety of different social, political, and economic contexts. One-third of Canadians in the evaluation workshops are full-time students, with slightly more being employed full-time. Close to half of the evaluation participants are employed in occupations that are generally considered to be part of the social or public sector. Over three-quarters have some kind of cross-cultural component to their occupation and are involved in their communities either through work or as volunteers.

Summary of Findings

The evaluation was designed to collaboratively assess the extent to which CWY's mission and organizational goals are being achieved. It indicates that CWY's core program is achieving its three organizational goals with considerable success. The most important impacts for all evaluation participants, both host community members and past participants, are **emotive** (in particular, impacts on values and attitudes) and **cognitive** (impacts on skills and on knowledge). There were somewhat lower impacts in the behavioural domain (career/studies and local or global action).

Interviews with CWY institutional partners overseas (government departments and universities) suggest that CWY has developed effective and long-term institutional partnerships in each of the four exchange countries under review, and that the program contributes to meeting institutional goals related to youth.



Impact on Past Participants: CWY has developed an integral learning philosophy based on what might be called the “four pillars” of learning: learning to be, learning to know, learning to do, and learning to live together effectively.¹ The exchange program has learning objectives and outcomes in each of these domains, described in the assessment as emotive, cognitive, and behavioural.

Emotive: Impact on values and attitudes (the heart in the “P’tit Bonhomme” diagram at the right); and on interpersonal relationships (the right arm).

Cognitive: Impact on knowledge (head) and skills (left arm: communication, organizational, learning, technical).

Behavioural: Impact on career and study choices (right leg), and on local / global action (civic and community engagement: left leg).

**** Main Impacts:** Participants were asked to identify the two most important impacts of the program. The most important impacts for the highest number of past participants were on their **values and attitudes**—such as open-mindedness, responsibility, and equality (selected 26% of the time). Second was impact on **knowledge/learning** (23% of selections), including both self-knowledge and knowledge of another country. **Skills** ranked third on average (16%), with interpersonal relationships fourth (13%), followed by the two behavioural categories: impact on career/studies (13%) and local/global action (10%). Exceptions were Thailand and Canada, where impact on career or on studies ranked second. Older cohorts (those who joined the program between 1993 and 1999) in Canada, Cuba, and Ukraine are more likely to select impacts on interpersonal relationships than are the younger cohorts.

**** Effect of program components:** The success of the program in reinforcing attitudes of openness, cross-cultural communication, and respect was confirmed by the ranking that participants gave to particular program components that support these attitudes, in particular group activities, host families, and educational activities. These three components were more likely to affect the main impacts than were other program components such as the counterpart (4th), the host community (5th), or the work placement (6th). There were several country exceptions: In Canada, the host community was first, while group activities placed sixth. In Ukraine, work placement ranked first.

**** Impact on knowledge and skills:** Among the four skill areas, the evaluation participants consistently rated communication and organizational skills as being more important with overall average ratings of 4.2 and 4.1 out of 5.0. The least likely to be considered important were technical skills, with an average rating of 3.3 out of 5.0. Communication and organizational skills are universally important social skills that are valued in both interpersonal and professional relationships. They are highly compatible with the aspects of personal development that participants also valued more highly, and they are skills (or

¹ Canadian Council on Learning, composite learning index, <http://www.ccl-cca.ca>. “Integral” refers to an integral approach that means “dealing with the body, mind, heart, and soul” at all scales (individual, group, national, global), and for conscious and unconscious dimensions of being. See <http://www.itp-life.com/> and work by Ken Wilber among others.

capacities) that strengthen effective community engagement. The impact on knowledge (about topics such as sustainable development or the history and culture of another country) came fourth in an exercise to rate knowledge and skills. In Canada, however, knowledge came second.

- ** Impact on values and attitudes:** The average score for the impact on past participants' values was 4.0 or above out of 5.0 in all countries except for Canada (3.9 out of 5.0). The highest average rating was Cuba at 4.8. Personal values, (i.e., those oriented to personal behaviour and moral standards) were chosen more often as being most important, as opposed to more "socio-political" or universal values such as gender equality, social justice, or national pride. The value mentioned most often was tolerance or open-mindedness (25% of selections for the top two values). In general, the emotive impacts were in the sphere of "personal growth" rather than on interpersonal relationships and networking.

"I gave a score of 5 as the degree to which my values were changed because my experience with the CWY program made me appreciate the differences in cultures. This led to a different way of thinking about myself and others and to a different attitude. I am now better able to accept others' differences. It has also led to a better appreciation, pride and love of my own locality."

- Thai participant (evaluator's translation).

- ** Impact on personal gains:** The impact on personal gains scored almost equally to the impact on values, at 4.0 or above, in all countries. Canada had the lowest average rating at 4.0 and Cuba the highest at 4.6. The most important gains tended to be those connected with personal growth (54% of the top two most important gains) in areas such as self-confidence, insight, independence, and knowledge (including "studies" for Canadians). Gains in the area of occupation/jobs, skills, and social status (job advancement, team/leadership and organizational skills, another language) were selected slightly less often (47%). There were significant differences among countries, however. For example, Canadians selected personal growth gains more often than skills/occupation/status gains (69% versus 31%). The exact opposite was the case for Thailand, Ukraine, and Benin where a clear majority of participant selections were in the skills / occupation and status category. This can be explained by the fact that a higher portion of the Canadians are full-time or part-time students (33%). The gains in communication and organizational skills, combined with gains in self-confidence, have had a compounding effect on the professional and educational choices and prospects of many past participants.

Number of people identifying impact on job gains:

* Cuba:	3 out of 61 participants	(5%)
* Canada:	10 out of 64 participants	(16%)
* Ukraine:	10 out of 28	(36%)
* Thailand:	27 out of 62	(43%)
* Benin:	33 out of 75	(44%)

- ** Impact on civic and community engagement:** For all countries, the impact of the program on past participants' involvement was moderate to important, with ratings from a low of 2.9 (Canada) to a high of 4.6 (Benin). CWY participants believe very strongly in the importance of civic and community engagement, rating various social service, volunteer, public awareness, and civic activities at an average of 4.4 out of 5.0. Where the impact of the

program is lower, as in Canada, there are other factors that affect participation, since 83% of the Canadian participants stated that they are involved in some kind of community activity through their studies or work, or as volunteers. It is also likely that many participants are involved in their communities before they join the exchange, and that institutional partners select them partly for this reason; similarly, this may also be why participants are interested in the program. There is also a strong correlation between the impact of CWY and the amount of time participants spend on these activities. The least common activities are those related to global cooperation and global awareness. Many participants in all countries attested to the impact of the experience in Canada in raising their awareness of environmental issues. Of all countries, the Canadians spend the least amount of time in community activities, despite the high importance they accorded them. Beninese spend the most time, with Cubans a close second.

Impact on host communities: Experience with the CWY program has had a profound impact on the host community members involved in the evaluation, with an average impact rating for all countries of 4.4 out of 5.0. The top impacts, as with past participants, were emotive and cognitive, but in this case, interpersonal relationships came first, with values and attitudes a close second, tied with knowledge of another country. Host family members tended to select emotive impacts, and work placement supervisors selected cognitive impacts on skills or knowledge. The least selected “most important impacts” were local / global action.

The views of host community members help to fill out the picture of community impact arising from CWY’s core program as it is currently conceived. Firstly, the program is reported to have an impact on community members that lasts beyond the three months of the programming phase. However, the findings also point to some critical limitations to the current approach, and raise some provocative questions about how CWY might channel and maximize the community impacts during exchanges and after they are over.

“It is a matter of how the participants integrate, establish emotional relations with the workers, students, families, with joy and the enthusiasm that you get when becoming aware of the importance that this program will have in their lives.”

*- Cuban host family member
(evaluator’s translation)*

- *Is the CWY goal of “active community involvement” being addressed as forcefully and strategically as possible? What community and social development rationale might be used to frame a community engagement strategy? How might this affect the selection of host communities and community partners?*
- *Are there ways to further strengthen programming components, especially work placements, host communities, and specialized (technical) skills, in order to enhance the impact in the area of community engagement?*
- *What has to change for the personal learning goals (being, knowing, doing, and living together) to be fully integrated with the goal of community and social development?*
- *How might CWY partnerships be used to leverage community impacts? How might partners work with CWY to support networks of youth involved in community action beyond the six-month exchange?*

The further enunciation of community-level objectives is essential if CWY is to fully achieve its goal of enabling community engagement. Conceiving of community-level work as “a project” with short- and medium-term results for both participants and host community members, would make it possible to undertake more reliable monitoring and evaluation of community impacts over time.

Interpreting lower impact areas: Analysis of high impact areas might suggest a continuation of the status quo. Analysis of lower impact areas, however, encourages a change in programming strategies. Participants generally reported lower impacts of the program on:

- their “behavior” (i.e., how the program affects their career/studies, local/global action / civic engagement) as compared to “cognitive” (knowledge) and “emotive” impacts (values/attitudes);
- friendship and networking (interpersonal relationships);
- “socio-political” values as opposed to their “personal/interpersonal” values;
- gains in occupation, skills, and social status as opposed to gains in personal growth;
- “technical skills” as opposed to communication and organization skills.

In all of the exercises that measured the impact of the program in specific areas, the Canadian participants rated the impact below that of other country participants, although the impacts were still moderate or higher. The relatively greater impact of the program on exchange country participants could be due, in part, to the important role of the overseas partners in selecting participants, host communities, and community partners to fit within their larger development agenda. Each institutional partner works in a given sector (education, culture and recreation, etc.), and implements a long-term program. The CWY partners interviewed for the evaluation all indicated that the program helps them to meet their own institutional goals and to identify and support youth community leaders. The youth leaders, in turn, have multiple impacts on the well-being and development of their own communities. This larger sense of social purpose is clearly an important motivation for CWY exchange country participants and partner organizations.



Cuban participants evaluate their knowledge and skills, Villa Clara, May, 2006.

This idea suggests a subtle shift in strategy that has some practical implications. Greater weight might be given to the development agendas of partner institutions and community-based organizations, with work placements—and indeed host community members more broadly—playing a greater role in achieving both the educational and the broader community goals of CWY.

Conclusions:

It is very clear from the impact assessment that CWY's core program is changing the lives of its participants around the world and of the host community members who are most closely associated with the program. In many cases the experience is transformational, affecting core values, attitudes, understanding, capacities and choices for future work, studies, and social involvement. The assessment thus shows that CWY is achieving its first organizational goal: "to foster the acquisition of knowledge, skills, attitudes, and values necessary for active community involvement." The goal assumes that community-based learning enables future active involvement. And this is borne out for a majority of the evaluation participants, especially overseas. It is less clear how well CWY is achieving its second goal of "creating a network of people from different backgrounds and cultures ..." since "friendships and networking" were not as often identified as a main impact for past participants involved in the evaluation. With respect to the third organizational goal of establishing "effective partnerships as a basis for effective action," it is clear that CWY has established such partnerships in Benin, Cuba, Thailand, and Ukraine. However, there are no equivalent intermediate institutional partners for the core program in Canada. The impact assessment has found that the impact of the program on "effective action" is perceived to be less important by past participants and host community members. In particular, the impact of CWY exchange programs on the community engagement of Canadian past participants is less than the impact on exchange country participants. Thus, the third organizational goal seems to be only partially achieved. This is hard to assess, however, because of the lack of clarity or specificity about community impact objectives during and after the programs.

These findings, in their totality, provide an opportunity to celebrate success and to embrace a strategic review of the intersection between CWY's learning objectives and its less well-articulated social impact expectations.

Recommendations of the external evaluation team

The external evaluators have analyzed the findings of the impact assessment and put forward a number of observations, provocative questions, and conclusions. The following recommendations summarize the general thrust of our conclusions, namely that:

- (1) CWY ground its individual learning objectives for past participants in a more intentional community-based strategy that includes consideration of the longer-term impact on host community members and community partners overseas and in Canada;
- (2) CWY seek to bolster positive impacts on participants' occupational outcomes by considering the value of relevant technical or professional skills, in addition to communication, learning, and organizational skills, and by reviewing the role of the work placement component of the program;
- (3) CWY complement its ongoing impact surveys of participants with periodic, participatory, culturally sensitive workshops to reflect on their programming goals, strategies, and results. Ideally this would further build on CWY's capacity to facilitate developmental

evaluation and social impact analysis using some of the SAS² techniques employed by this evaluation.

Part 1 Introduction

1.1 Purpose and Terms of Reference

Canada World Youth (CWY) has played a formative role in the lives of youth and communities for 35 years. Throughout these years, CWY has continuously refined its youth programming and adapted to the needs of participants and community partners. Ongoing evaluation of all programs, along with more comprehensive periodic assessments of their impact, are vital to the continued relevance of youth exchange programming.

In 1993, CWY undertook a major assessment of the impact of its exchange programs on participants and on host community members, in conjunction with Canadian Crossroads International. The assessment was carried out by the consulting firm, C.A.C. International. The findings of this research have been widely communicated externally and have been a reference point within CWY. The current impact assessment of the core program (formerly the YEP) is the first major study since 1993.

The purpose of this assessment is to:

- a) Measure the impact of CWY's programs, not only on its participants, but also on society at large;
- b) Produce an impact assessment report that can be shared with funders and other stakeholders: educational institutions, potential participants and their networks—i.e. families, friends, etc.—current and potential exchange country partners, other volunteer-sending NGOs and, possibly, Canadian taxpayers as a whole;
- c) Make the results of the impact assessment available in a format that will help the organization with future programming decisions.

CWY's mission is...

to increase the ability of people, and especially youth, to participate actively in the development of just, harmonious and sustainable societies.

The 1993 study focused mainly on the program's impact on participants in all youth programming. This time, CWY has added a new element for analysis: measuring the degree to which participants become involved citizens after the program, and assessing the types of choices they make. As CWY's vision is one of a world of **active, engaged global citizens**, evaluating the degree to which the programs have contributed to the achievement of this vision over the past ten years is at the heart of this impact assessment. In other words, the assessment aims to help CWY display how and to what degree the organization is pursuing its mission and meeting its organizational goals: to "foster the acquisition of the knowledge, skills, attitudes, and values necessary for active community involvement; to create a network of people of different backgrounds and cultures; and to establish partnerships with countries, organizations, communities, groups, and individuals that will serve as a basis for effective action."

1.2 Overview of CWY's Core Program

Canada World Youth aims to prepare a new generation of global citizens through its international educational programs for young people aged 17 to 24. Since 1971, more than 26,000 young people from Canada and around the world have participated in CWY programs in 67 countries. In 2006-2007, CWY will enable 1,300 young people to participate in 99 programs in Canada and 27 countries in Africa, Asia, the Caribbean, Eastern Europe, and Latin America.

Each year, as many as 50 Canadian communities, and at least as many communities in countries around the world, host CWY programs and participants. This collaboration is vital to the success of the programs because the time in the community is an integral part of the CWY experience. Community-based, experiential learning plays a crucial role in achieving CWY's learning objectives, summed up as "explore, understand, and transfer."²

With CWY, groups of 18 to 20 young people from different cultures live with host families and work together on volunteer projects for a total of six to seven months (three in a Canadian community and three in a community in one of the partner countries). CWY stands apart from other organizations of the same type through the reciprocal nature of its program. The Canadian phase of the program is managed by CWY staff, in cooperation with many community partner organizations in smaller communities across the country. The overseas component is managed by institutional partners, who select host communities and manage all aspects of the program in their country.

CWY also offers programs in partnership with academic institutions (CÉGEP Marie-Victorin, Québec; Dalhousie University, Nova Scotia; the University of Alberta's Augustana Faculty; and Capilano College, British Columbia). Through these institutional agreements, many Canadian participants are able to receive university or college credits towards a degree or certification.

1.3 Country Programs in the Evaluation

Canada World Youth selected four of its partner countries to participate in the evaluation. A number of factors were considered in making the selection:

1. **The countries needed to cover four continents as well as English and French-speaking programs;**
2. **Each partner organization needed to have solid experience with CWY within the years under study (1993 – 2003);**
3. **Preference would go to partner organizations that were involved in the 1993 impact assessment and/or smaller-scale assessment initiatives in order to ensure effective participation and data collection;**

² CWY, "Portfolio" appendix 1

4. Selection would depend on partner availability and level of interest considering the commitment required by each organization.

BENIN

Ministry of Culture, Sports, and Leisure (Cotonou, Benin)

The Ministry of Culture, Sports, and Leisure (*le ministère de la Culture, des Sports et des Loisirs*) is responsible for promoting and coordinating various initiatives related to youth, recreation, and sports at the national level. The body responsible for organizing and supervising exchanges, *La Direction de l'Entrepreneuriat et de l'Insertion Professionnelle des Jeunes*, assists young people with integration into the work force. As the program's focus is entrepreneurship, work placements provide participants with the opportunity to become familiar with the various aspects of managing small and medium-sized enterprises (NGOs, social enterprises, small family businesses, etc.). When possible, work placements can coincide with the fields of study of some of the Beninese participants.

In Benin, care is taken to ensure that the participants who are selected represent the country's various economic, social, and linguistic groups and that they are already involved in development activities in their own communities, thus increasing the program's impact on society. Candidates with strong leadership skills who demonstrate initiative are given priority. All selected participants are between the ages of 17 and 23, and are able to speak and understand French. Since 1996, between 180 and 200 young Beninese people have taken part in the program.

CUBA

Ministry of Education of the Republic of Cuba (MINED) (Havana, Cuba)

The Ministry of Education of the Republic of Cuba has the overall responsibility for developing and implementing the country's education policy, through its Provincial and Municipal Directorates and the *Institutos Superiores Pedagógicos* (ISP). As part of their pedagogy-focused curricula, the faculty of education develops cultural community programs to equip teachers to become active advocates of culture. Students from across the country have the possibility of participating in the CWY program. Cuban participants are expected to increase their knowledge and enhance their professional skills through their interaction with the socio-economic reality of Canada and Cuba. For these reasons, MINED oversees the coordination and implementation of the CWY international community-development focused program. Work placements are usually held in the fields of education and community/social services.

The Principal of the host ISP and the host Provincial Directorate of Education are responsible for the successful development of the CWY-MINED program during the Cuban phase. Since 1995, more than 250 Cuban youth have participated in the exchange program.

THAILAND

The Community Development Department (CDD) (Bangkok, Thailand)

The Community Development Department (CDD) was officially established under the Ministry of the Interior. Its mission is to promote people's participation and learning process in order to enhance community empowerment. The youth exchange program focuses on community development, agricultural activities, micro-enterprise and social services. Initially settled exclusively in a rural environment where participants would be living and working on farms, the Thailand exchange expanded its outreach over the years. The program was also held in small community settings and the selection of work placements was extended to social/community services as well as small businesses.

Youth participating in the program are selected by the CDD from around Thailand. Aged between 17 and 24 years old, the candidates are chosen according to their leadership skills and the active roles they play in their own communities. A primary goal of the program is to provide learning experiences for participants that will be beneficial to their families, to their communities, and to themselves.

The Thai/Canada youth exchange program is one of CWY's longest partnerships; it completed its 21st year in 2005. Since 1984, more than 400 Thai youth have participated in the exchange program.

UKRAINE

The National University of Ostroh Academy (Ostroh, Ukraine)

The National University of Ostroh Academy (NUOA), an alternative higher education institution, focuses on training highly qualified specialists in the fields of history, culture, foreign languages, economics, and law. The NUOA is a member of the international level of higher learning institutions specializing in Liberal Arts. Students and professors have many possibilities to work and study abroad. NUOA has been involved in international initiatives such as the "International Service in the Context of Globalization Conference," which took place in London, England on May 25, 2005. Approximately thirty North American and European scholars and specialists in the field of international volunteering were present at the conference. NUOA committed to hosting the next international conference and also pledged to create a Volunteer Research Centre in Ostroh which will facilitate volunteer networks and opportunities in the region.

The NUOA is responsible for the recruitment, selection, training, supervision, and support for both field staff and participants involved in the program. The candidates are mostly from the Department of Foreign Relations and the Department of Languages.

The main objectives of the exchange are to facilitate the acquisition of new attitudes, knowledge, and skills in participants, to encourage participants to become positive, questioning thinkers committed to local action, and to better address shared problems of development.



Volunteer placements are usually held in the field of social and community services. Since 1996, more than 120 Ukrainian youth have participated in the CWY program. NUOA was also the first CWY partner organization to participate in the newly created Canada Corps Initiative and received Canadian volunteers working on the Information Communication Technologies for Governance Program (ICT4G).

1.4 Evaluation Team

The team was composed of internal and external members, including two CWY staff and four outside consultants.

- * Jacques Chevalier, SAS² Learning Systems
- * Paul Turcot, partner, South House Exchange
- * Kate McLaren, partner, South House Exchange
- * Helen Patterson, associate, South House Exchange
- * Julie Rocheleau, CWY
- * Rachel Benoit, CWY

The overseas and Canadian regional facilitation teams prepared and delivered the field workshops and prepared consolidated data reports. The Canadian evaluators participated in the first workshop in each partner country:

Canada: Rachel Benoit, Hoi-Ning Chang, Marie-Christine Gélinas, Matthiew Gusul, Omme Rahemtullah, Julie Rocheleau, and Réka Serfozo. (Marie-Christine, Omme and Réka validated the Canada report).

Benin: Sourou Philippe Agbomenou, Helen Patterson and Mohamed Varissou

Cuba: Jacques Chevalier, Milsania Fumero López, Winter Valero López, Dayelín Martín Yors.

Thailand: Paul Turcot, Siriporn Ratana with Damrong Jaiyot, Nadchanok Jailerm Khunpraphat Kolaka, Taweewat Pitakrasakul, Nicha Premchan, Pattuma Srinakhondam

Ukraine: Eduard Balashov and Kate McLaren

The team is grateful for support from Diane Trahan (Program Manager, CWY), Richard Archambault and Véronique Dion (CWY), and Marielle Gallent (associate, South House Exchange).

Part 2 Methodology

2.1 Social Analysis Systems

CWY selected the approach known as “Social Analysis Systems” over other qualitative and quantitative research methods such as surveys, focus groups, and semi-structured interviews because SAS² techniques are compatible with the core principles of CWY: namely, participation, collaboration, experiential learning, and shared ownership of results. The methodology is a model for collaborative research that involves participants in selecting the elements and variables for analysis and in the diagnostic, analytic, and interpretive processes. The impact assessment was an opportunity to introduce SAS² techniques to CWY staff and partners, and to train CWY and partner facilitators in their use. Thus the impact assessment has combined both participatory action research and capacity-building.

Many of the **SAS² techniques** are relatively new in Canada. They have been extensively tested and used in many community and development contexts in other countries, with the support of the International Development Research Centre (IDRC). The principal developer of SAS², Jacques Chevalier, is based at Carleton University in Ottawa. For more information, see www.sas-pm.com. The core techniques are grounded in social theory that draws on lessons from other social science disciplines and perspectives including participatory action research, social actor and political economy theory (stakeholder power, interests, legitimacy, collaboration, and conflict), social anthropology (local knowledge and cultural learning and value systems), clinical psychology (construct analysis), management and human systems theory (complex adaptive systems and complexity theory), and monitoring and evaluation tools and principles.

SAS² innovates in many ways. The approach:

- integrates quantitative and qualitative information,
- gathers individual information and perspectives as well as group assessments,
- involves participants in assessing and contextualizing the findings as they are created,
- is sensitive to cultural differences,
- has greater diagnostic rigour than many traditional participatory methods, and can be scaled up for more rigorous analysis,
- tailors each technique to the particular evaluation question and context.

Methodology for measuring impacts: Information was gathered using several different SAS² techniques in a total of 17 workshops with past participants overseas and in Canada, and in seven workshops with host community members. The evaluation was designed to measure five types of impact on past participants: the overall top two “main impacts” of the exchange; the impact on knowledge and specific occupational and life skills; the impact on values/attitudes and personal gains; and the impact on past participants’ current involvement in community and civic activities, (see the flow chart on page 23). Each technique was designed to elicit information about the impact in the cognitive, affective, and behavioural aspects of the program.



South House Exchange



In each overseas country, one of the external evaluation team members co-facilitated the first workshop with past participants.

Each technique involved eliciting from participants their own list of impacts and then prioritizing and rating these against a rating scale. A more detailed description of each technique appears at the beginning of the appropriate section in the report.

Semi-structured interviews were conducted by the external evaluators with representatives of each overseas institutional partner to gather their perspectives on the impact of the program on past participants and their communities and institutions, and to hear their views concerning the effectiveness of the partnership with CWY.

2.2 Design and Data-gathering Process

Design and testing: The external evaluation team reviewed programming documents and CWY monitoring and assessment tools (surveys and reports). This information provided the framework and topic categories for each SAS² technique. The development of the techniques was a collaborative process involving the external consultants and two CWY staff. Once developed, the five techniques were tested twice: at a small pilot workshop in Gatineau, Quebec, in February 2006, involving the evaluation team and five CWY past participants, and at a design and training workshop held in March 2006, in Quebec.

The **design workshop** involved one partner representative from Benin, Cuba, Thailand, and Ukraine, and three Canadian CWY staff – all of whom would be facilitating the data-gathering workshops in their country or in Canada. The three day workshop further tested each technique and provided in-depth training for the country facilitators. A detailed facilitator manual was produced for use by all country facilitators.



Design and training workshop with overseas partners and Canadian CWY staff, Sutton, Quebec, March 2006.

Data-gathering: Past participant workshops gathered basic information on each participant (name, year of participation, occupation, employment status, etc.), and put participants through the four SAS² interactive techniques to elicit information, impact ratings, and group interpretation on the evaluation questions (see flow chart below). Each workshop lasted for one day or more. All past participants for whom contact information existed were invited to the workshops. **Host community workshops** were half a day and gathered individual information on community members (name, nature of their involvement, occupation, gender, etc.) as well as individual assessments and group ratings of the main impact of CWY in the three areas of impact: cognitive, affective, and behavioural. The technique was the same as the one used to measure main impacts on past participants. Workshop participants were also asked to estimate the number of other people in the community who have been affected directly by the program.

All impacts of the program were rated on a scale of 0 to 5, (where 0 = no impact and 5 = very high impact). For every SAS² exercise, each individual recorded their own rating, priorities, and short explanations on handout sheets or a large file cards. All information on the cards and individual sheets, as well as group ratings, were entered into an MS Excel spreadsheet after the workshop.

During the workshops, all group data was displayed in participant-created charts on the floor or on flip charts that permitted graphic and visual depictions of group findings. With this approach each group could see the variations in scoring among activities and group members. Group interpretations expanded understanding of the cultural context and individual differences that emerged in each exercise. (See the CWY Impact Assessment Manual).

The data from each workshop was consolidated by the country facilitation team into a single country database that was used by the external evaluation team to generate five country reports. The country reports are an integral part of the evaluation. They have been synthesized in this report.

Methodological Issues

Evaluation sample: In each overseas country, the evaluation facilitator invited all CWY participants for whom there was contact information. Every effort was made to ensure that people were able to attend. In Ukraine, for example, invitations were sent to 77 people out of a total of 107 participants for the years under review. Organizers did not try to contact participants who were deselected, or who left the program early. In Thailand, the past participants from two years (1994 and 1999) were present almost in their entirety due to their strong internal networks. The evaluators consider the overall participation rates to be sufficiently representative of each country: Benin (60%), Cuba (42%), Thailand (25%) and Ukraine (26%).

In Canada, CWY staff sent electronic invitations to everyone for whom there was contact information, and called hundreds of past participants. Nevertheless, participation was well below the target of 75 for each Canadian region, (225 for Canada as a whole). To augment the Canadian workshops, CWY administered an online survey with the same questions. The response was 187. Thus, the total number of Canadian past participants in the evaluation is 251 out of a total of 5,219 Canadians involved in the core program (or YEP) between 1993 and 2003. This report has included only the workshop participants in the global findings. The online survey results are described at the end of each section.

The **gender** balance of the evaluation participants is representative of the core program gender balance in each country, at close to parity, except for Canada, where the percentage of women in the evaluation was greater than the percentage of women for the program as a whole.

With respect to the **urban / rural** background of participants, the evaluation participants generally reflected the original breakdown, with most participants coming from smaller urban centres (Cuba, Ukraine, and Benin) or from rural areas (Thailand). In Canada, the workshops were held in four large cities (Edmonton, Toronto, Ottawa, and Montreal). Canadian evaluation



participants thus reflected more of a large-city urban bias. It is possible that past participants who are now living in smaller rural communities in Canada would have different types and levels of community involvement. It was not possible, however, for the evaluation to organize workshops in smaller Canadian centres, and still obtain an acceptable participation rate. The definition of urban versus rural was not provided by the evaluators and differs from place to place.

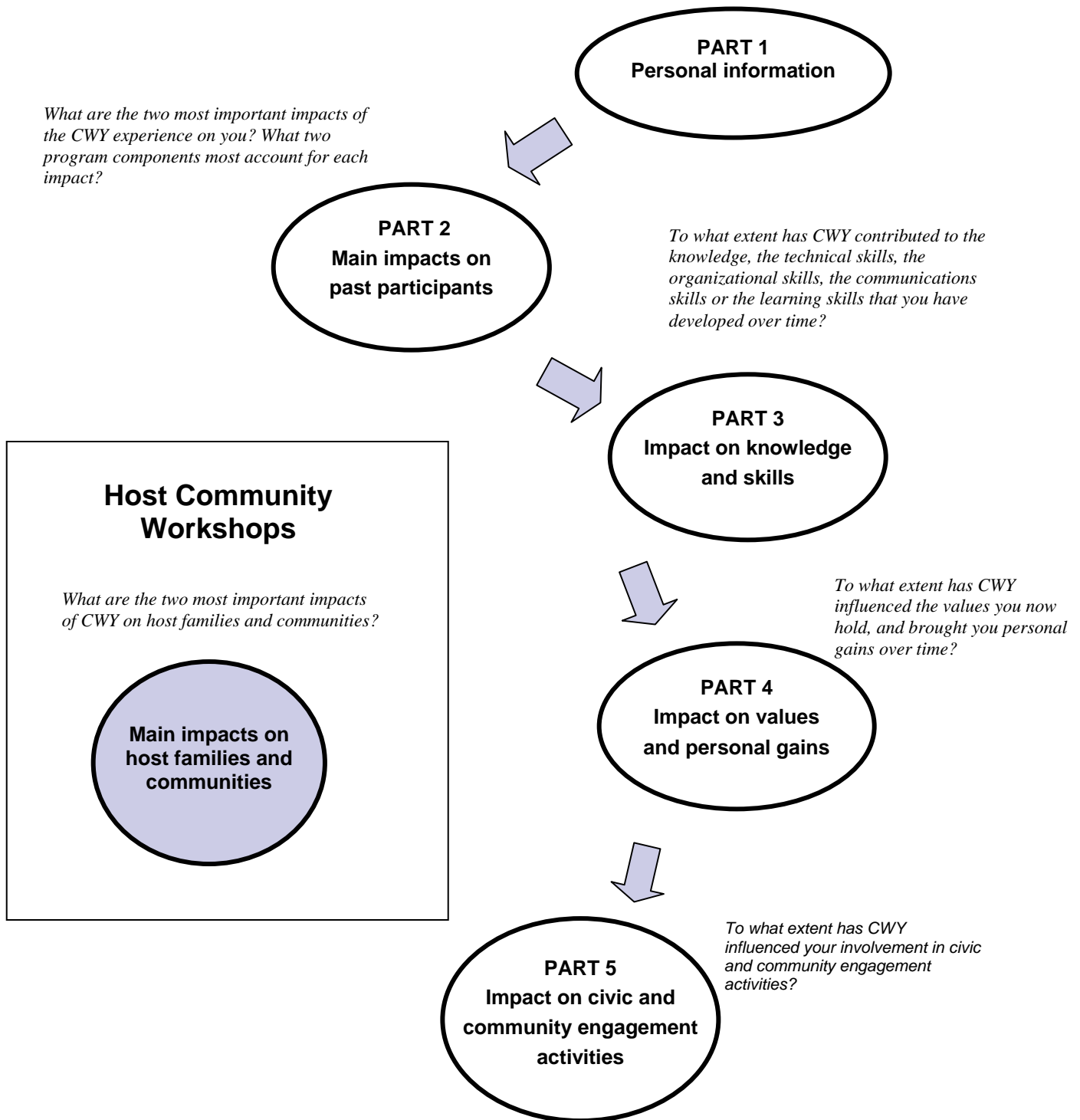
Assessing longer-term impact: CWY is interested in tracking the impact of its program over time, the extent to which participants make choices that affect their personal and professional lives, and participants' actions in their communities and beyond. This evaluation attempted to address change over time by dividing participants into two cohorts: those who joined in 1999 or earlier, and those who joined between 2000 and 2003. It was possible to tabulate the responses for each cohort in each SAS² exercise using the database of individual responses. Two exercises also asked participants to identify their cohort when ranking or rating their responses. Some tentative information has been drawn from these findings, suggesting that in some countries there is a distinction in some areas, while in others it is not so clear. In Ukraine and Cuba, the number of people in the earlier cohort was fairly small.

Performance Indicators: The evaluation categories and indicators were based on the performance monitoring tools in use by CWY (pre- and post-program questionnaires), and upon CWY programming objectives/results in the areas of desired cognitive, affective (emotive), and behavioural change. In some cases the SAS² technique gathered the same type of information as the participant questionnaires, as with skills for instance, although using a different rating scale and average group ratings, instead of individual ratings. For other impact categories it was possible to capture more detailed and context-specific information on the types of values, gains, and community activities that participants believe have been affected by their experience with the program.

Scope of impact on host communities: Participants (community members) in the seven host community workshops were asked to estimate the number of people who were reached through the CWY program from their perspective as host family members or as work placement supervisors. There is no way to translate this estimate into a meaningful impact on a whole community although some people thought that the whole community had been reached. What emerged is a snapshot of the impact on people most affected by the program, and a sense of the impacts they consider to be most important. From participant comments and partner interviews one learns that the Canadian presence in small communities is visible, and that information spreads through informal social networks.

CWY IMPACT WORKSHOP QUESTIONS

Past Participant Workshop



2.3 Building on the 1993 Impact Assessment

The 1993 evaluation was conducted on behalf of the Canadian International Development Agency (CIDA), and covered all youth exchange programs of CWY and Canadian Crossroads International (CCI). The study focused primarily on past participants and, to a lesser extent, on host communities and partners. It used a mix of methods (questionnaire to past participants, focus group discussions in four Canadian cities, in-depth interviews, and field missions that combined group discussions with key stakeholders, interviews, and site visits). Field missions took place in India, Thailand, and Costa Rica, as well as Burkina Faso, (for CCI). The CWY/CCI questionnaire to past participants included questions from the survey on Public Attitudes Towards International Development Assistance to permit some comparison of public attitudes and knowledge with past participants' attitudes and knowledge. The CWY/CCI questionnaires elicited detailed information in the four main categories for investigation: skills, knowledge, attitudes, and involvement/action. (See Appendix B for a point-form summary of the 1993 and 2006 purpose, methods, indicators, and findings).

The 1993 study found that CWY (and CCI) past participants demonstrate greater understanding of a set of development issues; that they hold favourable attitudes towards international development objectives and Canadian aid spending; that the program has strengthened their inter-cultural communication, team, organization, and management skills (employability skills); that the program fostered personal attributes such as global awareness, adaptability, self-knowledge, and self-confidence; and that the program developed a stronger sense of social responsibility in participants. These findings are similar to those of 2006, although the 1993 survey listed particular areas of knowledge transfer, while the 2006 assessment left the knowledge content open for participants. In 1993, focus groups with past participants pointed to changes in “lifestyle choices, habits, and comportments” (p. 51), a finding that also emerged in 2006 among lists of community and civic activities.

The 1993 study found that “uncommonly high percentages of former Canadian participants pursue careers or studies in international or community development fields, [...] and that their rate of volunteer involvement in community development activities is twice the national average for all sectors” (p. S2). The finding was that 33% of Canadian past participants between the ages of 20 and 24 volunteer in community activities, as opposed to half that percentage for the same age group in total. Furthermore, among a list of possible factors that influenced their level of involvement in international and community development, past participants selected the impact of their experience with CWY or CCI significantly more often than any other factor and ranked it more highly (p. 48). As for the impact of the exchange on occupational choices (studies or career), other factors share responsibility, thus lowering the impact of the program (p.49). Both of these findings correspond with those of the current assessment (see section on impacts on values and personal gains in Part 6 below, and impact on civic and community engagement, Part 7).

“According to the study team’s analysis, community members develop a deep personal stake in issues of cultural understanding and development which becomes the heart of an understanding of sustainable development, mutual respect, understanding, testing of values, increased awareness of global issues.”

(Building a Constituency for Development, June 1993, p S3.

In 1993, focus groups with exchange country past participants found similar impacts on their “attitudes and values, skill development, enhanced employability and greater involvement in development activities within their own country” (p.64). The 2006 study gathered more detailed information on exchange country past participants and found that the impact of the exchange tended to be higher than the impact on Canadians, for a variety of different reasons that are cultural and contextual.

Canadian host family members were impacted in many ways through the personal relationships with the participants. Canadian host communities and organizations were found to benefit in specific ways, through the contribution of youth to community and NGO projects and through the partnership with the Canadian organizations. These findings are similar to those from 2006, with host family members in Canada and in each exchange country reporting high impacts on knowledge and values/attitudes.

The conclusions of the earlier study found that the impacts are congruent with organizational objectives, as do the findings of the current assessment.

One of the recommendations of the 1993 review was that CIDA work with the two agencies to develop a goal-oriented planning system, with appropriate impact indicators and impact monitoring. (Executive Summary, “Building a Constituency for Development, Volume 1”, June 1993). CWY has taken up this recommendation through the creation of a series of impact assessment tools comprised of questionnaires to participants and Canadian host community members. The authors encouraged CWY and CCI to link strategic programming choices to the achievement of results (outcomes) rather than the production of outputs.

Part 3 Workshop Data

3.1 Participation in Evaluation Workshops

The evaluation process involved a total of 391 participants in 25 workshops in the five countries involved in the assessment. Of this number, 290 were past participants of CWY’s core program (formerly known as the Youth Exchange Program), and 101 were host community members, including host families and work placement supervisors. Overseas participation rates for past participants were very high in Benin and Cuba, and significant in Thailand and Ukraine. In Canada, the evaluators had targeted 75 past participants for each of the three Canadian regions covered in the study. This target fell quite short, at 64 in total. To buttress the Canadian results, CWY staff undertook an online survey which yielded an additional 187 responses to the evaluation questions. The



Canadian workshop participants, assessing impact on knowledge and skills, June 2006

additional online survey data is discussed briefly at the end of each section, and the complete survey is in the Canada Report. On the whole, the evaluation involved a very good representation of CWY past participants.

Table 1: Evaluation and Total Program Participation, 1993 – 2003

	Past participant workshops		Community workshops		Total evaluation participants	Total program participants 1993-2003	% past participants in evaluation
	# workshops	# participants	# workshops	# participants			
Canada**	5	64	3	28	92 + 187 (online survey)	5,219	4.8
Benin +	3	75	1	26	101	124	59.7
Cuba	3	61	1	15	76	145	42.0
Thailand	3	62	1	15	77	262	25.3
Ukraine	3	28	1	17	45	107	26.2
Total	17	290	7	101	391		

** In the Canadian workshops there were a total of nine participants from the 2004 and 2005 program years.

Total participants for Canada and % participating in the evaluation includes online survey respondents, although the online respondents are not included in the global totals.

+ In Benin, one participant was late and did not complete the personal information sheet. For this reason, figures for Benin are based on either 74 or 75 participants.

3.2 Personal Information on Workshop Participants (CWY Past Participants)

All workshop participants completed a personal information sheet upon arrival at their workshop. The sheet provided information on the year of participation, age, gender, community of origin (whether urban or rural), current occupation and sector of employment, current field of study, whether there was any inter-cultural or cross-cultural component to their work or studies, and whether there was any community involvement or element to their work, their studies, or beyond.

Table 2: Personal Information, all Past Participants, by Percentage and Country.

Total per Country Program, 1993 – 2003 *						Evaluation Participants, 1993 – 2003					
	# Total Program	% Male	% Female	% Urban **	% Rural	# Partic.	% Male	% Female	% Urban	% Rural	Av. Age
Canada	5,219	41	59	--	--	64	33	67	61	39	25
Benin	124	49	51	95	5	74	51	49	95	5	26
Cuba	145	50	50	73	27	61	46	54	82	18	28
Thailand	262	49	51	0	100	62	47	53	0	100	29
Ukraine	107	48	52	60-70	40-30	28	54	46	93	7	25
Total		47	53			289	46	55	64	36	26.7

* Note: Some country programs began after 1993 (Cuba in 1995, Benin in 1996, Ukraine in 1996). Canada workshops included four participants from 2004 and five from 2005. All other workshops included participants up to 2002 or 2003.

** Note: the interpretation of urban and rural varies from one country to the other. In Cuba, participants were considered “urban” if they came from a mid-size community (even if they came from rural provinces). In Canada, data collection methods have changed several times since 1993. As a result, it is impossible to have an exact number for the urban/rural split from 1993 to 1998. Since 2000, participants were considered “urban” if they came from communities of over 1,000 habitants.

In every country there was representation from across the years of the program, although not in the same proportion as the total program. In several countries there was significantly more participation from a particular year, as past participants took advantage of the workshop to reunite. This was especially the case in Thailand and Benin. In Benin, for example, the entire group of participants from 2001 was involved in the evaluation.

The **gender balance** of the program as a whole is close to parity in all countries except for Canada, where the balance is 60 / 40 females to males. The gender balance for evaluation participants was quite close to that of the full program in all countries except in Canada, where more women participated in the evaluation (67% female).

The **urban/rural ratio** for participants in the evaluation is similar to the ratio for the whole program in Benin, Cuba, and Thailand, and not as close for Ukraine, for which the urban/rural split is estimated at around 60/40. The picture for Canada is incomplete given changes in how urban or rural status is gathered.

Earlier participants: CWY wanted to know what effect the exchange experience has had over time, and if there are any significant differences in the views and level of community involvement of participants who joined more recently as opposed to those who participated longer ago. In several workshop exercises, the scores of the earlier cohort (1999 and before) were separated from the later cohort (2000 – 2003). The following shows the statistics for past participants in the earlier years, and the percentage who participated in the evaluation.

Table 3: Participation of CWY Past Participants by Number and Percentage, from 1993 to 1999.

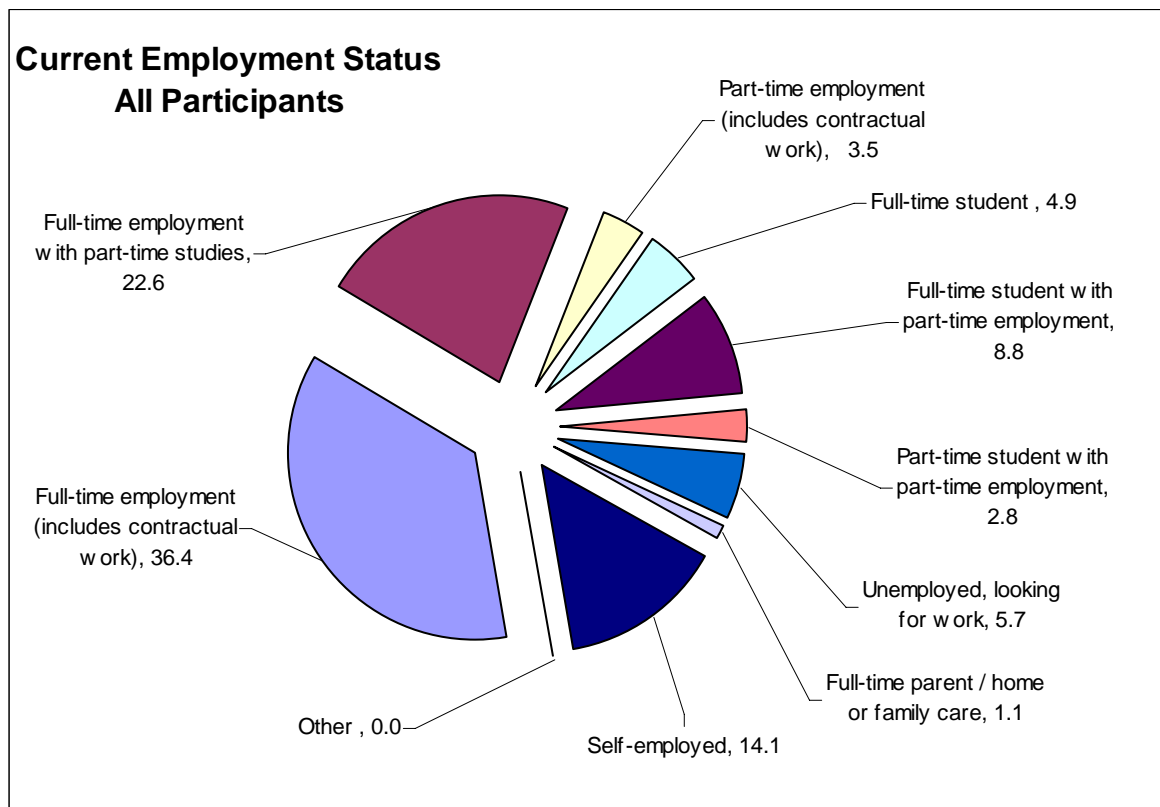
	Evaluation participants			All past participants per country			Participation rate
	total #	total # 1993 to 1999	% 1993-1999	total #	total # 1993 - 1999	% 1993 - 2003	% in evaluation
Canada	64	24	37.5	5,219	2766	53	1.2
Benin	74	28	37.8	124	56	45.2	59.7
Cuba	61	25	41.0	145	82	56.6	42.1
Thailand	62	40	65.0	262	158	60.0	39.2
Ukraine	28	7	25.0	107	29	27.0	26.2

Note: The total number of past participants is an approximate number for Cuba and Canada. Data collection systems have changed several times since 1993, which makes it impossible to have the precise number.

A significant portion of the evaluation participants in Thailand—two-thirds of the participants—were from the earlier cohort, whereas in Ukraine it was one quarter, and a fairly small number of individuals. As a result, the average age of the Thai participants is older than participants in all other countries.

Current Employment Status

The evaluation collected information on the employment status of participants as well as their sectors of employment. Overall, about 60% of the evaluation participants are fully employed, with just under two-thirds of that number being part-time students as well. About 13% are full-time students, some of whom also work.



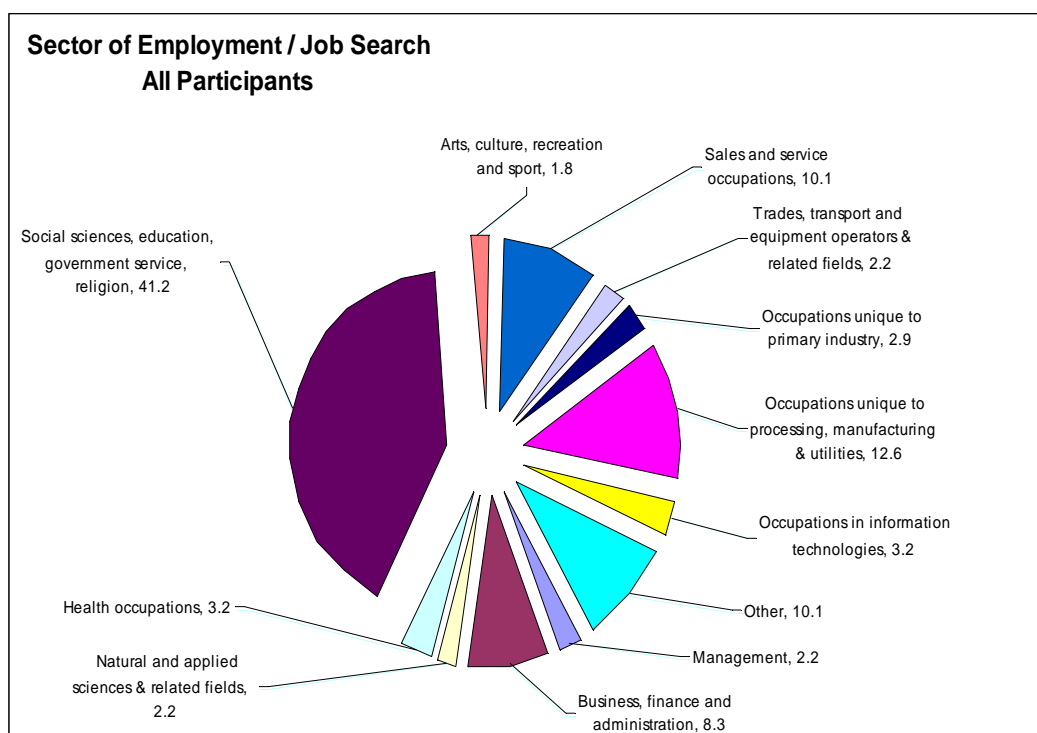
The picture varies significantly for each country, however, reflecting differences in life conditions. In **Canada**, just under half of the evaluation participants are fully employed (including those who also study), while about one-third are full-time students. The data collected in the online survey shows similar information. Out of the 187 survey respondents, 77 (41%) work full-time and 62 (33%) are full-time students (also including those who have part-time employment). No other country has a similar portion of evaluation participants still pursuing studies. In **Cuba**, at the other end of the employment continuum, all participants are fully employed in the education sector and are university graduates. In **Benin**, evaluation participants were less likely to have a university degree (all have high school diplomas plus a professional diploma) and were less likely to be fully employed (29%), but more likely to classify themselves as self-employed (28%). See the Country reports for details.

Table 4: Employment Status of Evaluation Participants, by Country and Percentage

	% Full-time employed (with some studies)	% Self-employed	% Full-time student (with some employment)	% PT employed & PT student	% PT employed	% Unemployed / looking for work
Canada	48.4	1.6	33.9	0	9.7	4.8
Benin	29.1	27.8	15.3	6.9	4.2	16.7
Cuba	100.0	0	0	0	0	0
Thailand	61.3	25.8	4.8	3.2	1.6	1.6
Ukraine	67.9	10.7	14.2	0	0	0
Total %	59.0	14.1	8.8	2.5	3.5	5.7

Current occupational sectors

The largest portion of evaluation participants are employed in occupations usually identified with the public sector: social sciences, education, government service, or religious occupations. If one adds health occupations, as well as arts, culture, recreation, and sports, then a total of 46% of participants are involved in occupations identified with the public sector. The number is likely higher if one includes some “finance and administration,” “management,” and “information technology” jobs.



In **Canada**, the greatest portion of evaluation participants are working or studying in the social sciences, education, or the government sector (41%). The same is clearly true in **Cuba** (95%) where most participants are employed by the government in the education sector. In **Benin**,

approximately two-thirds of evaluation participants are employed in micro-enterprises in a variety of sectors (sales, service, trades, processing, manufacturing, government, education). **Thai** participants are, like the Beninese, more likely to be self-employed in micro-enterprise occupations (processing and manufacturing) or farming. This reflects to a large extent the kind of opportunities that exist in smaller rural communities. Although most of the Thai participants are “rural,” virtually none of them are employed in “occupations unique to primary industry” other than farming. The same is true for all other country participants. **Ukrainian** evaluation participants are largely employed in the social sciences, education, government service, or business/finance and administration.

The current socio-economic environment of past participants is thus quite different in each country, as are their future prospects. It bears keeping this socio-economic context in mind when considering the impact of CWY programs on participants’ careers and studies in Part 4 below.

Inter-cultural and community component to work or studies

Each person was asked to state, on their personal information sheet, whether there was an intercultural component to their work or studies (yes / no). They were also asked if community involvement was part of their work, studies, or other activities (yes / no).

Table 5: Percentage of Inter-cultural and Community Involvement of Evaluation Participants.

	# Evaluation participants	Inter-cultural / cross cultural component to occupation	Community involvement through work, studies or outside
Cuba	61	100	100
Benin	74	85	95
Ukraine	28	75	57
Canada	64	73 (+ 77)*	83 (+ 83)*
Thailand	62	55	66
Average for 289		78	83

* The numbers in brackets refer to the online survey results. They are almost identical to the workshop’s findings.

As can be seen from Table 5, over three-quarters of all evaluation participants have jobs or studies that involve some kind of cultural component, and a similarly high percentage are involved in community activities. The exceptions are Thailand and Ukraine. In Cuba, the teachers involved in the CWY exchange are all involved in cultural work and community activities. An inter-cultural / cross-cultural component is variously interpreted to mean strengthening one’s culture (Cuba for example), or inter-cultural exchanges (Ukraine).

Summary and concluding remarks: A total of 290 CWY past participants took part in 17 evaluation workshops in the five evaluation countries. There was a very good participation rate, especially in Benin, although the rate in Canada was lower than originally planned. The evaluation participants are fairly representative of their country programs with respect to gender balance, and rural / urban balance. There were one or more representatives from every year under review, although the proportion of representation from each year did not necessarily correspond to the total numbers per year. The majority are full-time employed, or self-employed, although the percentage varies significantly from country to country, reflecting differences in social, political, and economic contexts. Close to half of the evaluation participants are employed

in occupations that are generally considered to be part of the social or public sector. Over three-quarters have some kind of cross-cultural component to their occupation and are involved in their communities either through work or as volunteers.

Part 4 Main Impact on Past Participants

4.1 Measuring Main Impact

The first workshop exercise gathered participants' individual views on the top two impacts of CWY and on the components of the CWY program that were most responsible for each impact. As with all SAS² techniques, group discussions of the results amplified individual views. On individual data cards, participants described two impacts they felt had been most important. No list was provided by the evaluators. These impacts were described in more detail on the back of their impact cards. In order to allow for greater ease in tallying the results, each participant was asked to categorize the nature of these impacts using six possible types of impact (or impact areas), and to choose two that best corresponded to their impacts: (1) knowledge and learning (2) skills (3) values and attitudes (4) personal relationships (5) career or studies, and (6) local or global action. In addition, each participant selected the two most important program components (out of 10 different components) that most accounted for each impact, in their view.

"I became less concentrated on my own small world and started to perceive all events in comparison to the impact they have on others (people, communities, countries)."

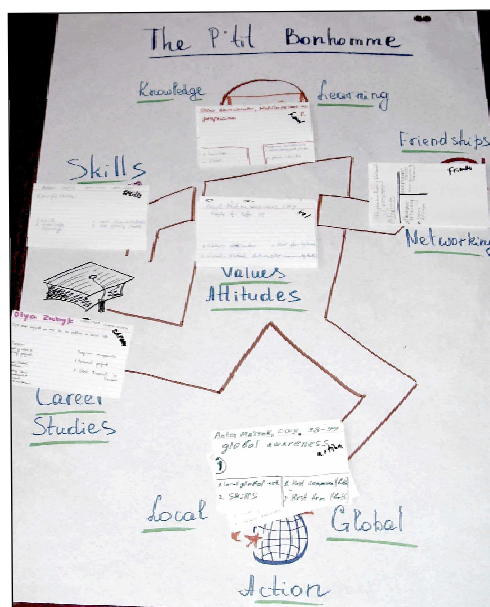
- Ukrainian participant

4.2 Main Impact Findings

The types of impact were further divided into three broad domains that were depicted on a "P'tit Bonhomme" diagram (as shown in the photo on the next page):

- ***cognitive**: corresponding to the "head" (knowledge and learning) and a hand (skills);
- ***emotive**: corresponding to the "heart" (values and attitudes) and the other hand (personal relationships and networking);
- ***behavioural**: corresponding to the "feet" (career and studies, and local / global action).

Workshop participants placed their impact cards onto the diagram, according to the type of impact. The result was that evaluation participants were most likely to select impacts on their **values and attitudes** (26% of selections), followed closely by **knowledge and learning** (23%). See Table 6 below. Most countries selected these as their top one or two impacts, with the exception of the Canadian participants, who also selected career / studies to tie for second place, and the Thai participants, who chose career/studies as second most important. On the whole, the impact on participants' careers or studies was selected less often (12.6% of all selections). The area of impact that was selected the least often, as a main impact, was participation in local or global activities of some kind.



Canadian workshop, May 2006.

Impact assessments varied from country to country as can be seen from Table 6. **Canadians** were more inclined than the other country participants to emphasize values and attitudes (emotive) and the least inclined to select “skills.” The emotive domain scored the highest (values/attitudes and interpersonal relationships), followed by “knowledge.” While the behavioural domain came last overall, local/global action and career/studies ranked third and fourth in Canada. Skills is the category that was, by far, the least selected. **Cubans** more or less reflect the global trend, except for impact on their career or studies. Since most participants are fully employed in the education sector, the impact of CWY on their career options and choices is lower. In **Thailand**, on the other hand, the impact on career or studies was higher than in any other country (about 20% of all selections). **Benin** also bucked the global trend by selecting its greatest

impact on knowledge and learning (37% of the time), thus increasing the global average for impact on knowledge. Beninese participants felt that CWY had little impact on their careers or studies, perhaps because of their economic environment or their employment options, although they scored higher, later on, for gains in occupational skills (Table 13). In **Ukraine**, like in Benin, the impact on careers was not the most important, although many participants stated there was a positive impact nonetheless.

The **lowest impact** domain is **behavioural** for all evaluation participants taken together. The exceptions are Canada and Thailand, where the program had an impact on career or action choices for a greater portion of the participants. In the other countries, participant involvement in community activities may have predated CWY, or been affected by multiple factors which diluted the impact of this one experience, as will be shown in more detail in Part 7 below.

“I was a shy person before this program. I found it hard to make new friends and was cautious about trying new things. The program allowed me to take risks and meet new people, while still in a structured and comforting environment. I grew much more confident about myself as a person, and discovered skills I never knew I had before.”

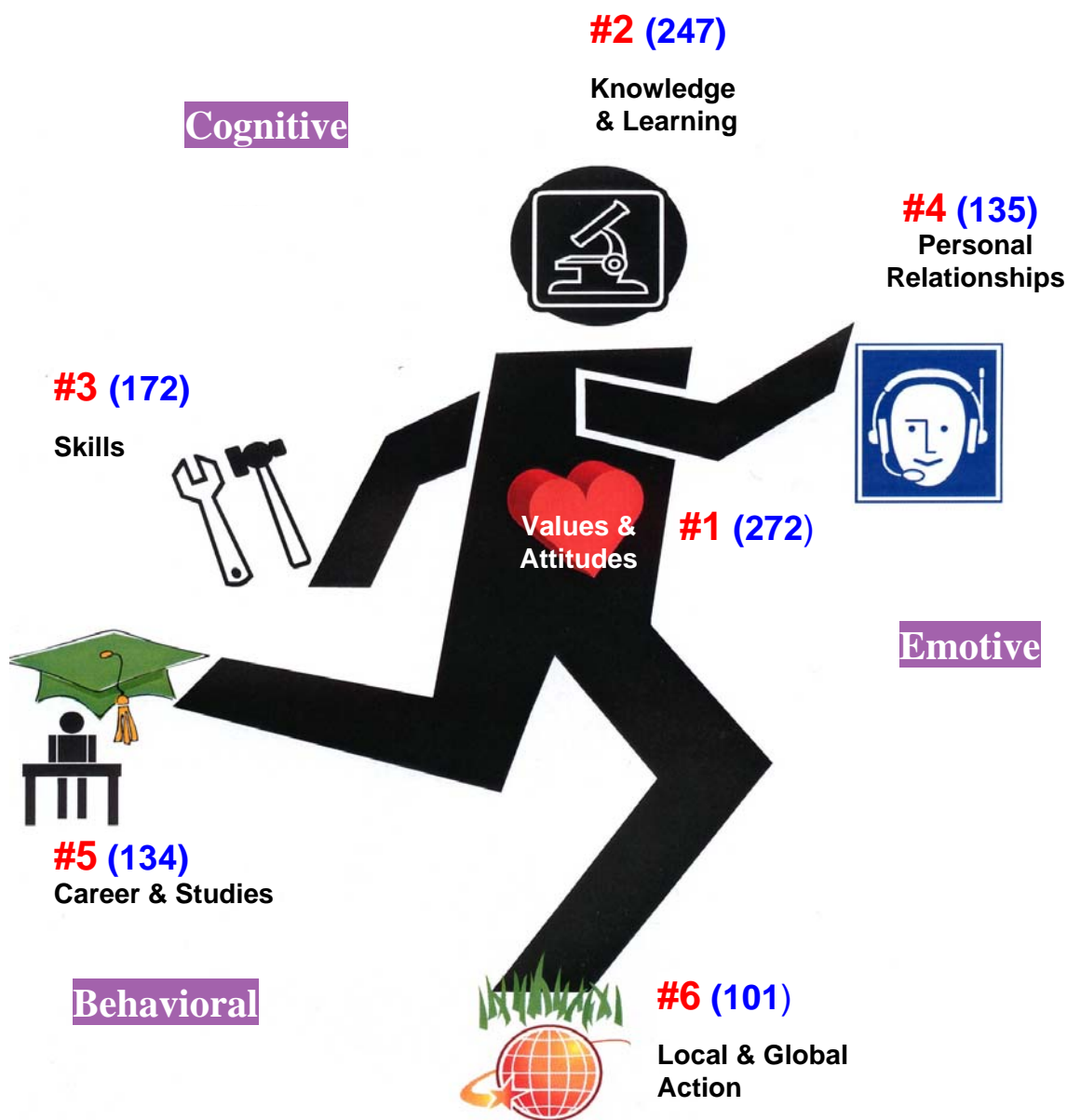
- Canadian participant

Table 6: Assessment of Impact Areas for the Two Main Impacts (as percentages of total by country)

Main impacts (both)	# of impact areas	Cognitive		Emotive		Behavioural		Total
		Head (knowledge/ learning)	Left hand (skills)	Right hand (interpersonal relationships)	Heart (values & attitudes)	Left foot (career & studies)	Right foot (local / global action)	
Canada	237	16.9	8.9	11.4	31.2	16.9	14.8	100
Thailand	217	17.1	17.1	6.0	27.6	19.8	12.4	100
Cuba	241	22.0	19.5	21.2	24.9	7.5	5.0	100
Ukraine	112	22.3	16.1	18.8	18.8	12.5	11.6	100
Benin	255	36.5	19.2	8.6	23.1	7.1	5.5	100
Overall Average		23.3	16.2	12.7	25.6	12.6	9.5	100
Ranking		#2	#3	#4	#1	#5	#6	

Note: countries grouped by similarity of ranking. The bold percentages are the highest for the type of impact.

The “P’tit Bonhomme” (all countries)



The results of the **Canadian online survey** corroborate these findings, although the online respondents were slightly less likely to select high impact on studies and career than the workshop participants, and were a bit more likely to select impacts related to local and global action (see the Canada Report for details).

The impact picture looked much the same when we eliminated the second choice for type of impact (“P’tit Bonhomme” 2 on the impact cards) and concentrated only on the impacts that were ranked first in priority by each individual. In this case, values/attitudes and knowledge together total over 60% (as opposed to 49% previously), and skills are ranked fourth instead of third (Table 7 below).

Table 7: Assessment of Primary Impact of CWY (as percentages)

	Cognitive		Emotive		Behavioural		
	Head (knowledge/ learning)	Left hand (skills)	Right hand (interpersonal relationships)	Heart (values & attitudes)	Left foot (career & studies)	Right foot (local / global action)	Total
Overall average	27.6	10.7	11.5	33.9	9.8	6.5	100.0
Ranking	#2	#4	#3	#1	#5	#6	

Participant observations taken from the back of the impact cards, and group discussions of the findings of the exercise, provide more information on how the six types of impact are understood, and how they are inter-related.

Many participants from all countries described how their perspective of other cultures, as well as of their own, had shifted with the experience. Participants frequently mentioned the program’s emphasis on being open-minded and tolerant, and said that these **values** had affected their own personal values and their ability to “think globally.” In the **Canadian** workshops, participants discussed how their values had been challenged by exposure to other cultures, leading some of them to question their own core beliefs and value systems. “Through host families and community life, the concept of ‘Canadian’ lifestyle/culture is challenged.” Through the challenges of cross-cultural communication, many participants learned to be more adaptable (a key life skill for CWY). **Learning** about another culture through a total-immersion experience clearly affected participants in many different ways. Many people commented that being exposed to another culture precipitated reflections about their own culture, including a heightened sense of “patriotism” for some, or national pride and identity, for others. Although patriotism was not specifically mentioned by the Beninese or the Canadian participants, words such as national pride, cultural identity, community belonging were mentioned on various cards. For many participants, the program fosters a greater sense of belonging to one’s multiple identities (gender, culture, language, etc.). Many recognized the strengths of their own societies, in particular the strength of their family life. Exposure to another society and to a different work environment added new **knowledge** in some specific areas, such as an awareness of environmental protection and recycling programs.

“I saw the world from a more global perspective and I became more aware of generalizations. I opened my mind to both the Canadian and exchange country cultures. It made me focus on people and not on the countries they came from.”

- Canadian participant

For many participants, the program contributed to their personal development by strengthening communication and organizational **skills** that in turn lead to greater self-confidence, self-awareness, and a sense of responsibility. Communication skills, especially in another language, were critical to better group functioning. Some of the Canadians felt that many of the other impacts relied upon the initial change in values and attitudes that took place over the course of the program. For example, “they had a motivation to learn language and communication skills because they wanted the ability to understand and relate to the people involved in the exchange.” The Thai participants gained greater self-confidence by observing “Canadian children who are able to speak up and express themselves in a way that many Thai youth or young adults, are unable to do.”

“The CWY program was a turning point in my life. It gave me the opportunity to become more mature [...] acquire the ability to do team and community work, to be more tolerant, respectful and accepting of others. [...] I had the opportunity to see other lifestyles and customs different from ours, without losing mine.”

- Cuban participant
(evaluator's translation)

A number of Ukrainian participants mentioned the impact of the program on the **interpersonal relationships** (friendships) they made through the program, since these interpersonal relationships seem to underpin other aspects of the experience. Cuban workshop participants agreed with this perspective, commenting that the development of personal relationships is a critical dimension that practically determines all other impacts. These relationships are key to

program success, and through them, participants realized how strong their own values are. It was important to them to be able to communicate these values to their counterpart and host families in Canada.

For some, in Benin for example, one main impact was an “entrepreneurial spirit” that helped them to pursue **self-employment** or to establish their own micro-enterprises,. For others it was English skills that had an important impact on their **careers**. In Ukraine, fully half of the participants stated that CWY has had a direct impact on their career options, even though “career and study” were selected less often as a top impact. The program strengthened a number of skills and attitudes that are useful in the **workplace**, such as punctuality and the ability to plan, organize, analyze, etc. In Ukraine, Thailand, and Benin several participants felt that the CWY experience had been influential in helping them to find employment. For Thai participants (who selected impact on career more often), the knowledge and skills gained (not only English language), gave them an advantage in the Thai labour market. In Canada, where “career and studies” was an important impact (ranking #3), workshop participants more frequently mentioned that the program sparks interest in languages, cultural studies, international development and politics. For older Canadian participants, however, the effect on their career paths is no longer seen to be as significant.

“Self-employment : It is important to me to know that one can reach goals by setting objectives. In my country, when we go to school, we expect to be hired by the government. But it is difficult to obtain these positions. Unemployment is a big problem.”

- Beninese Participant

The experience also had an impact on **behaviour in the community** by igniting or reinforcing a commitment to community service or volunteer work. A greater awareness of the role of volunteering and social responsibility was mentioned by some participants although it was not often among the top one or two impacts. In most workshops **global and local action** did not receive as much attention. Thai participants felt that local and global action was selected much

less often “because it was not emphasized to the same degree in the CWY program and because it is quite challenging to initiate action at the community level because of issues of coordination, resources, lack of support, etc.” The issue of civic and community engagement is picked up in Part 6 below.

Program components: All participants were asked to indicate which two components of the CWY program best explained each of the two main impacts on their lives. The two components were ranked in order of priority.

Table 8: Program Components (1st and 2nd priorities) that Contribute the most to Main Impacts, by Country (as percentages of total by country)

Program Components	Canada	Benin	Cuba	Thailand	Ukraine	Total	Rank
	1 st & 2nd	1 st & 2nd	1 st & 2nd	1 st & 2nd	1 st & 2nd		
Total mentions	218	236	240	236	112	1042	
Group activities	9.2	19.1	21.3	19.1	18.8	17.5	1
Host family	13.8	18.6	15.8	18.6	15.2	16.6	2
Educational activities	17.9	15.3	17.5	15.3	11.6	15.9	3
Counterpart	11.9	16.5	12.1	16.5	4.5	13.2	4
Host community	22.5	6.8	13.8	6.8	15.2	12.6	5
Work placement	15.1	5.5	10.0	5.5	20.5	10.2	6
Work counterpart	0.9	11.0	1.3	11.0	5.4	6.0	7
Field staff	4.1	6.8	1.3	6.8	1.8	4.4	8
Educational materials	2.8	0.4	5.8	0.4	0.9	2.2	9
Personal project	1.8	0.0	1.3	N/A	6.3	1.3	10
Total	100.0	100.0	100.0	100.0	100.0	100.0	

Notes:

1) components grouped by ranking

2) highest ranking component for each country in **bold**; second highest, in **bold italics**

The above table shows the results of the individual assessment of the influence of the ten program components. The **most important component is “group activities,”** i.e., activities carried out in the community, followed by “host family” and “educational activities” (referring to educational activity days for the most part). Group activities were especially important, according to Cuban participants, because they “allowed participants to develop leadership and facilitation skills and techniques.” The top three activities are all core activities in the program. Host family relationships were fundamental to developing interpersonal relationships, communication skills, and a sense of respect for others and for a different culture. In Thailand, over half the participants indicated that this was the program component that was most responsible for the main impact of CWY on their lives. As the Canada Report explains, host families are chosen to reflect the various demographics within a community, so a participant’s learning is also increased by every other participant’s host family experience since this is discussed and shared within group activities (p. 12).

Only in Canada and in Ukraine was the most influential program component not among the top three. For Canada, “host community” came first in the workshops (and the online survey) and for Ukraine, “work placement” came first. No other country ranked host community in first

place. The **Canadians** also stand alone in their much less frequent selection of group activities as an important source of the impact of CWY on their lives, although the online survey respondents were more likely to select group activities than the workshop participants. The data collected in the online survey reinforces the Canadian finding and the importance of the host community and host family components. They are by far the most frequently mentioned answers with respectively 131 (21%) and 129 (20%) of the mentions out of 633.

In their **work placements**, participants are asked to focus on developing adaptation and communication skills, among others. It is possible that the work placement does not always trigger participants' personal interests/skills. This might account for a somewhat lower score for the work placement component overall, ranking 6th out of 10 for the workshop participants. In Benin and Thailand, the work placements received almost no votes as an important influence on the impact of the CWY program, unlike Ukraine where participants selected it most often (20.5%). The fact that Beninese and Thai participants do not consider the work placements to be responsible for much of the impact is especially interesting since the exchange program in both countries is focused on building entrepreneurship skills (for micro-enterprise in particular) and on social services and community development. The final block of four program components received very little attention in any country.

Rationale for key components: The program is primarily focused on personal growth through integrated, community-based, experiential learning in a different culture. Field staff (project supervisors) are trained to view each setting and relationship as an opportunity to learn something important about different cultures, attitudes, values, and skills. Host families and work placements are assessed for their learning opportunities and appropriateness. It appears that work placements are not explicitly assessed against a larger social or developmental purpose, as this excerpt from the Project Supervisors' Guide suggests.

To assess the learning value of...

The host family	The work placement
<ul style="list-style-type: none"> • What is this family's motivation for hosting participants? • Does the family environment provide an open atmosphere and safe space for learning? • How will the family members involve the participants in their daily activities? • How would you describe the "worlds" with which the participants might come into contact by living with this family? 	<ul style="list-style-type: none"> • What is this work placement's motivation for hosting participants? • Does the work environment provide an open atmosphere and safe space for learning? • How will participants be involved in the daily activities of the work environment? • What are the "worlds" with which the participants will come into contact through this work placement?

Cohort effect: There are some differences in the relative importance of the main impacts of CWY between younger and older past participants. There is also substantial agreement among

Ranking of Main Impact Areas (289 participants)

Impact areas	1993-1999	2000-2003
values/attitudes	1	1
knowledge/learning	2	2
skills	3	3
friendships/networking	4	5
career / studies	5	4
local / global action	6	6
Total # of participants	124	165
Total # selections	450	612

them, in particular the impact on their values and attitudes, knowledge and skills. More of the 124 recent participants selected the impact on **career or studies** than the 165 older participants, except in Canada, where the reverse is the case. However, in Benin, Cuba, and Thailand, both cohorts ranked career/studies the same way. As for **friendship /networking**, the older participants in Canada, Cuba, and Ukraine are more inclined to value friendships as a main impact. This is especially the case in

Cuba and Ukraine, where friendship (interpersonal relationships) ranked #2 and #1 respectively.

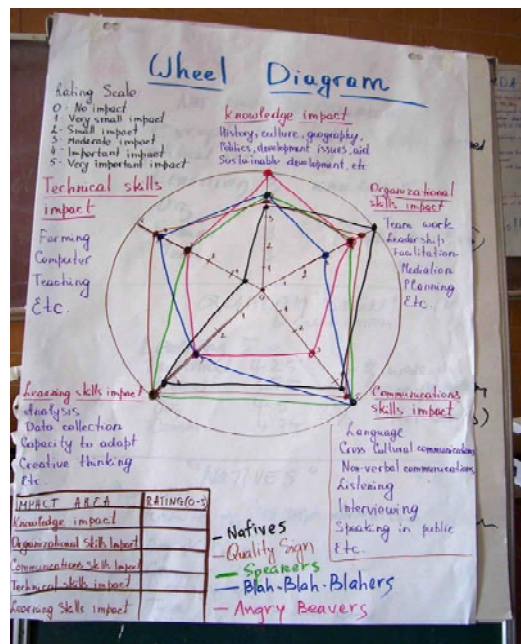
Summary and concluding remarks: The **greatest impact** of the CWY program on the greatest number of participants in each country has been the impact on the “values and attitudes” of the participants, and on their “knowledge and learning.” These two impact areas came either first or second in every country except Canada (where the second highest impact was a tie between knowledge and career), and in Thailand, (where career/studies came second). This finding is strengthened by the top three choices for the most important **program components** that contributed to the impact: namely, the group activities, host family, and educational activities. For the other four impact areas, there is much more variability among countries, with Thailand and Canada placing more emphasis on career / studies. Thailand and Benin, unlike the others, selected interpersonal relationships much less often. All countries also agreed on the relatively lower impact of the program on participants’ involvement in global or local action. This suggests that action in the community is less easy to attribute to the program, either because participants were involved in their communities before joining CWY or because they did not become more involved as a result of their experience. There is a question of whether the relatively less important impact on local / global action might also be linked to the programming components in some way. The question of the impact of CWY on civic and community engagement is explored in more detail in Part 7 below.

The top three **program components** are activities that involve intense personal interaction and experiential learning among the participants and members of their host families and communities. It is in these settings that participants learn a great deal about the other culture, develop their communication, leadership and inter-personal skills, and are most deeply affected by the values and attitudes of people from a different culture. The fact that Thai and Beninese participants did not attribute much importance to the work placement is an interesting result given that the focus of both country exchange programs is on building entrepreneurial skills, and on social sciences and community development.

Part 5 Impact on Knowledge and Skills

5.1 Measuring Knowledge and Skills

To measure the impact of CWY on past participants' knowledge and skills, the evaluation team selected a SAS² technique known as the "Socratic Wheel." The wheel is a graphic depiction of individual (or group) ratings of several different activities. In this case each participant rated the impact of CWY in five different "impact areas"—namely, knowledge, technical skills, organizational skills, communication skills, and learning skills—on a scale of 0 to 5, where 0 signifies no impact and 5 equals very important impact. The list of skills was taken from existing CWY participant surveys. Skills were understood to mean a concrete ability to do something, rather than something like being open-minded, which is an attitude. Each participant received a handout with the Wheel on one side, and space to explain the impacts on the reverse side. Once individual ratings were complete, the participants broke into groups with the same, or very similar rating profiles, to discuss what it was they had in common. Through small group discussion about what they had in common, the evaluation was able to gather more information on the different ways that participants describe, or understand, the impacts of the program on their knowledge and skills. Each small group gave itself a symbolic name and traced its distinct profile in a different colour on a flip chart, as this photo from a workshop in Ukraine demonstrates. This aided in discussions about the similarities and differences among the group profiles.



Socratic Wheel for assessing average impacts on knowledge and skills, Ostroh Ukraine, May 2006.

5.2 Findings for Knowledge and Skills

On average, CWY has had an "important" impact on the knowledge and skills of evaluation participants (score of 4.0 out of 5.0). The top two skill areas are **communication skills** and **organization skills**. These two received the highest rating in each country except in Thailand, where communication skills were rated lower than organization and learning skills. The highest scores of all were given by the Cuban participants, who rated the impact of CWY on all skills and knowledge at 4 or above. The two impact areas with the highest variability among the countries are "knowledge" and "technical skills." The lowest skill area in every country is technical skills. Within each country, the small group scores tended to reflect the workshop score, although there were some variations among workshops.

In Canada, the workshop findings were corroborated by the responses to the **online survey**. The rating distribution is the same and the scores vary by one or two decimals only. (For example,

organizational skills scored an average of 3.9 in the survey and 4.0 in the workshops, while knowledge scored 4.2 in the survey and 4.0 in the workshops).

Table 9: Average of Individual Scores for Knowledge and Skills, by Country.

Country	# of participants	Average of Individual Scores					
		Communic. skills	Organization skills	Learning skills	Knowledge	Technical skills	Av. Score
Cuba	61	4.5	4.5	4.2	4.3	4.0	4.3
Ukraine	28	4.5	4.3	3.9	4.0	3.3	4.0
Canada	64	4.3	3.9	3.5	4.0	2.4	3.6
Benin	74	4.0	4.0	3.7	3.1	3.4	3.6
Thailand	62	3.8	4.1	4.1	3.8	3.6	3.9
weighted average for all 289		4.2	4.1	3.9	3.8	3.3	3.9

Note that the highest scores per country are in bold.

It is interesting to note that in Benin, participants rated “knowledge” at 3.1, their lowest rating among all of the areas in this exercise. Yet in the Main Impact rating of the previous exercise, they selected knowledge and learning as the most important impact more often than any other type of impact. It is likely that the Beninese and other evaluation participants considered learning or knowledge to be about learning in general, whether it be about another culture or a new skill. In this exercise, somewhat finer distinctions were drawn.

Good communication skills are essential if participants are going to live and work together across cultural and linguistic divides. These include being able to express oneself, listen, understand, pick up non-verbal communication cues, and be comfortable speaking in groups or in public in spite of linguistic barriers. It is almost taken for granted that strengthening English language skills is an advantage for many participants from other countries. In Canada, communication skills was the only skill area to score consistently high in all 19 small groups.

“As participants we came in rusty, and improved during the CWY program. Knowledge and organizational and communication skills were high since a lot of time was spent on group facilitation and being in a group environment.”
(from the “Thin Man” group in Toronto)

The high rating for **organizational skills** such as team work, leadership, facilitation, planning, mediation, etc., reflects the emphasis that CWY places on working collaboratively in groups, on building leadership capacities and on taking responsibility for one’s work and commitments. It also reflects the fact that the program involves a “constant need to plan and organize activities with one’s counterpart or the group, so that mastering these skills became essential for the good functioning of the program” (Thai Report). To work in a team, each individual needs to deal with a range of human behaviours, needs, and expectations, and to understand and mediate cultural and personal differences. The ability to mediate may be needed when conflicts arise. In the intense learning process, some participants discovered skills they didn’t know they had, such as communication and organizational skills. Through work placements, group activities, and personal projects, participants also learned other important job-related skills such as punctuality and organization.

Learning skills were most often associated with the important ability to **adapt**. The Canadian report notes that one of the main outcomes for work placements is an increased ability to adapt,

rather than to learn or transfer new and useful skills or knowledge. In fact the entire program is about adaptability on all fronts. A word count for “adaptability,” found 20 out of 64 participants in Canada making reference to this skill. Other learning skills, such as analytic skills, data or information management, creative thinking, etc. are mentioned by participants in other countries although much less often.

The area of **technical** skills stands apart in some ways from the other three skill areas since building capacity in this area is not an explicit goal of the core program. (It is, however, a focus of the NetCorps program.) Nevertheless, some of the work placements do involve some skill transfer or skill development (for example basic carpentry, gardening, composting, recycling, or educational skills). Participants who gained technical skills in their placement scored this impact area more highly. For others, such skills are not very relevant to their usual work or studies and cannot be easily applied in other parts of their lives. In Canada there were numerous specific references to environmental skills, especially for the younger cohort. In Thailand, many participants gave a lower rating to technical skills because they had not developed the proficiency to be able to apply some of the skills they had learned to their work or daily lives.

“The knowledge we acquired allowed us to have another vision of the realities of our own country and of the outside world: for example, the host community, the Canadian economy, and economic and political relations between Canada and the United States.”

- Beninese Participant



Ostroh, Ukraine, May 2006

In Part 4 above, we found that the second most important impact of CWY is on the **knowledge and learning** of the participants. In this exercise, the impact on knowledge was “important” (4 out of 5) for three out of the five countries, and close to 4 in a fourth (Thailand). Were it not for a relatively low impact rating for Benin (3.1), the average score for knowledge would have been above 4 as well. Many participants described how important it was to learn about the culture, history, and politics of a different country, and to learn more about their own country as well. They learned from other participants, host families, community contacts, and work placement colleagues. Participants also learned more about important issues such as sustainable development and socially-responsible living (or “healthy living”), although these were mentioned less often in every country. All areas of knowledge acquisition, whether about places, social processes, global development, interpersonal dynamics, or personal growth, are part of the creation of what might generally be termed “global citizens”— people who understand more about the larger world and their role in safeguarding its future well-being.

It needs to be said that a low score does not imply that a participant feels the program did a poor job of skill transfer. In the evaluation, workshop facilitators were asked to emphasize that a low score should be given if the participant thinks they had these skills before coming to the program or if the program did not in other ways affect their capabilities in this area. This was sometimes the case with NetCorps participants who have IT skills before they join (as is the case for Canadians and many Ukrainians), or for Cuban educators who are already expert learners with many technical skills. In Ukraine, a small group of university educators and language specialists

ranked the impact on their technical skills as 0.5. In Canada, the issue of skill transfer raised the question of the extent to which CWY attracts people who are already more knowledgeable, interested in, and oriented towards cross-cultural communication and learning in different contexts.

Summary and concluding remarks: Overall, the evaluation participants feel that the greatest impact from their CWY experience is on their communication skills and organizational skills, scoring 4.2 and 4.1 out of 5, on average. Learning and technical skills were rated lower and with greater differences in scores among the countries. Across the board, the impact on technical skills was rated as moderate to low, in part because some participants already had some technical skills, in part because the core program does not emphasize technical skill transfer, and in part because participants felt that they were not able to apply some of the skills they learned. Many participants understood that the program must be seen holistically and that the skills are inter-related. The skills that have the greatest impact are those more closely associated with interpersonal relationships and personal growth. They are skills that are universally valued in both personal and professional contexts.



Canadian participants, Ottawa, June 2006

Knowledge development in particular areas is a key goal of the CWY core program, and this was reflected in scores of 4 or above in three of the five countries. If the lower rating for Benin is removed, the average score for knowledge impact is above 4 as well. Clearly the participants

"...the group believes that there have been impacts at all levels. The program achieved its objectives, and there is a certain balance among the impacts; differences in importance among them are minimal."

- Benin group observations

appreciate the learning and knowledge they have gained through all components of their experience, and feel that this impact has continued over time. It is worth asking, however, if there is a correlation between the nature of the knowledge and skill development, and the lower impact scores for local and global action seen in part 4 above. A desired result of the program is to influence the development of young "global citizens." To what extent does the acquisition of these particular skill sets, and this particular knowledge, enable young people to

step out into the world and make a difference? Given that a substantial majority of evaluation participants are active in their communities (83%), are there further ways to refocus, sharpen, or expand particular skills and knowledge to further support participants' development as "global citizens"?

The Wheel (all countries)

RATING SCALE

- 0 = No impact
 1 = Very small impact
 2 = Small impact
 3 = Moderate impact
 4 = Important impact
 5 = Very important impact

Knowledge impact

History, culture, geography
Politics, development issues, aid
Sustainable development, etc.

Technical skills impact

Computers
Farming
Teaching
Etc.

Learning skills impact

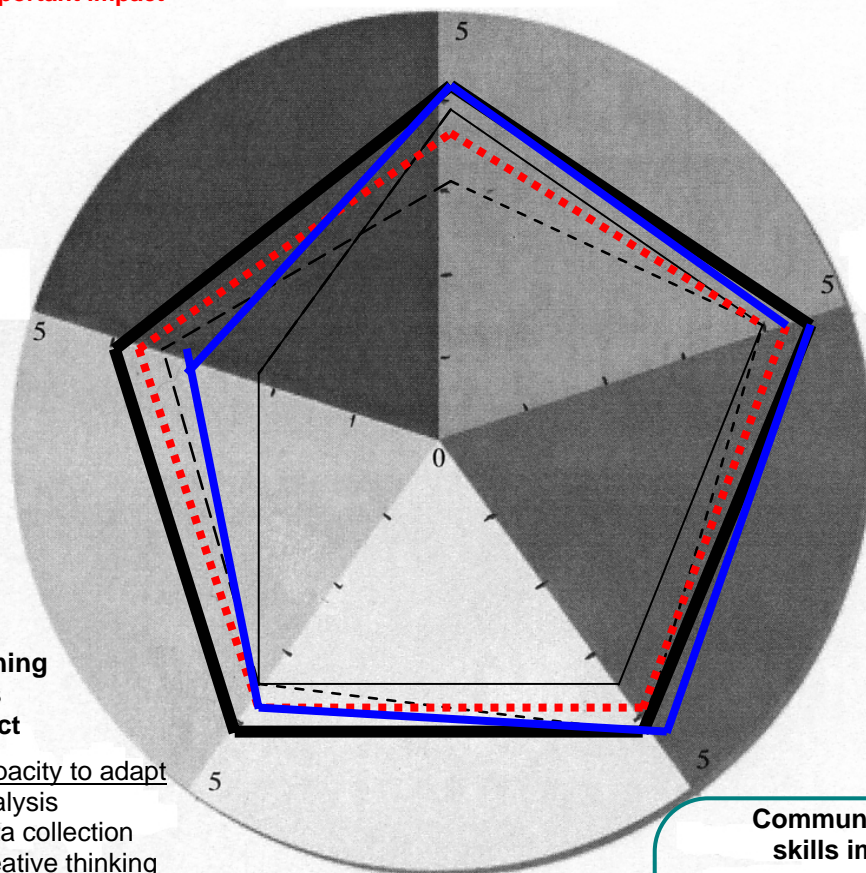
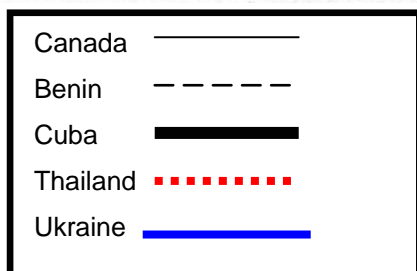
Capacity to adapt
Analysis
Data collection
Creative thinking
Etc.

Organizational skills impact

Leadership
Team work
Facilitation
Mediation
Planning
Etc.

Communication skills impact

Language
Cross-cultural communication
Listening
Speaking in public
Non-verbal communication
Interviewing
Etc.



Part 6 Impact on Values and Personal Gains

6.1 Assessing the Impact on Participant Values and Gains



The SAS² diagnostic technique called “Values, Interests and Power” was modified in order to assess the impact of CWY on the values that past participants now hold, and on personal gains (interests) that may have resulted from the experience. Each workshop developed its own list of values and gains and had each participant rate the impact of CWY on the values (as a whole) and on the personal gains (as a whole). They used a rating scale of 0 = “no impact” to 5 = “very important impact.” Individual scores were recorded on a group chart and discussed (as at left).

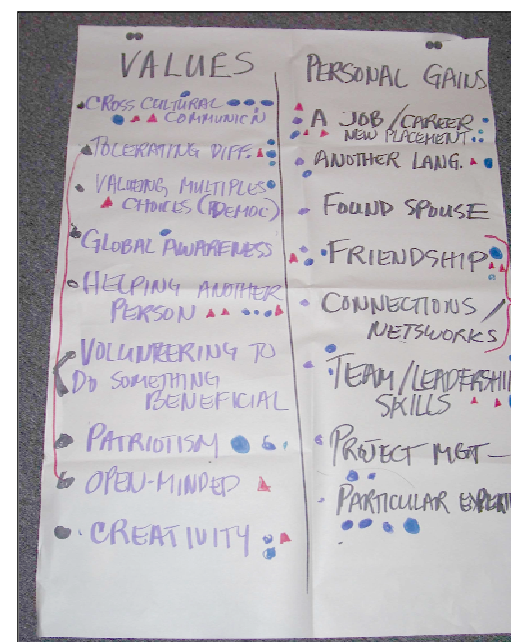
For purposes of this synthesis, the values and gains from all the workshops have been clustered in Tables 12 and 13 below.

On both of the lists of values and personal gains, each individual selected their top one or two values and gains, and noted these with a distinctive mark on the flipchart list (as shown in the photo to the left). The earlier and later cohorts each used a different symbol for their top two values and gains and for their selections of the top values and gains, as shown in the photo to the left.

The results of this last step (selecting the top two values and gains) are summarized in Tables 12 and 13 below.

6.2 Findings for Values and Personal Gains

The CWY core program has had a considerable impact on the values and personal gains of evaluation participants. Both values and gains scored above 4.0 out of 5.0 and received almost equal average ratings for all evaluation participants taken together. Three countries scored slightly higher on gains (Thailand, Ukraine, and Canada), while two scored slightly higher



Ukrainian workshop, May 2006

on values (Benin and Cuba). Table 10 shows the average ratings for each country and the overall rating. All countries show an average score for both values and gains of over 4, except for Canada, which rated the impact on values at 3.9.

Table 10: Average Impact on Participants' Values and Personal Gains, by Country

	# of Participants	Average impact on values	Average impact on gains
Thailand	62	4.1	4.5
Ukraine	28	4.0	4.2
Canada	64	3.9	4.0
Cuba	61	4.8	4.6
Benin	74	4.4	4.2
All participants (289)	289	4.26	4.30

Note: countries are grouped by similarity of ranking

Table 10 also shows that Canada generally rated the impact slightly lower than the other countries, although Ukraine was also somewhat lower.

Table 11 looks at the percentage of participants rating impact above 4.0. It also shows somewhat greater country variations in how participants voted. The first two countries (Canada and Thailand) have relatively more of their participants rating gains more highly, while the bottom two have a relatively higher number rating values more highly. Cubans rated both more or less equally in very high numbers. This shows the portion of Canadians who gave a lower score. It also shows that Cuba and Benin had very few participants who gave a score below 4. Despite the somewhat lower Canadian and Ukrainian scores, the overall rating for impact on both values and gains is very substantial for all participants over time. There could be several explanations for the somewhat lower scores from Canada. Many Canadian participants have travel and employment opportunities and access to higher education degrees that are less available for exchange country participants; isolating CWY experiences might therefore be more difficult for them. The fact that there were nine past participants from 2004 and 2005 (out of 64) could also be significant since participants who have recently returned might have more difficulty measuring impact on their personal gains and values, having had less time to see the benefits of the experience as a whole.

Table 11: Percentage of Participants who rate Values and Gains at 4.0 or above, by country.

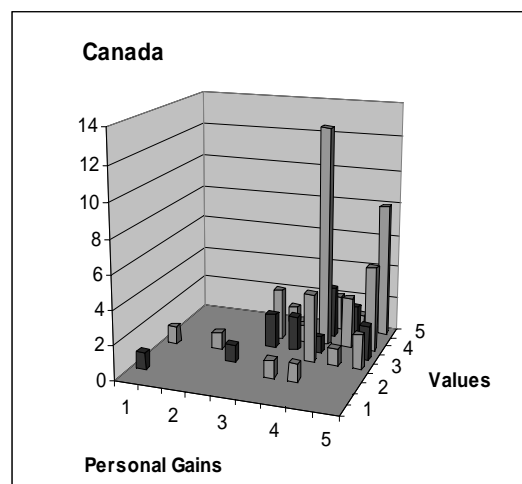
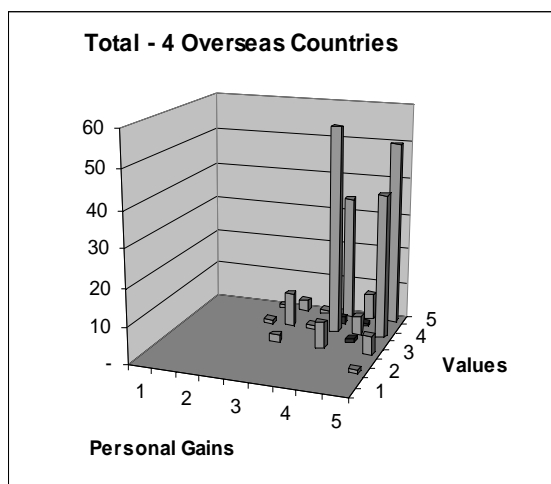
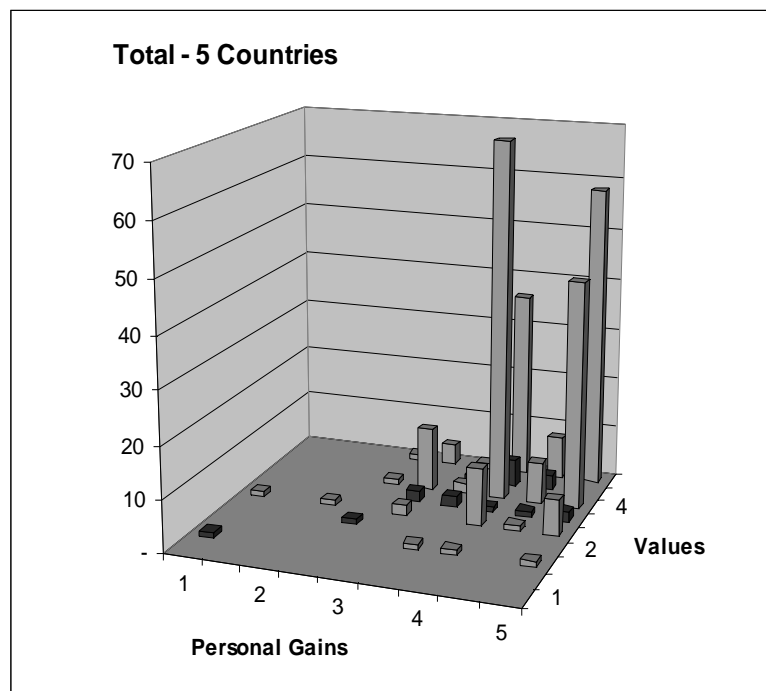
	# of participants	% with values 4+	% with gains of 4+
Canada	64	68	76
Thailand	62	84	94
Cuba	61	98	97
Benin	74	99	89
Ukraine	28	86	86
All participants (289)	290	88	89

Note: countries are grouped by similarity of ranking

The following diagrams provide another snapshot of the distribution of participant ratings. The most **common rating was 4 for both values and personal gains** (69 of the 289 participants). A total of 58 participants gave a score of 5 to both variables, as shown in the bar in the far upper right corner. Most of the latter were Cuban participants, followed by Beninese.

In the diagrams that separate Canada from the rest of the countries, we can also see that the distribution for Canada is generally lower and more dispersed. The four overseas countries have given ratings that are located in the upper and right hand corner of the diagram, towards the highest scores for both values and gains. The equivalent diagram for Canada shows a more

scattered distribution over a larger area. This suggests that Canadian participants generally believe they have been impacted somewhat less by CWY than do exchange country participants.



Interpreting Values and Gains: Each workshop created its own list of values and personal gains. Hence, there are some items that appear often across the workshops and others that were selected by only one or two workshops. In order to consolidate the lists, the evaluators have clustered similar values and gains together (in Tables 12 and 13 below). This distorts to some extent the relative importance of some of the clustered items, and the subtle and important differences among them. Collapsing items can be tricky, since two values that appear similar can have quite different connotations in different cultural contexts. For example, in Thailand “respect” (in the English translation) refers to a personal norm, such as “respecting laws and good order,” or “respecting one’s own religion.” This can also mean “appreciating” one’s religion. There is also “respect for cultural differences.” Clumping these three types of “respect” together erases important distinctions. In Table 12, respect/appreciation for order and for religion have been placed with “identity” (interpersonal relations), while respect for cultural differences has been placed with “diversity” as a political / social value. Similarly, two values that had a distinction for Ukrainians are “tolerance” (of differences) and “open-mindedness” (being open to new challenges or ideas). Some items that appear in a category of “social / political” values could just as easily appear under “personal / interpersonal” depending on the context. These categories are somewhat arbitrary as a result. Despite these cautions, the exercise provides a rough sense of the most important impacts on the values of past participants, as they select and describe them. For greater detail and explanation, refer to the country reports.

The Top Value for all five countries is tolerance, with 25% of the votes. Tolerance includes open mindedness, patience, cross-cultural communication, respect, adaptability, and availability.

Impact on Important Values:

“My values were highly impacted because I saw things from different perspectives. I learned more about myself and it taught me how to value myself as well as others. I gained so much personally, including skills that opened new doors for me. Relationships I have gained are the most important aspects in this area.”

- Canadian participant

The list of values has been broken down into two broad categories that are not entirely mutually exclusive: personal / interpersonal / professional values that might surface in more direct personal relationship with others, and more universal political and societal values. The **most important values** for participants are those related to building character and to the sphere of **personal, interpersonal, and professional relations** (see Table 12 below). These values account for about two-thirds of the values that participants chose as being most impacted by CWY. The largest chunk

within this category are values that relate to openness, tolerance, respect, and cross-cultural communication. This finding follows earlier ones about the main impacts in the area of values and attitudes. In **Canada**, all three workshops put forward a value they called “identity” by which they meant both “appreciation of one’s own culture” and “self-worth.”

Values that might be more **job-related**, such as “adaptability,” “diligence,” “discipline,” “punctuality,” and “team work” are also considered to be among the more important ones in several countries, especially in Benin. Canada, Benin, and Ukraine had the highest percentage of votes for values related to personal and professional growth, and chose relatively few values of a larger social or political nature.

"When we have a profound experience and come out of it feeling strong, able to move mountains...It is invaluable; years later, we still have that confidence in ourselves. It's hard to find the words to explain why it is the most important value we have gained."

- Beninese participant (1998).

This picture is the reverse for Cuba and Thailand, where **social, political, and global values** were clearly more important. Cubans cast 55% of their votes for national pride and a sense of solidarity and unity. For many of them, exposure to Canadian society triggered deep feelings of national pride and awareness of values that Cubans hold dear: honesty, solidarity, integrity, and simplicity. Cubans felt the program strengthened their awareness of these values in a setting where they had many opportunities to explain to

Canadians (and sometimes defend) the strengths of Cuban society. Thai participants voted almost 40% of the time for universal values of equality and "awareness of the environment." Many of the different expressions of these values point to awareness of the broader community and world and to the inter-connectedness of people around the world.

Cohort effect on values: If we look at the way each cohort cast their votes, we can see that there are some differences in how individuals in different cohorts made their selections. (Note the circled items in Table 13.) The differences that stand out more clearly are the following:

"Patriotism and friendship were among the values where there was the greatest impact as it meant a lot to speak about my country, to teach its true reality. As I was doing this I learned to feel more love for it and recognize its values."

- Cuban participant (evaluator's translation)

"I gave a score of 5 for the degree to which my values were changed because my experience with CWY made me appreciate the differences in cultures. This led to a different way of thinking about myself and others and to a different attitude. I am now better able to accept others' differences. It has also led to a better appreciation, pride and love of my own locality."

- Thai participant (evaluator's translation)

Cuba: Younger Cubans were more likely to vote for the values of national pride (patriotism) and solidarity, while the older Cuban participants opted more often for responsibility. For example, there were 25 votes for "patriotism / national pride" cast by 36 of the younger Cubans. The older cohort cast 11 votes among 25 people.

Thailand: The older cohort of Thais voted more often for values related to pride in their own nation/roots (13 votes for 40 people) while the younger cohort cast 2 among 22 people.

Ukraine: It was the younger cohort (21 out of 28 people) who cast all but one of the votes in the social and political values category.

The table below provides the details on the percentage of votes for the clusters of values, by country and by cohort. For more background on the meaning of values and the cohort votes, refer to the country reports.



Impact on values & personal gains, Thailand, May 2006

CANADA WORLD YOUTH IMPACT ASSESMENT 2006

Table 12: Most Important Elicited Values for Past Participants, by Cohort as Percentages of Total per Country (Oct. 17)

Elicited Values (# of selections)	Canada (117)			Benin (97)			Cuba (122)			Thailand (98)			Ukraine (50)			Total (484)
	to 1999	2000 plus	total	to 1999	2000 plus	total	to 1999	2000 plus	total	to 1999	2000 plus	total	to 1999	2000 plus	total	
Interpersonal / Personal / Professional Values																
Tolerance (open-mindedness, patience, cross-culture communic'n, respect, adaptability, availability)	23.9	20.5	44.4			31.3	4.1	1.6	5.7	7.1	7.1	14.3	12.0	28.0	40.0	25.4
Responsibility (self, ownership, punctuality, precision-Benin)	1.7	0.9	2.6			26.0	8.2	6.6	14.8							9.5
Steadfastness (hope, courage, perseverance, diligence, discipline, loyalty, self control)	2.6	3.4	6.0			17.7	2.5	2.5	4.9							7.6
Personal improvement (self-worth, self-confidence; respect for self & others-Benin; also basing decisions on reason-Thai)						15.6				10.2	2.0	12.2	2.0	8.0	10.0	5.2
Identity (appreciate own culture-CDN; value/deeper appreciation of own religion - Thai)	2.6	7.7	10.3							1.0	0.0	1.0				3.7
Integrity (honesty)	0.9	7.7	8.5				1.6	4.1	5.7							3.5
Creativity (Ukraine) // simplicity (Cuba) // humility (Benin)						1.0	1.6	0.8	2.5				4.0	12.0	16.0	2.5
Altruism (helping another person, concern for others)							0.0	3.3	3.3	3.1	4.1	7.1	6.0	8.0	14.0	2.3
Friendship (appreciation)							4.1	2.5	6.6				0.0	2.0	2.0	1.9
Team work (listening, communication, empathy-Benin)	0.9	1.7	2.6			4.2										1.7
Sub-total	32.5	41.9	74.4	0.0	0.0	95.8	22.1	21.3	43.4	21.4	13.3	34.7	24.0	58.0	82.0	63.2
Socio-political / Universal Values																
Global awareness (environment, justice, equality, gender equal.)	4.3	11.1	15.4							23.5	16.3	39.8	0.0	6.0	6.0	12.4
Pride in own roots/origins, national pride, patriotism							9.0	20.5	29.5	13.3	2.0	15.3	0.0	8.0	8.0	11.4
Solidarity (unity, community involvement, collectivism, sharing, concern for others)	0.9	5.1	6.0				7.4	17.2	24.6							9.1
Diversity (respecting differences, culture differences)	1.7	2.6	4.3			1.0				5.1	0.0	5.1				2.3
Identity (national)							0.8	1.6	2.5							0.6
Volunteering (to benefit others, charity)						3.1										0.6
Democracy & rule of law (valuing multiple choices; respect for laws and order - Thailand)										0.0	5.1	5.1	2.0	2.0	4.0	0.4
Sub-total	6.8	18.8	25.6	0.0	0.0	4.2	17.2	39.3	56.6	41.8	23.5	65.3	2.0	16.0	18.0	36.8
Total	39.3	60.7	100.0	0.0	0.0	100.0	39.3	60.7	100.0	63.3	36.7	100.0	26.0	74.0	100.0	100.0

Impact on Important Personal Gains:

Personal gains have been loosely divided into two broad categories: “Personal growth” and “Occupation / Skills and Status.” The two categories have received roughly equivalent votes for their impact on the evaluation participants. The personal growth category contains elements such as gains in confidence, friendship, independence, and education (new knowledge). It also contains items that could be occupational gains (such as “chance to further studies”), or new contacts. Team and leadership skills could also cross both categories, but are placed with occupation.

Top Personal Gains:

The 3 most important personal gains appear in all five countries, although not always in the top three:

** ‘personal growth’ (21%)

** ‘job and professional development’ (20%)

** ‘friendship’ (14%),

A slightly greater number of votes went to “personal growth” (52.6%) than to “occupational/skills and status.” There are items that appear as personal growth gains that also show up as important values. For example, participants hold values such as self-confidence, respect, and tolerance for difference, and they gain confidence, awareness, and tolerance for differences. See Table 13 below.

There are some **significant differences among countries**, however. Three countries cast over 60% of their votes for impact in the area of personal growth: namely, Canada, Benin, and Cuba. Participants in Thailand and Ukraine, however, did the opposite and cast over 60% of their votes for gains related to skills, occupation, or social status.

Personal development and life experience: We see throughout this evaluation that the CWY experience is one that encourages personal development on many levels and in many ways: by strengthening different skills and capacities, enhancing interpersonal relationships, and boosting self-confidence; by building greater understanding and awareness of the world; and by challenging or reinforcing fundamental values and assumptions. This range of impacts was brought to light by the ways in which participants described the main impact on their lives. The one country that did not vote for “personal growth” gains, at least not according to this interpretation, is Thailand (8%). For Thai participants, gains were interpreted to be more in the area of professional and related skills. As for “travel” (i.e., seeing the world), only Beninese participants (18 out of 75) felt this was important, along with a few of the Canadians. Nevertheless, a number of participants in each country are motivated by a desire to see another country.

“Professional experience and travel remain the most important benefits: The knowledge I acquired during the work projects allows me to gain employers’ trust. By travelling, I got to know Canada and the south of Benin.”

- Beninese Participant

Occupation / skills and status: The majority of the items in this category are relevant workplace skills—including communication, language, team, leadership, and organizational skills, as well as ICT and project management skills. The only item that is not an occupational gain per se is “credibility/recognition in the community,” although this might result from one’s occupational status. All of these items (except credibility) account for 43% of all gains. If one

adds in “education and a chance to study,” the total of occupational and related gains rises to over 47%. Looked at in this way, close to a majority of the personal gains are relevant to occupation. However, the dividing line between “personal growth” and “professional development” was not clearly drawn in each workshop, nor in Tables 12 and 13.



Beninese participants, June 2006

Turning to the item “**job and professional development**,” with close to 20% of all votes, it can be seen that most of these votes come from two countries—namely, Benin and Thailand—and from a good portion of Ukrainians as well. “The work component was deemed very important in developing professional experience among Beninese participants—especially considering the rate of unemployment in Benin and the difficulty for young people to find opportunities to get professional experiences” (Benin Report). This is notable, given that the Beninese did not select “work placement” as an important contribution to the impact of the CWY

experience. In both Thailand and Benin, participants turned their CWY experience into work in the micro-enterprise sector. In Thailand, the most frequent terms used to describe personal gains are ability to “get a job, secure a better position, start a business, get a promotion, gain recognition in the community / at work or in society.” While there were fewer participants in Ukraine (28 in total), ten of them chose job gains as a very important gain. Participants in every country felt that the CWY experience had a **positive impact on their careers or occupations** (or at least on their prospects). However, the nature of the impacts differed from country to country, as did the number of people selecting job gains as one of their top two gains. Clearly these variations can be associated, at least in part, with the particular economic and social conditions of participants and their communities. The box shows the number of country votes that went to occupational gains, and the total number of country participants. It assumes that the number of votes reflects the number of people who cast them (i.e., that no one put both of their impact votes into the same category).

Even in Canada and Cuba, participants felt that CWY had a significant impact on their professions and occupations. In their personal statements, 25 out of 64 Canadian participants wrote about the importance of their CWY experience for professional development, employability, and focus of studies. More of the Canadian participants are pursuing further studies. Cubans

selected gains in skills that are associated with professional development, although they only voted three times for “professional development” gains: skills such as organizational skills, language fluency, ICT skills, leadership, etc. were selected by many Cubans.

Number of people voting for job gains:

- * Cuba: 3 out of 61 participants (5%)
- * Canada: 10 out of 64 participants (16%)
- * Ukraine: 10 out of 28 (36%)
- * Thailand: 27 out of 62 (43%)
- * Benin: 33 out of 75 (44%)

Thai participants, virtually alone among the countries, selected an important impact that deals with their personal **status or position** in their community. They gained in two different ways: in recognition or credibility in their community (15 votes / 62 participants), and in employment (a job, income, or promotion), (27 / 62). One explanation, offered in group discussion in the Thai workshops, is that the program in Thailand has targeted smaller, rural communities with fewer opportunities for outside travel. Through the program, participants were exposed to new knowledge, skills, and attitudes. They had to adapt to challenging circumstances that had an incredible impact on their individual capacities and that offered them a unique experience that they have used to secure employment, start new businesses, play leadership roles in their communities, and be part of a network of friends in Canada and in Thailand. (Thai Report).

While these results reflect the voting breakdown for the top one or two gains, it bears noting that the statements of participants also highlight the importance, and interconnections, of other gains that may not be reflected in Table 13 below. See country reports for more details.

Cohort effect on personal gains: There are several notable differences between the earlier and more recent cohorts in three countries. (See the items that are circled in Table 13.)

**** Cuba:** More recent participants voted in higher numbers for “personal growth” gains: 22 votes out of 36 people (61%), as opposed to 12 / 25 (48%) of the older participants. Younger Cubans were also much more inclined to vote for gains in various skills: 18 / 36 (50%) versus 1 / 25 (4%) of the older participants.

**** Thailand:** The older cohort felt that communication skills were quite important, with 10 / 40 people (25%) voting for these, while only one person out of 22 of the younger group voted for this type of gain.

**** Ukraine:** The majority of the older cohort, 5 / 7 people, voted for friendship as an important gain, while in the younger cohort it was 5 / 21 people. As for personal growth gains, the Ukrainians were again split along age lines, with the younger people tending to cast more votes, 8 / 21 people, while only one of the older cohort, 1 / 21, voted for gains in personal growth.



Villa Clara, Cuba, May 2006

CANADA WORLD YOUTH IMPACT ASSESSMENT 2006

Table 13: Elicited Personal Gains, by Past Participant Cohorts, Percentage per Country

Elicited Personal Gains	Canada			Benin			Cuba			Thailand			Ukraine			Total
	up to 1999	after 2000	Total	up to 1999	after 2000	Total	up to 1999	after 2000	Total	up to 1999	after 2000	Total	up to 1999	after 2000	Total	
Number of participants	(24)	(40)	(64)			(75)	(25)	(36)	(61)	(40)	(22)	(62)	(7)	(21)	(28)	(290)
Personal Development / Experiences																
Personal growth (insight, awareness, confidence, flexibility, self-esteem, acceptance, emotions-Cuba; direction-Benin)	8.5	17.9	26.5			20.7	10.7	19.6	30.4	6.0	2.0	8.0	1.9	15.4	17.3	21.4
Friendship/new contacts (new friends/new contacts & sources of support/information)	6.8	10.3	17.1			16.1	5.4	4.5	9.8	7.0	6.0	13.0	9.6	9.6	19.2	14.5
Travel / New life experience ("other-Ukraine")	2.6	3.4	6.0			20.7										5.3
Independence (Cuba); able to reason (Thailand); success						2.3	3.6	6.3	9.8	6.0	0.0	6.0				4.1
Education (knowledge); chance to further studies	6.8	2.6	9.4							1.0	7.0	8.0				4.1
Consciousness of sustainable development	6.0	4.3	10.3				1.8	1.8	3.6							3.4
Respect / tolerance (of diversity)							0.9	2.7	3.6							0.9
Sub-total	30.8	38.5	69.2	0.0	0.0	59.8	22.3	34.8	57.1	20.0	15.0	35.0	11.5	25.0	36.5	53.6
Occupation / Skills and Social Status																
Job / professional devel. (promotion); organiz skills	3.4	5.1	8.5			37.9	0.9	1.8	2.7	16.0	11.0	27.0	5.8	13.5	19.2	17.7
Another language (to work with foreigners-Thailand)	3.4	2.6	6.0				4.5	5.4	9.8	5.0	4.0	9.0	1.9	13.5	15.4	7.5
Communication (in Ukraine "other skills") (in Cuba – skills: communic, organiz., cognitive)	0.9	0.9	1.7				0.9	16.1	17.0	10.0	0.0	10.0	0.0	9.6	9.6	7.7
Team / leadership skills; integration (Benin)	1.7	1.7	3.4			1.1	2.7	2.7	5.4	3.0	1.0	4.0	5.8	9.6	15.4	4.9
Credibility/recognition in community (soc. status-Benin)						1.1				10.0	5.0	15.0				3.4
Ability to adapt	4.3	6.8	11.1													2.8
ICT skills (Cuba) and Project Mgt (Ukraine)							2.7	3.6	6.3				0.0	3.8	3.8	1.9
Creativity							0.0	1.8	1.8							0.4
Sub-total	13.7	17.1	30.8	0.0	0.0	40.2	11.6	31.3	42.9	44.0	21.0	65.0	13.5	50.0	63.5	46.4
Total	44.4	55.6	100.0			100.0	33.9	66.1	100.0	64.0	36.0	100.0	25.0	75.0	100.0	100.0

Note: boxes are drawn around cohorts with notable differences in how they voted.

Summary and concluding remarks: The CWY program had an important, or very important, impact on participant values and gains, with all countries giving both impact areas an average score of 4 or above. The exception tended to be Canada, where participants rated lower on the whole, and gave relatively fewer scores above 4. Globally, the **values** that received the most votes for high impact were personal and professional, as opposed to political, social, or universal values. These personal/professional values accounted for 63% of the votes. Social, political, or universal values obtained fewer votes (37%); however, the biggest vote in this category was “global awareness” (12%) and “national pride” or pride in one’s roots (11%). As for **personal gains** there was greater parity among the gains associated with the category of “personal development” (53%) and those associated with the category of “occupation/skills and status” (46%). The personal development gains included various gains involved in personal growth such as insight, awareness, and self-confidence, while occupational gains included professional development, various organizational skills, credibility, adaptability, and ICT skills.

Among countries, there were some interesting variations in how people distributed their votes for the top values and gains. Canada, Benin, and Ukraine cast between 75% (Canada) and 96% (Benin) of their votes for values related to personal and professional areas. On the other hand, Cuba and Thailand cast approximately 60% of their votes for political, social and global values. The Thais, as well as many Canadians, voted for universal values of equality / gender equality, justice, and environmental awareness. In addition, there were several places where the earlier and later cohorts voted differently in assessing the impact on values and gains.

This exercise reinforces the earlier findings that the main impact of the program tends to be on values, attitudes, and knowledge, as well as the finding that the greatest impact on skills and knowledge is in the area of communication and organizational skills. The latter skills are important for both personal growth and professional development. They are also the skills that come into play when young leaders become active in their communities.

Part 7 Impact on Civic and Community Engagement

7.1 How to Assess Impacts on Civic and Community Engagement

A primary focus of this evaluation is on assessing the impact of CWY on the involvement of past participants in their communities, over time. To do this, the evaluation team designed a diagnostic exercise (a social construct analysis) to gather information from past participants about the nature of their involvement in their own communities, the kind of activities they are involved in, and how much time they devote to them. In addition, local facilitators conducted workshops for community members and work placement supervisors in one or more communities in each country (see following section). Community activities refer to all kinds of local involvement for the good of the community or individuals and groups within it. Civic engagement generally means activities related to responsible citizenship, including involvement in electoral processes and other political action. All together, these workshops have provided a rich snapshot of the civic and community engagement of CWY past participants.

The SAS² process to measure social impacts is an interactive exercise that begins by asking participants to select and agree upon eight or nine activities that they are now involved in, or would like to be involved in. Each activity is then rated against a set of variables that measure different characteristics of the activities. The evaluation team provided four variables, and workshop participants developed others. The four common variables were:

- (1) Time spent on activities by participants who went in the earlier cohort (1993-1999)
- (2) Time spent by the later cohort (2000-2003)
- (3) Impact of CWY on their participation in each activity
- (4) Importance of the activity (i.e., how the group as a whole viewed the relative social or political importance of each activity). This latter variable was negotiated by everyone in the room, to reach a social consensus.

With these variables we could measure the relationship between the importance of an activity, the impact of the CWY program, and the amount of time people spent on the activity, as well as any differences between younger and older cohorts. In addition to the four variables above (and in Table 14 below), the evaluation team asked each workshop to develop additional variables based on participants' sense of what was relevant or important to measure. For example, activities that take a lot of time versus those that do not, or activities that can be done by an individual versus by a collective. See Table 15 for these elicited variables. Every workshop rating for each variable and activity is a group average. This



Rating community activities, Ostroh, Ukraine, June 2006.

activity, like all others, was discussed and analyzed by the whole group.

In the country reports there is considerable detail on the activities selected by participants in each workshop. Not all workshops selected the same items, so some countries have many activities. These have been clumped together in each country report to reduce the total number of discrete activities. Some types of activities are common to all countries, but have a different focus or approach from place to place. The same type of activity, for example “volunteering,” will have a particular significance in different cultural settings. For a general description of the activities, see Table 16 at the end of this section. With respect to the inter-relationship among all the variables, this synthesis report provides a rough overview, drawn from the summaries of findings for each country. For more details on the nature of the activities and on the inter-relationship among all of the variables, see each country report.

Average impact of CWY exchange on past participants' civic /community engagement

* Benin	4.62
* Cuba	4.58
* Ukraine	3.60
* Thailand	3.50
* Canada	2.86

7.2 Findings

Average impact: There is an average impact rating of moderate-to-important in three countries (score of 3 to 4 out of 5) and a rating of important-to-extremely-important” impact (score of 4 to

5) in the remaining two countries. Participants were asked by the facilitators to rate impact against the influence of the CWY program. If CWY was not a major influence on one's decision to get involved, or on the nature of the involvement, then the rating should be low. From this we see that CWY has not had such a high impact on Canadian past participants (or not on all of them), unlike in Benin, for example. Part of the explanation may be due to the fact that youth leaders are selected because they are already active in their communities, so the impact of CWY is less.

What do participants think about civic and community activities? A look at Table 14 shows that the participants generally think these kinds of activities are important or very important. The averages for each type of activity were negotiated in each workshop, thus reflecting either a consensus or substantial majority of opinion. In all countries the majority of negotiated scores for the various activities were between 4 and 5, except in Ukraine where participants negotiated a score of 3.0 for four out of the nine different activities, and a score of 2.0 for global cooperation. [See country summaries below, and in Country Reports.]

Is there a link between the importance of an activity and the impact of CWY? Table 14 indicates a limited direct relationship. This question is more easily answered by looking at the relationship for each activity in each country. From this overview table, however, it appears that the link is stronger in Cuba, Benin, and Ukraine, and not as strong in Canada and Thailand. In Canada, the impact of CWY was rated between 2.0 and 3.0 for all activities, whereas in Cuba the impact is between 4.0 and 5.0 in all activities but one.

Is there a correlation between the impact of the program and the amount of time that participants spend? Participants who are not involved in community activities currently did not participate in the estimate of time spent. There seems to be an overall correlation between the impact of the CWY program and the amount of time spent on activities, as can be seen for each country and cohort below.

Table 14: Average Country Ratings for Four Variables on Civic and Community Activities

Variables	Benin	Cuba	Ukraine	Thailand	Canada	Weighted Average
TIME spent (cohort up to 1999) (simple averages) 1 = no time 5 = very high amount	4.31	4.16	3.58	3.36	2.76	3.6
TIME spent (cohort up to 2000-03) (simple averages)	4.38	3.80	3.42	3.40	2.85	3.7
CWY IMPACT (simple averages) for those who rated Time above	4.62	4.58	3.60	3.50	2.86	3.9
IMPORTANCE (negotiated average)	4.53	4.50	3.83	4.55	4.24	4.4
Country Average	4.45	4.26	3.60	3.70	3.18	
% participants involved in community activities	95%	100%	57%	66%	83%	

Types of Activities: Table 16 contains a list of the activities that participants are now involved in, or would like to be involved in, in each country. This list has been compiled from all country workshop information. The descriptions of the activities come from each activity card. Civic and community activities include different kinds of political activities including civic rights and involvement in elections; community activities including charitable and volunteer action of different kinds; social assistance in health, education, and culture; and activities that involve “socially responsible” lifestyles (living consciously, responsible consumption), chosen by Canadians and Ukrainians. The least common activities are those connected in some way to

“Environmental problems are at the base of development problems in African countries...”

“There is an urgent need to recycle certain materials in our country. In our communities, we serve as examples when we show our concern for the environment.”
Participants from Benin

“global awareness,” such as working for an international NGO, or international cultural exchanges (mentioned in Cuba and Ukraine). This does not mean that participants are not more globally aware, but rather that their engagement priorities lie elsewhere. All country participants are involved to some extent in political activities (except in Cuba), in many different kinds of community development activities, in environmental activities, and in activities related to social services. Choices about activities are sometimes affected by the resources and time commitments required, as well as by the ability to act alone, as opposed to

collectively. Many workshops created a measurement variable for “individual versus collective action” (See Table 15). For more details see a short country summary below, and the country reports.

A common theme that emerged in many of the workshops in each country is the importance of **environmental protection** or action. This is clearly something that participants learned more about in Canada and that they feel is very important in their communities. It is something that they want to act upon, even on a fairly small scale, such as simple recycling.

Highlights from Canada

Table 14 shows that the Canadians, for the most part, are spending relatively less time than other countries on civic and community activities, although these activities are seen to be very important. It is possible that this is linked to a higher proportion of Canadians who are studying. The most important activities are **public education, work with marginalized groups, activities of “lifelong learning,” and activities related to maintaining a socially “responsible lifestyle.”** The most time is spent, on average, on lifelong learning and responsible lifestyle. These latter two activities are not areas where CWY had the greatest impact, however, suggesting that the activities that participants are most involved with are things they were doing before or are the result of many factors, only one of which is CWY. Overall, the impact of CWY on the Canadians’ decision to get involved, or on the kind of activity they choose, is moderate. Some activities were considered very important but received a low score for impact, such as working with marginalized people, primarily through paid employment (average score of 1.0 for the earlier cohort and 1.5 for the more

Encouraging volunteerism and community involvement goes hand in hand with CWY’s mission statement. However, responses received from the workshop participants indicate that the CWY program places greater emphasis on internalizing social values and strengthening young people’s identities than on investing time in civic and community activities as such. (Canada Report p.26)

recent). The biggest impacts of the program on participant involvement are activities involving community work (3.5), those involving international awareness (3.4), activities related to responsible lifestyles (3.2), and community-building activities (3.1).



Canadian participants : Montreal, May 2006

Socially responsible living is a highly valued and popular form of civic engagement that demonstrates individual choices about health, consumerism, and the environment. Many participants find it easier to dedicate time to activities that require fewer resources and less collective work. This could also be attributed to the age of the participants taking part in the assessment, many already having school and work commitments that prevent them from taking on further activities requiring a lot of time or financial

investment (Canada Report). Many view civic and community engagement as having more of a long-term impact, particularly on their futures. Some of the comments suggest that **volunteering** is something participants wish to do, rather than something they do now. The Canadians clearly value social action and community service. Many have volunteered some of their time in a variety of ways. At the same time they are not in a position to fully act on their ideals and intentions at this point in their lives.

Highlights from Benin

Past participants in both cohorts devote more time to working in the community, and attribute their involvement quite considerably to the impact of the CWY experience. All activities in the areas of health, the environment, education, and cultural promotion are rated as important or very important, with few exceptions. The impact of CWY in all areas was similarly high or very high, but lower for “health promotion,” “social protection,” “education of girls,” and “child trafficking.” **Volunteering** was the only activity that all three workshops put forward, and it is a community activity that everyone spends a lot of time on, with a very high impact from CWY. Many participants commented that because volunteering is such a central part of the CWY program, it has become a part of their lives, whereas this was not the case before CWY. For these participants, volunteering combined their professional expertise and experience and was something they could do individually. Activities concerning the environment or social assistance, on the other hand, were considered more collective than individual. Overall, the level of civic engagement for most participants has been greatly influenced by their CWY experience.

“In Canada, we were confronted with realities that were different from the realities of Benin. As a result, the CWY experience gave us a broader perspective of the world and led us to believe that aid is not only material.”
Beninese participant

Highlights from Cuba

Cuban past participants attribute to CWY a high or very high impact on their community and civic work in all activity areas (**education, research, community, global awareness, and environment**). This is true even, or especially, in the field of education, where a majority of participants are working in formal and informal settings. Cubans spend a high or very high amount of time on civic and community activities, and rate them as being very important. Through all of these activities, participants feel strongly that they are contributing to the further development of Cuban society, to the preservation of the Cuban system and its collective way of life, and to the

"The various efforts carried out at the global level are a significant step in the search for different solutions to the problems of humanity. Actions like donations, recycling and others, constitute necessary steps towards the development of a better world."
- Cuban participant (evaluator's translation).

Cuban approach to attaining human freedom. They believe that the CWY program has underscored the importance of community work, which can contribute to people's socialist aspirations in Cuba. They have also learned the importance of recycling and sustainable development from Canadians. In return, Cuban participants helped Canadians to understand the importance of doing things collectively.

Highlights from Thailand

The impact of CWY in **Thailand** has been considerable, with two out of the three workshops giving scores of 4.0 or "high" to a majority of the activities they selected, and Northeast participants giving an average rating of "moderate" on most activities. All of the activities in a wide number of different sectors are considered to be important or very important, with participants devoting modest to large amounts of time on the ones they participate in. There are two types of activities that occurred in all three regions of the country and that are considered to be very important: **promoting alternative economic occupations** and **preserving the environment**. A third type of activity that many participants are very involved in is **health promotion**. It is clear from the descriptions of Thai participants that many of them are young community leaders who continue to be very active in their villages. The activities are largely informal in nature, in that they require less specialized knowledge. In one group discussion, participants confirmed that their involvement in these activities had been influenced to a considerable degree by their participation in the CWY program because the program involved working with, and raised their interest in, their community. There is a correlation between the impact at the community level (more people benefit) and the importance of the activity. In general, the selected activities tend to contribute to happiness rather than income and to be activities that, for the most part, affect the whole community rather than a few (Thai Report).

"I helped establish a group of organic rice farmers. This reduced the amount of chemical products used in the community. I also introduced techniques to produce natural detergent, soap and liquid soap, and shampoo to the community." Thai participant (evaluator's translation).

Ukrainian Highlights

Three very important activities for Ukrainians were especially influenced by what they saw and did in Canada: **responsible citizenship, charitable activities, and public awareness** activities.



Ostroh, Ukraine, June 2006.

Of these, they spent the most time on “responsible citizenship / political activities.” It is clear from the ratings that a number of Ukrainian past participants have been quite politically active, with both earlier and more recent past participants giving large amounts of time to activities related to national politics, local politics, human rights protection, elections, and community life in general. In the period before and after the “orange revolution,” many young people have been engaged in the civic and political life of their communities and country. Participants were struck by their

experience with NGOs and community organizations, which has encouraged them to become more active in Ukraine. Environmental protection in the community is an area of involvement that is very important but which has been only moderately affected by CWY, in part because Ukrainian participants were already very aware of its importance prior to joining CWY. As in Thailand, the activities that are viewed as the most important for Ukrainian past participants also tend to be the ones that benefit the most people—such as responsible citizenship, environmental protection, and the promotion of a healthy lifestyle. Ideas about volunteerism and charity generated considerable interest and debate in a country where the idea of volunteerism has fallen away in recent decades. The Ukrainians felt that the emphasis of their civic and community work should be on the development of Ukraine rather than global development or international issues. On balance, the CWY program had a moderate impact on the participants’ involvement in their communities and on their attitudes towards political and social action. The impact is less one of creating a new interest, and more one of strengthening and reframing a commitment that was already there.

“In Canada I was impressed with how people care about the environment. I pass information on the newest technologies for recycling and how people started to separate glass, plastic and paper, to the local authorities. ...”

“I organize workshops for existent NGOs on grant proposal writing. Also I provide free consultations on how to establish an NGO, start its activity and be efficient.”

-Ukrainian participants

Cohort Effects: The social analysis of civic and community engagement has turned up some differences in how the two age cohorts spend their time in several countries. From this information, however, it would be unwise to generalize for any given country, or to make any global generalizations. There is a relatively short time lapse between the two cohorts, and all of the participants in the evaluation are still in their twenties or early thirties. The oldest evaluation participants are now 35. In some workshops there were relatively few participants in a particular cohort, so the scoring could be more a reflection of them, in particular, rather than the cohort as a whole. On average, Canadian and Ukrainian participants were younger, and thus a majority were in the later cohort from 2000 to 2003. In Thailand, 65% of the participants were in the cohort

from 1993-1999 and over half were 29 or older. Thus, the size of the older age cohort varies from country to country.

In Canada and Benin about 40% were in the older cohort, and there was little difference between the age cohorts. There was also little difference between the Thai cohorts although two-thirds were older. In Cuba, 41% were from the older cohort, and it seems that the amount of time spent on activities increases over time. The older cohort in Ukraine also had a slight tendency to spend more time on activities.

Conclusions and summary remarks: CWY participants believe very strongly in the importance of civic and community involvement. Global ratings for the importance of these kinds of activities ranged from 3.9 in Ukraine, to 4.5 in Thailand, with a global average of 4.4. There were only very minor differences between the older and younger cohorts in terms of the amount of time spent on civic or community activities, and only in Cuba and Ukraine, where older participants tended to spend somewhat more time on some of the activities.

The evaluation participants are often young community leaders or activists whose experience with the CWY program has reinforced their ethic of engagement and expanded their awareness of ways to be involved. There is a direct correlation between the impact of the CWY program and the amount of time that both cohorts spend on these activities. There is much less correlation, however, between the impact of the CWY program and the importance that the participants ascribe to the activities.

There has been an impact, in particular, on how past participants think about **volunteering** in countries where this kind of social action is not traditional, as is the case with Ukraine or Benin. The impact of the CWY program on actual involvement, however, is more variable between countries. The impact in Canada, for example, is moderate to low, while in Benin and Cuba it is high. For some of the participants in Benin, Ukraine, and Thailand, their commitment to volunteerism was awakened in Canada, while for others, in particular the participants from

Cuba, the CWY experience strengthened a commitment that was already there and opened the way for new forms of expression. In Cuba, community involvement is very much a part of participants' work and is more fully integrated into their private lives. Unlike the Cuban participants, those from other countries work in many different fields, have different working and life conditions, and tend to volunteer their time to civic and community activities outside of their normal work. In Canada, participants have been less likely to be fully engaged, or at least to find the time for community action, despite their strong commitment to issues of global justice, community development, and social equality. Canadian participants tend to view community engagement as a longer-term commitment that has been influenced by many factors, only one of which is their experience with CWY.



Rating impact on community engagement activities, Cuba, May 2006

Despite the many different life conditions of past participants, their commitment to the civic, social, and economic well-being of their communities has been reinforced by their experience with CWY. Many are making time in their lives to volunteer varying amounts of time to a wide range of community activities. This is especially the case for exchange country past participants. The CWY experience, with its emphasis on building communication, organizational, leadership, and team skills, is strengthening many of the personal capacities required for working with others in community settings. Through its group and educational activities, and in other ways as well, CWY is helping young people to define their personal values within a more global perspective, based on notions of openness, solidarity, empathy, and self-awareness. Much of this is embodied in a commitment to a “culture of volunteerism.”

Table 15: Elicited Variables for Measuring Impact of CWY on Civic and Community Engagement

Additional Elicited Variables	
ideas / action	Canada
individual benefit / collective benefit affects few / affects many	Canada Thailand (2 groups) Ukraine
major long-term effects / no LT effects immediate effect / LT effect	Canada Benin
intermittent (seldom) / ongoing (often)	Thailand (2 groups)
individual / collective	Canada (3 groups) Benin (3 groups) Cuba (2 groups) Ukraine
no individual initiative / massive individual initiative	Ukraine
being conscious oneself / popularizing consciousness	Ukraine
gain knowledge / gain money	Thailand
generate happiness / earn income	Thailand (2 groups)
resources limited / resources needed	Canada
choice / necessity	Canada
open / structured	Canada
formal / not-formal	Cuba Benin Thailand
living environment / individual	Benin
specific / general	Canada Cuba (2 groups)
complex / simple	Cuba
professional role / civic role	Cuba
professional training / empirical training	Cuba
part of job / volunteer only	Ukraine
global / local	Cuba

Table 16: Summary of Civic and Community Activities by Type and Country

Activity	Countries Selecting	Description
POLITICAL & CIVIC ACTION		
Political activity	Canada	* Voting, becoming part of the electoral process, paid political work.
Public education		* Raising awareness about local and international issues.
Civic education		
Civic rights and duties	Ukraine	* Being involved in national and local political life (e.g., Orange Revolution), human rights protection, member of a political club.
	Benin	* Raising awareness about individual and family rights and responsibilities
	Thailand	Voting – promoting democracy. Promoting children’s rights
	Ukraine	Responsible citizenship – participating in elections and voting for a ‘proper candidate’; working and paying taxes since there is a history of rich people avoiding taxes.
Child trafficking	Benin	* Being involved in the fight against poverty * Raising awareness about individual and family rights and responsibilities * Protecting children’s rights
COMMUNITY		
Volunteering	Canada	* Volunteerism; community building – working for wide variety of NGOs like YMCA, HIV/AIDS clinic, immigration centres, church groups etc.
	Benin	* Working with orphans and local children
	Thailand	* Many activities to assist villagers, most recently for the Tsunami, to help elderly people, work in a day care centre; help disabled people. Join in community development activities or traditional cultural activities
	Ukraine	* Involvement in local NGO; children’s playground or summer camp; forming a club and buying local products
Charitable activities	Ukraine	* Helping individuals on a daily basis, or when it is needed (versus ‘volunteering’ for a project or single event). Raising money, food and clothing banks, helping orphans or seniors, supporting the local school.
	Cuba	* Projects to promote literacy, multi-culturalism, community research, sexual and reproductive health, hygiene, environmental protection etc.
Engagement	Benin	* Serving on the board of an NGO working on the promotion of women’s and children’s rights
Public awareness	Ukraine	* Participate in community development; community TV; public awareness festivals; recycling; NGO training etc.
Economic development	Thailand	* Creating village youth groups to develop alternative employment like composing, rubber tree nursery. Promoting economic self-sufficiency for households.
Local culture promotion	Thailand	* To preserve local customs etc.
Cultural promotion	Benin	* Historical research * Taking part in music groups * Cultural promotion : arts, traditional clothing

ENVIRONMENTAL ACTION		
Environmental action	Canada	* Community involvement related to environmental activities; environmental studies. Includes recycling, composting, helping in an animal shelter; academic work
	Benin	* Sanitation; protection and recycling
	Cuba	* Community project, research, environment protection day, marine conservation.
	Thailand	* Preserving the environment, recycling, clean-up, environmental awareness about pesticides etc. Forest conservation – reforestation etc.
	Ukraine	* Town clean-up, being responsible towards the environment.
SOCIAL DEVELOPMENT / HEALTH / EDUCATION		
Values-oriented employment	Canada	* Paid work in hospitals, social work, youth at risk, teaching or facilitating on social issues
Studies / Research	Canada	* Part-time – in various social / international fields
	Cuba	* Graduate studies in education and related fields (psychology etc).
Health promotion	Benin	* Building health centres * Supporting existing health centres
	Thailand	* Physical activity and sports; campaigning against tobacco, alcohol, drugs; healthy living.
Social assistance / social work	Benin	* Social assistance to disadvantaged groups, particularly women
	Cuba	* Voluntary work at local and national levels
Education	Benin	* Civic education and education of girls
	Cuba	* Community education promoting health, political and cultural matters; family education, child and youth education in community; communication skills
	Thailand	* Youth training in a variety of skills; Community capacity-building – promoting sense of social responsibility; promoting good ethics and morals for families and youth; support for religious activities.
	Ukraine	* A project to teach English to children (build more knowledge of English before Ukraine joins the EU)
Life-long learning	Canada	* Continuing education and critical thinking. Also being up to date on current local and international issues.
RESPONSIBLE / HEALTHY LIFESTYLE		
Socially responsible lifestyle	Canada	* Maintaining responsible lifestyle through consuming ethical products, reducing, recycling, re-using, healthy choices etc.
	Ukraine	* Modelling for others: not smoking, using drugs, or strong alcohol etc.
GLOBAL AWARENESS / INTERNATIONAL ACTION		
International involvement/cooperation	Canada	* Working for an NGO, ESL overseas, humanitarian help; public awareness on international issues.
	Cuba	* Donations, recycling, awareness, hygiene promotion
	Ukraine	* Cooperation between Ukraine and Poland
International exchanges	Cuba	* International missions and cultural exchanges

Part 8 Host Community Evaluation

Community Workshops were held in seven communities in the five countries and involved a total of 101 host family members, work placement supervisors, and other community members who had been involved with the program. The workshop was designed to last for several hours, so that it could be held in an evening. Each country partner selected a community based on the length of time the community has been involved with CWY (at least two years, except in Thailand where the host community had been part of the program for only one year) and the extent of the involvement. A total of 101 people participated. See Table 17 below.

8.1 Method for Host Community Impact

The **SAS² exercise** assessed the top two impacts of CWY on participating community members using the same “P’tit Bonhomme” technique as the one used with past participants and described in Part 4 of this report. The technique allows each individual to select and describe two main impacts on him/herself, or on others very close to them, and to rate each impact on a scale from 0 (= no impact) to 5 (= very important impact). Each impact was further defined by the type of impact (i.e., on their knowledge, values, skills, interpersonal relationships, etc). This exercise did not include impact on career or studies, however. All individual impacts and scores were sorted and discussed by the group.

Table 17: Basic Information on Participants in Host Community Workshops, by Country.

	Location	Occupations (total for country workshops)	Male	Female	total #
Canada	Fergus-Elora, Ontario Camrose, Alberta St-Jérôme, Québec	Education (8), Mayor (1), business (2), human resources (2), maintenance (2), physician (1), community agencies (5), retired (1), and 3 young students. Work placement supervisors (7), host mothers (12), host fathers (6), other host family members (3), community supporters (3). Work placements were in education sector, and community services.	11	17	28
Benin	Lokossa, SW Benin	Teachers (8), civil servants (4), social workers (2), NGO employees (3), merchants (3), plus an administrator, an engineer, a rural dev. officer, a postal worker, 2 housewives and a health worker. Work placement supervisors (4), resource people (3), host mothers (8), host fathers (9) from 2003. Participants were predominately from 1998 and 2003.	18	8	26
Cuba	Remedios	Education (6), social services (2), agriculture (2), secretary (1), housewives (2), retired (1) Work placement supervisors (4), host mothers (4), host fathers (2), host family members (3).	6	9	15
Thailand	Hin Pak, Central Plains region	Rice farmers (10), housewives (2), government officials (2), merchant (1). Work placement supervisors (9), host fathers (3), host mothers (3).	7	8	15

	Location	Occupations (total for country workshops)	Male	Female	total #
Ukraine	Ostroh	University employers (6), NGOs (2), library manager (1), bank manager (1), municipal administration (1), teachers (2), bank clerk (1), retired (2), housewife (1). Work placement supervisors (10), of which 6 work at the Ostroh Academy, and 2 for local NGOs, host mothers (4), host fathers (2).	10	7	17
Total	7 workshops	Host family reps (59); Work placement supervisors (34); other (8)	52	49	101

8.2 Findings

Main impact: The impact on host community members was high or very high in every country, especially in Cuba, with an overall average rating of 4.4.

Table 18: Two Main Impacts on Host Communities - Composite Index (“P’tit Bonhomme” Body Part & Level of Impact), by Country

	Benin	Cuba	Canada	Thailand	Ukraine	5 Country Average
Total # impact cards	43	60	87	46	61	294
Parts of the “P’tit Bonhomme”	Composite Index					
Right Hand (Interpersonal/Networking)	2.2	1.8	1.1	0.6	0.4	1.2
Heart (Values/Attitudes)	0.6	1.1	1.6	1.2	0.7	1.1
Head (Knowledge/Learning)	1.3	1.1	0.8	1	1.5	1.1
Left Hand (Skills)	0.1	0.5	0.1	0.6	1.2	0.5
Right Foot (Local/Global Action)	0.1	0.4	0.5	0.5	0.6	0.4
Total Composite Index (Max.=5)	4.3	5	4.1	4	4.4	4.4

Notes:

1. Body Parts (rows) ordered and grouped by Average Composite Index of all 5 countries
2. Although Interpersonal Relationships/Networking has the overall highest average composite index, it also demonstrates the greatest spread between the 5 countries.

The average impacts vary somewhat from country to country, and they vary by type of impact: Overall, the average impact is **greatest for “interpersonal relationships/networking,”** with a composite index of 1.2. Close behind are impacts on values and on knowledge. Thus the top two impacts are emotive. There are also different perspectives on impacts if one considers the views of work placement supervisors, as opposed to host family members. **Work placement supervisors** tended

*“They amazed us with their wish to help for no money. They worked with our collaborators and members of the community. They shared their knowledge and skills.”
Ukrainian workshop.*

to select impacts that are cognitive (knowledge/learning) and behavioural (skills), while **host family members** tended to select impacts that are emotive (interpersonal relations and values/attitudes). Thus in countries where the majority of workshop participants were host family members, the impact was higher on the emotive categories, as in Benin, Cuba, and Canada. In Thailand and Ukraine, there were more work placement supervisors, so the impacts tended to be greater for skills. The impact on knowledge was more evenly distributed between the two types of evaluation participants.

Host families in particular form strong bonds with the participants. There are many heartfelt comments from community members in all countries that provide insight into what motivates people to invite young strangers into their homes, not just once, but two or more times. Through these relationships, people have a unique opportunity to explore the many different ways in which people understand and act in the world. In **Canada**, the words that came up most often, regarding impacts, were open-mindedness, respect, sharing, and “seeing the world from another perspective.” In every country people spoke about the great value of learning about different cultures, as one person from Benin said: *“Getting to know one another is the most important part of this program, with openness leading to lasting friendships.”* Far from being described as individual “friendships” or gains in “networking,” these relationships convey strong values and sentiments of family, community-sharing, and attachment. The intense bonds that developed through the program are described with vivid emotion, as if they were part of local family life and core community history. Cubans described the great emotional attachment they feel for the CWY participants who became like members of the family. This was a feeling shared by many in other country workshops as well. In Ukraine, however, host family members rarely selected interpersonal relationships (only twice as a second priority impact), favouring instead impacts on knowledge and learning about another culture.

Impact on work placements supervisors: In Ukraine, a number of the work placement supervisors were working with NetCorps placements, which involved ICT training. These supervisors all felt that the impact on the skills of Ukrainians in the work placements was very high or high, not only in terms of ICT skills, but also in terms of English-language skills. In **Thailand**, work placement supervisors divided the type of impacts quite evenly between all areas. Again, English skills were seen as particularly important. English was a benefit for the young people in the villages, many of whom were motivated to learn the language as a result of participating in community programs initiated by CWY participants.

“It is a matter of how the participants integrate, establish emotional relations with the workers, students, families, with joy and the enthusiasm that you get when becoming aware of the importance that this program will have in their lives.” Cuban workshop

Many workshop participants, whether work placement supervisors or host family members, spoke about what they **learned from**—and with—participants about other places and ways of living. Some Canadian community members felt that the program was also an occasion to learn more about their own country and even their own community. Several people in Benin made similar comments. In Ukraine, almost all host family members chose “knowledge” as their first or second most important type of impact, even where the knowledge was values-oriented: *“I found out that Canadian society is multicultural and tolerant.”*

In all countries, the program had **less impact in the area of “local/global actions.”** In Canada, Thailand, and Ukraine, however, a larger portion of total impacts were in this area: 15% in Canada and Thailand, and 13% in Ukraine. In Canada, the evaluators feel that community members may not fully recognize how some of their attitudes or values have translated into actions: for example, purchasing fair trade tea as a result of learning about plantations in Sri Lanka from participants, or choosing to volunteer their time to community organizations as a result of relationships formed through program community meetings.



Community assessing main impact of the program, Remedios, Cuba, May 2006

The **gains were clearly two-way.** According to community members in Cuba, the Canadian participants gained something from the Cubans: the values that participants strengthened through the program include participation in shared household and community chores, concern, respect, solidarity, and humanism. The Cubans felt that, because of their CWY experience, “Canadians strengthened their values, mostly ‘collectivism’.” They were astonished by the CWY participants’ capacity to change.

Breadth of impact: Each workshop participant was asked to estimate the number of people reached by each of their two main impacts. The evaluators then did a rough estimate of the average number of people reached for each impact area, broken down by the type of impact. One can assume that the same individuals might be counted more than once with this method. Nevertheless it gives a rough idea of how many community members might be reached by a given type of activity. In smaller communities, for example in Thailand, some of the village leaders thought the whole community had been affected by the CWY program. A teacher noted that all of the school children who were involved with English programs had been affected (273). The Deputy Head of the *Tambon* (community) Administration Organization noted a positive impact on overall cleanliness of the community and concern for the physical environment as a direct result of the program in 2003. In Ukraine, the work placement supervisors estimated the number of people impacted by the program to be the number of students in their programs at the university, or in community settings, with numbers ranging from six to eighty, depending on the project. Host family members estimated fewer people being reached.

Summary and concluding remarks: In each country, host community members felt that the impact of CWY on their families, workplaces, or communities had been high or very high, with an average rating of 4.4 overall. The impact was greatest in the emotive domain (interpersonal relationships and values/attitudes). Impact on knowledge, while somewhat less, was more uniformly important across countries. Less frequently selected were impacts on skills or on local and global action. These preferences can be explained in large measure by the balance between work placement supervisors and host family members in each country workshop. In three of the five countries, (Canada, Benin, and Cuba), the majority of participants were host family members who chose interpersonal relations and values more often. In Thailand and Ukraine, the majority were work placement supervisors (especially in Ukraine) who selected important

impacts that were connected to skills. In Canada, Thailand, and Ukraine more workshop participants also selected important impacts on local/global action, due perhaps to the nature of the relationship with program participants, and the focus on work (action, behaviour etc.).

Part 9 Institutional Partners' Assessment

9.1 Key Informant Interviews

Interviews were conducted with one or more partner representatives in each country: one interview in Cuba and Benin, three in Ukraine, and six in Thailand. Partner representatives were asked to respond to questions about what participants from both countries have gained from the program, how the program has contributed to the partner institution and community, what the impact on gender issues / awareness has been, and how the working relationship between the host institution and CWY has been. (See Appendix C for questions).

9.2 Summary of Findings:

The partner representatives expressed a high level of approval and support for the CWY program, and for the impact on participants and on their own institutional program priorities.

Impact on youth: All of the partner representatives feel that the program builds leadership abilities, develops attitudes of open-mindedness, and contributes to character development and maturity. In **Benin**, the program is focused on building entrepreneurship and business skills that will help Beninese participants to create sustainable employment for themselves and the larger community. Evidence shows that the program is succeeding in this regard. The Beninese partner, the Ministry of Culture, Sports and Leisure, faces some challenges in ensuring equal participation from young women, who may not have the minimal education requirements and whose families are sometimes hesitant to let them go abroad. The **Thai** program emphasizes social and community services as well as agriculture, under the broad umbrella of sustainable development. Thai youth come back with an increased appreciation for their own community, the environment, and issues of equity. Gender equality has been a value of the Community Development Department (Ministry of the Interior), for over 20 years. Many of the past participants are now in community leadership positions. **Cuban** participants are university students in education, with good formal educational backgrounds. Through the program they learn to expand their educational skills, especially informal and experiential methods. Their leadership skills are also strengthened. For Cubans, this and other exchanges provide an important opportunity to address some of the misunderstanding that Canadians have of Cuban society. The Canadians, for their part, learn more about Cuban collective society and the importance of Cuban family life. **Ukrainian** participants, selected by the National University Ostroh Academy, are also students specializing in education and foreign languages for the most part. Ukrainians are able to see a mature democracy at work and to appreciate the role of non-governmental organizations and the value of volunteerism. Participants return with a greater understanding of what is possible through volunteer initiative. Like participants elsewhere, they also come home with a greater appreciation for Ukrainian family values. Canadians learn this from their host families as well. The Canadians have also contributed to greater gender awareness among the women participants. There have been women's discussion groups

(Women's Club) which have provided a space for Ukrainian women to think about issues of women's health and gender relationships.

Impact on partners: The impact on partners is primarily on the individual supervisors who are involved in the program. In **Thailand**, supervisors have improved organizational, planning, and other work-related skills as a result of their participation in the program. There has been little formal evaluation, however, so organizational learning is limited. Furthermore, the Community Development Department is large, and is part of a very large government department, so there is little impact at the institutional level as such. The CWY program has, however, served as a model for the development of exchange programs with other countries, in particular Holland (www.hwy.nl), Britain (www.vso.org.uk/globalxchange) and Sweden (www.ciu.org). The **Cuban** participants are expected to transfer their learning to their fellow students. The Cuban Ministry of Education has been very pleased with the program and would like it to grow. In **Ukraine**, the university has built up exchange links with five Canadian universities and has faculty exchanges underway. The NUOA is interested in expanding the exchange beyond the current focus on "cultural exchange" to encompass more formal educational elements by which they mean formal teaching exchanges, and more opportunities for formal learning about aspects of Canadian and Ukrainian culture and history. For the **Beninese** Ministry of Culture, Sports and Leisure, the main impact of the CWY exchange program is to strengthen the Ministry's focus on sustainable development by helping young people to develop networks and by providing additional training.

Institutional Partnership with CWY: The partners all expressed great satisfaction with the working relationship with CWY, which is built around a clear working protocol with clearly defined roles and responsibilities. Where problems have arisen, they feel that CWY staff have been responsive and open to resolving issues of concern. The one difficulty expressed by one of the partner representatives concerned recent high levels of staff turnover in Canada, and the effect this can have on maintaining a trust-based relationship.

Part 10 Postscript: CWY Interpretation of Findings

A cross-section of Canadian-based CWY staff and past participants and a representative of the Board met on November 17, 2006, to further analyze the main findings of the evaluation, in particular the weaker impact areas. The workshop looked only at findings for past participants, not for host communities. The workshop was designed and facilitated by the external consultants and entailed two SAS² activities: the first was an analysis of the interaction between the most important impacts and the six most important program components (Activity Dynamics). The second was an analysis and review of the factors that account for weaker impact areas. The workshop results and observations shed further light on the original findings, and suggested some practical programming changes to increase impacts. See Appendix D for details of workshop results.



Interaction between main impacts and program components:

The main findings of the first exercise on the interaction between program components and impact areas, indicates that there is a high level of two-way interaction, with the program components contributing significantly to the impacts, and vice versa. This exercise showed that the main impact areas also have an effect on how program components are delivered, as one might expect in an organization that values learning. One exception was occupational gains, which were not viewed as being impacted very greatly by the various program components. Another notable exception to the high interaction rule is that the host community component makes a lower contribution to the impacts on past participants, especially in the skills area. Host community impacts are difficult to isolate, since community activities crosscut other program components. Both of these exceptions reinforce findings from the impact assessment regarding the relatively lower contribution of work placements and host communities to the most important impacts.



A final workshop was held in Montreal with various representatives of the organization (board members, senior managers, employees, project supervisors, and Canadian past participants), November 2006.

The first exercise also showed that participants' skills are both impacted by the program components and contribute to them. This suggests that any measures to further develop participants' skills could enhance the impact on all program components.

Interpretation of weaker impact areas: The second exercise assessed the areas of weaker impact - on both types of behaviour, on interpersonal relationships, on socio-political as opposed to personal values, and on occupational gains. The main factor affecting lower impacts is the individual ("I-centred") approach to education, evaluation and the recruitment of participants and supervisors. This approach emphasizes personal growth with insufficient grounding in community life. A second factor identified by the workshop participants is inadequate preparation and follow-up that could enhance the impacts on interpersonal relationships, including networking. The third factor is the difficulty in finding work placements that meet the expectations of participants, particularly those from the exchange countries. These observations also confirm the findings of the evaluation.

Part 11 Summary Remarks and Conclusions

This impact assessment has measured the extent to which CWY's core program in four countries and in Canada is meeting CWY's mission and organizational goals. The general conclusion is that the program is achieving the three CWY goals with considerable success. The most important impacts for all evaluation participants, both host community members and past participants, were emotive (values, attitudes, and interpersonal relationships) and cognitive (knowledge and skills), with somewhat lower, although still significant, impacts on behaviour

(career/studies and local or global action). Table 19 summarizes all of the main findings, along with the exceptions in each case.

Table 19: Summary of Key Findings and Trends, with Exceptions

Overall Findings		Exceptions and Additional Information
1	Involvement in community: Workshop results compiled in all five countries indicate that the majority of the evaluation participants are currently involved in their community through their work or studies, or as volunteers.	All <u>Cuban</u> participants are involved in the community, along with 95% of Beninese. <u>Ukrainians</u> are least likely to be involved (57%).
2	Main impacts: The main impacts of the CWY program are on values/attitudes ("P'tit Bonhomme's" heart) and knowledge/learning (head) compared to skills (left hand) and interpersonal relationships (right hand), which ranked 3 rd and 4 th . Impacts on career/studies and local/global action (left and right feet) ranked 5 th and 6 th .	Career and studies ranked second in <u>Thailand</u> and tied for second in <u>Canada</u> . Interpersonal relations ranked 6 th in <u>Thailand</u> . Older cohorts in Canada, Cuba, and Ukraine are more likely to select friendship/networking (interpersonal relationships) impact than the younger cohort.
3	Effect of program components: Workshop results compiled in all five countries indicate that 'group activities' (1 st), 'host families' (2 nd), and 'educational activities' (3 rd) have a greater impact on participants' experience compared to other program components such as the 'counterpart' (4 th), the 'host community' (5 th), the 'work placement' (6 th), and the 'work counterpart' (7 th).	The 'host community' was the most important program component for <u>Canada</u> . Group activities came 6 th . Work placement came 3 rd . For the <u>Ukraine</u> the 'work placement' was the most important (1 st).
4	Impact on knowledge and skills: The main skills that were strengthened by the CWY experience are communication and organizational skills. Impact on learning skills ranked 3 rd , knowledge 4 th and technical skills 5 th .	For <u>Canada</u> , knowledge (2 nd) was more important than organizational skills (3 rd). For <u>Thailand</u> , learning skills tied for 1 st place with organization skills, both of which were more important than communication skills (3 rd).
5	Impact on values and personal gains: Average impacts on values and gains received almost identical ratings, with an emphasis on interpersonal values as opposed to socio-political values, and gains in personal growth as opposed to gains in occupation, skills and status. However, over 20% selected personal gains in their job, profession or education/studies as being most important (i.e., one of two most important). Substantial majorities in all countries rated both values and gains at 4.0 or above out of 5.0.	<u>Canada</u> gave the lowest average ratings for both values and gains. Participants from <u>Cuba</u> and <u>Thailand</u> were more likely to select socio-political values . <u>Thai</u> and <u>Beninese</u> participants were more likely to select gains in job/professional development , while Ukraine and Thailand had the highest percentage for gains in the general category of "Skills/Occupation and Status."
6.	Impact on civic and community engagement: Average country ratings are moderate to important impact.	<u>Canada</u> had the lowest average rating for impact (2.9) and <u>Benin</u> had the highest (4.6).
	There is a strong correlation between the impact of CWY and the time spent by participants. There is a weak link between the impact of the CWY program and the importance of these activities to participants. The least common activities are related to international cooperation and global awareness. Experience in Canada raised awareness of environmental issues for exchange country participants.	<u>Canadians</u> spend the least amount of time on these activities for both younger and older cohorts, despite high importance of activities. <u>Beninese</u> spend the most time (both cohorts), with <u>Cubans</u> a close second.

7.	Impact on host communities: The impact on host community members was high or very high in every country. <u>Host family members</u> tended to select emotive impacts, with interpersonal relationships first, and values/attitudes or knowledge either second or third. <u>Work placement supervisors</u> tended to select cognitive impacts on knowledge and skills more often. The least impact was in the area of local/global action.	Canada, Benin, and Cuba had under 25% participation of work placement supervisors. Thailand and Ukraine workshops had 60% work placement supervisors.
8.	Breadth of community impact: The greatest number of people seem to be reached through work placements, rather than host families. In small communities, everyone hears about the program, as in Thailand.	
9.	Interviews with overseas partners Partners agree that a big impact on youth participants is in the area of personal growth and leadership development. Partners also feel the exchange is strengthening or meeting their programming objectives for youth in their respective sectors (education, micro-enterprise, community development, etc). Partners are very pleased with the quality and nature of their relationships with CWY.	

Areas of Lower Impact: Analysis of high impact areas suggests a continuation of the status quo. Analysis of lower impact areas, on the other hand, encourages a change in programming strategies. The above table highlights the higher impact areas and alludes to lower impacts, as described below.

- * The impact on behaviour (occupation and local or global action) was the least important of the three broad impact categories. Behavioural impacts, however, tended to be lower in Canada and higher in several exchange countries. The impact on Canadian participants is generally **lower in the area of community and civic engagement** compared to the impact on exchange country participants. In addition, Canadian past participants tended to be impacted less by group activities than did the exchange country participants.
- * The impact on “friendships and networking” (interpersonal relationships) was less than other impact areas in all five countries under review, ranking between third and sixth out of six impact areas. Informal networks among past participants are strong in some regions and countries, but by no means all, and are difficult to maintain over time.
- * Impacts are lower on “socio-political” values as opposed to more “personal/interpersonal” values.
- * Impacts on personal gains were lower for occupation and skills as opposed to gains related to personal growth or development.
- * Impacts on “technical” skills were lower than impacts on communication and organizational skills.
- * Out of ten program components, the work placement, counterpart, and host community tend to have lower impacts compared to the top three: group activities, host families, and educational activities.

These relatively weaker findings were further analyzed by CWY staff and past participants and a representative of the Board, at a workshop on November 17, in Montreal. The workshop offered additional observations about the organizational and social factors that have affected the findings, and generally reinforced the original results of the impact assessment. See Appendix D.

11.1 Impact on past participants

Over the years, CWY has developed an integral learning philosophy that has demonstrated its effectiveness over time. It is a transformative learning theory based on what might be called the “four pillars” of learning: learning to be, learning to know, learning to do, and learning to live together effectively.³ The program has learning objectives and outcomes in each of these domains, described in the assessment as emotive, cognitive, and behavioural.

Emotive impacts: CWY orientation and programming activities emphasize the importance of cross-cultural communication, personal and social responsibility, team building, and openness to or curiosity about cultural differences. Participants are expected to ask questions, to listen, and to engage with their host communities. The program aims to build the kind of personal skills that enable its participants to succeed personally and professionally, to embody global values, and to be actively engaged in their home communities. In the evaluation workshops, past participants consistently reported that their experience in the program has had a lasting impact on their values and attitudes, such as open-mindedness, responsibility, and respect (emotive impacts) and on their knowledge of another culture and of global issues (cognitive impacts). Somewhat surprisingly, participants were less likely to select interpersonal relationships or networking as an important impact, ranking these fourth out of six. Building networks of “people from different backgrounds and cultures” is the second of the three organizational goals of CWY, yet the impact on networking tended to be overlooked when participants thought about impacts on their lives. This is not to say that important and lasting friendships have not resulted from the experience. Nevertheless, this is an area that bears closer scrutiny in future program planning.

The program has also led to important personal gains, such as gains in confidence, insight, and adaptability. In general, gains that might best be categorized as “personal growth” gains (emotive for the most part), were considered more important than other kinds of gains, although this varied among the countries. Canadian and Cuban participants, for example, were more likely to feel that personal growth gains were more important, while Beninese and Thai participants were more inclined to choose professional development or occupational gains over personal growth.

Cognitive impacts: As might be expected, based on the program objectives, there were important impacts on past participants’ skills and knowledge. Four countries rated both communication skills (especially cross-cultural and second language) and organizational skills (team, leadership, facilitation, planning, etc.) as having the highest impacts, followed by impacts on learning skills, in particular the ability to adapt, and on knowledge of another country and of

³ Canadian Council on Learning, composite learning index, <http://www.ccl-cca.ca>. “Integral” refers to an integral approach that means “dealing with the body, mind, heart, and soul” at all scales (individual, group, national, global), and for conscious and unconscious dimensions of being. See <http://www.itp-life.com/> and work by Ken Wilber among others.

development issues. These three skills are targeted in various program activities and are strengthened by educational activity days and group activities, as well as by the interactions between counterparts and their host families and work placement colleagues and supervisors. Knowledge of each other's countries is a primary objective of all interaction in host communities and between counterparts and community representatives.

Behavioural impacts: While it is clear that CWY has had an important impact on choices about career/studies or community activities, impacts on behaviour were not as high as for the other two domains. Globally, the ranking for impact on career or studies was fifth out of six impact areas, while the ranking for impact on local or global action was sixth. When looking more closely at the evaluation data on career and studies, however, a somewhat different picture emerges in some countries. Gains in career advancement, occupational skills, or social status were considered to be more important than gains in personal growth by more participants in Benin and Thailand, with the reverse in Canada and Cuba. The impact on jobs or professional development is **lowest** in countries where the participants are all, or nearly all, fully employed (Cuba and Ukraine) or where a higher portion of participants are studying (Canada). It is **highest** in countries where there are higher rates of unemployment and where participation in



Community workshop, Ostroh, Ukraine, June 2006

this program boosts the competitive advantage of participants (Benin and rural Thailand). This is born out by information on the employment status of the participants. In Benin, for example, a lower portion of participants are fully employed. The Ministry of Culture, Sports, and Leisure has focused the exchange program on building entrepreneurial skills and assisting participants to set up their own micro-enterprises. Despite the overall lower impact on occupational gains, it is clear from comments on cards and in discussions that there were many direct and indirect impacts on the occupations of the evaluation participants in

every country, not least of which is the ability to work in another language. The gains in communication and organizational skills, combined with gains in self-confidence, have had a compounding effect on the professional and educational choices and prospects of many past participants.

Interestingly, the impact on career and study choices is derived from the experience as a whole, rather than from the work placements in particular. When asked to assess which two program components were most responsible for the main impacts of the exchange, past participants as a whole ranked work placements sixth out of ten components, behind group activities, host family, educational activities, counterpart, and host community. The issue of occupational gains was further analyzed by Canadian-based CWY members in the November 17th workshop in Montreal, where the most important impacts were analyzed against the top six program components. This interactivity / impact analysis (known as “Activity Dynamics”) confirmed that occupational gains are not much impacted by program components. The November 17 workshop participants also observed that work placements tend to fall short of participants’

expectations, especially where exchange country participants are concerned. In any case, occupational gains occur well after the exchange is over, and may be influenced by many other factors besides the CWY experience.

As for the impact on community and civic engagement, the sixth place ranking that appeared in the assessment of the two most important impacts is belied by the more detailed analysis of actual involvement of past participants in their communities today. When it comes to volunteering in various kinds of community activities, the CWY exchange had a moderate to important impact on the past participants in the evaluation, with the highest impact on Beninese and Cuban participants and the lowest impact on Canadians. What might account for this? Some of the overseas institutional partners select participants who are already active in their communities (or are community leaders) thus reducing the sole effect of the exchange program. Canadian participants are selected because they are interested in learning about another culture and not necessarily because they are already active or interested in social action. It could also be that the decision to get involved in one's community is the result of a number of factors, only one of which is CWY.⁴

Whatever the selection criteria and motivating factors, past participants tend to view the main impact of their experience as being more in the realm of an important life experience that has affected their personal value systems, broadened their perspectives, increased their understanding of themselves and another culture, and brought them gains at the level of personal development and, to a lesser extent, occupation. The program is advertised as a powerful way to learn about oneself and another part of the world. It is primarily focused on personal growth through holistic and experiential learning in a different culture. Host families and work placements are assessed for their learning opportunities and appropriateness rather than their larger social or developmental purpose. The whole thrust of the program is on personal learning in a community setting, rather than on an experience of community activism and social change through which one will learn and grow. Nor is the emphasis on strengthening specific occupational skills through relevant work placements. This raises some interesting questions.

Are there ways to further strengthen programming components, especially work placements and specialized (technical) skills, in order to enhance occupational gains and opportunities for all participants?

What are the implications of a lower impact on “networking”: i.e., on “creating a network of people of different backgrounds and cultures”? How might the networking goal be reached more fully once the program is over?

How might personal, professional, and social development goals be served more fully through community placements and activities?

⁴ A recent study of 65,000 Canadians who had volunteered overseas at some point in their lives, found that they continued to volunteer after their return to Canada. The volunteering rate varied by age, with the youngest age group (25-34) having the lowest rate (43%) compared to the average rate of 66%. This is higher than the average volunteer rate for all Canadians aged 15 or older (45%), according to the 2004 Canada Survey of Giving, Volunteering, and Participating. See study “Canadians Overseas, Canadians Back Home – Volunteerism without Borders,” Imagine Canada, with CUSO, 2006.

What changes in programming (orientation, field programs, and post-exchange activities) might strengthen the impact on interpersonal relationships for past participants?

11.2 Impact on Communities

An intriguing aspect of this evaluation has been to assess the impact of the program on community and civic engagement during and after the exchange. The evaluation sought information from two different sources: First was information on the nature of current civic and community engagement activities of the past participants in the communities where they live now. Second was the impact on host communities from the perspective of host families and work placement supervisors.

Past participants' perspective: As seen above, the main impact of the program was **least likely to be in the area of local and global action**. Yet fostering or enabling future “active community involvement” is one of the organizational goals of CWY. This being said, the great majority of evaluation participants are now very active in their communities, if one refers to the statements on their personal information sheets. The list of activities they are involved in is extensive. Yet the impact of CWY on their involvement in civic or community action has ranged from average ratings of 2.7 out of 5.0 or “modest” (Canada), to 4.6 or “very important” (Benin and Cuba).



Community workshop, Remedios, Cuba, May 2006

There are many possible explanations for the higher impact on community engagement for exchange country participants, each depending on the particular culture and conditions of the community and country, as well as on the personal situation of each participant. In Cuba, Benin, and Thailand, community involvement and action is a part of daily life, for different reasons in each case. Volunteering, as it is generally understood in Canada, is not necessarily traditional in many countries where extended family or clan networks, or perhaps the state itself, provide social or charitable support. Many exchange country participants take away from their CWY experience new ideas for voluntary action—for example, environmental protection and conservation (offered as an example quite often), or social service initiatives of some kind. Many participants were inspired by the example of Canadian NGOs, and several have taken the initiative to start something similar in their home country. On the other hand, the lower impact of CWY programming on Canadian participants' community involvement is related to their different social and economic environment, to their greater tendency to continue their studies, and to other factors not related to CWY.

Host community members' perspective: Host family members, like past participants, were most highly affected in the emotive and cognitive domains. They described the close bonds that had developed over the three months and discussed what they had learned from participants about other countries and other regions of their own country. These informal yet intense relationships affected their personal attitudes and values, and built their awareness of another

culture. The impact described by work placement supervisors, on the other hand, was more about “doing” than “being,” with greater impacts on the cognitive domain of skills and knowledge. In every country the overall impact ratings were four or more out of five.

The views of community members help to fill out the picture of community impact arising from the CWY core program as it is currently conceived. Firstly, the program has an impact on community members that lasts beyond the three months of the programming phase. Secondly, the exchange has an enduring impact on the time committed by past participants as well as on the nature of their involvement. However, the findings also point to some critical **limitations to the current approach**, and raise questions about how CWY might channel and maximize the community impacts during exchanges and after they are over. The further enunciation of community-level objectives is essential if this important CWY goal is to be fully met. Conceiving of community-level work as “a project” with short- and medium-term results for both participants and host community members would make it possible to undertake more reliable monitoring and evaluation of community impacts over time. This could involve the ongoing use of a number of data-gathering methods including some of the SAS² techniques employed in this evaluation.

Is the CWY goal of “active community involvement” being addressed as forcefully and strategically as possible? What community and social development rationale might be used to frame a community engagement strategy? How might this affect the selection of host communities and community partners?

Why is the impact of the program lower for Canadian participants in the area of community and civic engagement? What might be learned from exchange country experience in this regard?

What are the conditions that need to be met in order for CWY to contribute to community engagement goals in Canada and overseas? Are there ways to further strengthen programming components, especially work placements, host community, and specialized (technical) skills, in order to enhance the impact in the area of community engagement?

What has to change for the personal learning goals (being, knowing, doing, and living together) to be fully integrated with the goal of community and social development?

CWY recognizes some of the organizational and social factors that underlie the weaker findings. The November 17th workshop identified the individual (“I-centred”) approach to education, evaluation, and the recruitment of participants and supervisors. The emphasis on personal learning and growth has led to some degree of program and group “insularity” vis-à-vis the host community and to insufficient grounding in community life.

11.3 Impact on Partner Organizations

The relatively greater impact of the program on exchange country participants as opposed to Canadian participants could be due, in part, to the important role of the overseas partners in selecting participants, host communities, and community partners to fit within their larger development agenda. Each partner works in a given sector (education, culture and recreation,



etc.), and implements a long-term program. The CWY partners interviewed for the evaluation all believe that the program helps them to meet their own institutional goals. It helps them to identify and support youth community leaders. The youth leaders, in turn, have multiple impacts on the well-being and development of their own communities. The aim of the partner institutions is to spread the benefits of the exchange program fairly broadly throughout the regions and smaller communities, (few communities are involved for more than several years). In effect, CWY, through its partners, is supporting the development of young “agents of social change” in many communities over time.

The situation in Canada, and for Canadians, however, is somewhat different. Firstly, there are no equivalent institutional partners playing an intermediary role in the selection of participants, host communities, or community placements. CWY manages the recruitment of Canadian participants every year, and the selection of new host communities every few years, so there may be less continuity over time. In Canada there are also more work placements and host families to be found each year. The program development phase (identifying a community, work placements, host families, etc.) is quite labour intensive, with no savings in continuity over time. Secondly, there may be a question of “fit” between the participants and the work placements. In each host community, the exchange country partners, or CWY staff in Canada, seek work placements that are as compatible as possible with the particular focus of each program. Yet the findings suggest that the fit is not necessarily as great as it could be, since participants in three of the five countries were less, or very little, impacted by their work placements.

This raises several questions about the role of partners (both institutional partners overseas and community partners in Canada) and the nature of the partnership with CWY. These questions are important because they arise from the notion that transformational learning happens in the context of action. Personal change results from the combined effect of a clear purpose, a real-life setting, a real project, a problem to address, and an outcome that matters. Young people do not want to waste their time doing something that has little meaning to them. Meaning comes from many places: being true to one’s values, being challenged with new ideas, and being involved in work that is important for one’s own growth and for society. Making a difference in the world is an important motivation. Contributing to the social well-being and development of their communities is thus an important goal for everyone in the CWY program. There is no doubt that CWY participants are fully involved in their host communities while in the program, and in their post-placement communities after it is over. It seems, however, that the work placements are not as much about the work as about the learning. As a result, many of the participants in each country do not value the work placements as a central component of their exchange experience. The main question that arises is whether the CWY core program (formerly the YEP) could more fully meet the social and development goals of both the overseas partners and CWY itself if the program were conceived as an international social and community-based development program around which important learning objectives are built.

What community development (or social development) rationale is used in the selection of host communities and community partners?

What role do (and might) youth participants play in supporting the community partners to achieve their agency objectives?

How might CWY partnerships be used to leverage community impacts? How might partners work with CWY to support networks of youth involved in community action beyond the six-month exchange?

11.4 Social Development Impact: Learning and Action



Participants in Abomey, Benin, June 2006

At the very base of this analysis is the question of a theory of social change. The change model at work is a “trickle up” model based on the individual as a social change agent: build the multiple capacities and the “intelligence” of young participants, who will then make appropriate career and volunteer choices and eventually have a positive impact on the development of their communities and beyond. The logic of this change theory points to the future benefit of “spreading the program around as much as possible.” This impact assessment has found evidence that this social change model is only partially validated. An alternative and complementary approach could

perhaps be considered—a model that gives greater weight to the development agendas of partner institutions and community-based organizations. In this model, work placements, and indeed host community members more broadly, would play a greater role in achieving both the educational and the broader community goals of CWY. This is not to suggest that a three-month youth placement will make a big difference to community development outcomes. Rather, the experience of being involved in a community project with important community agencies that are having a real impact in the world will have powerful personal and professional spin-offs on participants. The difference with this scenario is that the strategic rationale is more balanced between personal and community impacts—with both the work and community experience at the centre of the learning agenda. This subtle strategic shift might imply a longer-term commitment in fewer host communities, and perhaps a relatively greater and longer-term investment in strategic institutional partnerships.

To summarize, the impact assessment is indicating that CWY is achieving its first organizational goal: “to foster the acquisition of knowledge, skills, attitudes, and values necessary for active community involvement.” This assumes that community-based learning enables active involvement in future. It is less clear how well CWY is achieving its second goal of “creating a network of people from different backgrounds and cultures ...” since “friendships and networking” were not selected as often as a main impact by past participants involved in the evaluation. With respect to the third organizational goal of “establishing effective partnerships as a basis for effective action,” it is clear that CWY has established such partnerships overseas. However, there are no equivalent intermediate institutional partners for the program in Canada. As with the first goal, the impact assessment has found that the impact of the program on “effective action” is perceived to be less important by past participants and host community members. In particular, the impact of CWY on the community engagement of Canadian past

participants is less than the impact on exchange country participants. Thus, the third organizational goal seems to be only partially achieved. This is hard to assess, however, because of the lack of clarity or specificity about community impact objectives during and after the program.

These findings, in their totality, provide an opportunity to celebrate success and to embrace a strategic review of the intersection between CWY's learning objectives and its less well-articulated social impact expectations.

11.5 Recommendations of the External Evaluation Team

The impact assessment has come at a critical juncture for the organization as a new President takes up his duties and an organizational restructuring process begins. It is, therefore, a good time for reflection on how CWY wishes to meet its organizational goals in future. The external evaluators have analyzed the findings of the impact assessment and put forward a number of observations and conclusions. Some of these are already being addressed, in some measure, in different organizational settings. They were further processed on November 17. Instead of detailed recommendations about programming, which in any case were beyond the terms of this assessment, the evaluators have chosen to pose a set of provocative questions to stimulate further reflection on what Henry Mintzberg terms the "umbrella strategy."

Recommendations

The following recommendations summarize the general thrust of our conclusions, namely that:

- (1) CWY ground its individual learning objectives for past participants in a more intentional community-based strategy that includes consideration of the longer-term impact on host community members and community partners overseas and in Canada.
- (2) CWY seek to bolster positive impacts on participants' occupational outcomes by considering the value of relevant technical or professional skills, in addition to communication, learning, and organizational skills, and by reviewing the role of the work placement component of the core program.
- (3) CWY complement its ongoing impact surveys of participants with the addition of participatory, culturally sensitive workshops on program goals and results, ideally building on the capacity to facilitate developmental evaluation and social impact analysis using some of the SAS² techniques employed by this evaluation.

APPENDIX A

CWY Documents

- The CWY Experience: Worth its Weight in Gold!: Having your CWY experience recognized by your school or employer.
- Canada World Youth Outcome and Impact Assessment System: Overview of Documents 2001-2002
- Project Supervisors' Guide, Chapters 2, 3, 6, 2006.
- PartFolio, excerpts and Self-Assessment Questionnaire
- CWY website – www.cwy-jcm.org

CWY Surveys and Questionnaires (forms only)

- Impact Assessment Questionnaire for Exchange Country Participants
- Pre-Program Questionnaire (July 2005)
- Post-Program Questionnaire, (July 2005)
- Program Report (for Canadian Project Supervisors)
- Questionnaire for Host Families and Work Supervisors
- 10 Years Later (July 2000)
- Ten Years After – Impact Assessment 2002, narrative report.

Reports / Plans for CIDA

- CIDA Activities Report 1999-2000 (excerpt regarding impact questionnaires).
- CIDA Report, January 2002 (for period April 2001 – March 31, 2002), Excerpts on outcomes, and Appendix IV: Canadian Host Communities Outcome and Impact Assessments 2001
- CIDA Report 2002, Executive Summary
- CWY Public Engagement Program: Semi-Annual Narrative Report, 2004/2005
- RBM Management Planning Sheet, Annex C, 2004 – 2009
- Volunteer Cooperation Program Semi-Annual Narrative Report, 2005/2006. part 2, "Progress on Annual Workplan, 2005 – 2006."

Other

- C.A.C. International, "Building a Constituency for Development: an Impact Assessment of Canadian Crossroads International and Canada World Youth Programs," Volume 1: Final Report, June 1993.
- Imagine Canada, "Canadians Overseas, Canadians Back Home – Volunteerism Without Borders," Knowledge Development, Canada Volunteerism Initiative, 2006.

APPENDIX B

**CANADA WORLD YOUTH (CWY)
COMPARISON OF 1993 AND 2006 IMPACT ASSESSMENTS**

1993 IMPACT ASSESSMENT ⁵	2006 IMPACT ASSESSMENT ⁶
Purpose of Evaluation	Purpose of Evaluation
To describe the nature and extent of the impact of Canada World Youth (CWY) exchange programs on their various target populations.	<ul style="list-style-type: none"> - To measure the impact of CWY's program, not only on its participants, but also on society at large - To produce an impact assessment that can be shared with funders and other stakeholders - To make the results of the impact assessment available in a format that will help the organization with future programming decisions - To measure the degree to which participants become involved citizens after the program, and take stock of the choices they make
Scope of Assessment	Scope of Assessment
<ul style="list-style-type: none"> - Provide a summary portrait of the organizations' operations - Greatest attention focused on Canadian participants in the exchange program - Lesser attention to program impact on Canadian communities as well as participants and organizations in partner countries - Guidance and data for refining and expanding the impact monitoring systems 	<ul style="list-style-type: none"> - Measure the degree to which participants become involved citizens (agents of social change) after the program, and take stock of the types of choices they make. - Evaluate the degree to which the programs have contributed to the concretization of CWY's vision of 'a world of active, engaged global citizens' over the past ten years. - How and to what degree is the organization pursuing its mission?
Key Areas for Impact Assessment	Key Areas for Impact Assessment
<ul style="list-style-type: none"> - Human resource development - Cross-cultural work experience - Developmental performance 	<ul style="list-style-type: none"> - Personal growth of past participants in Canada and four partner countries re values and attitudes, knowledge and skills - Occupational choices (behaviour) re career and studies - Past participant engagement in civic and community activities - Host community - main impact (host families, work placements)
Impact Indicators (Framework)	Impact Indicators (Framework)
<i>Knowledge/Information</i> - Change in the depth, quality and appropriation of knowledge and understanding in the areas of: <ul style="list-style-type: none"> - causes of underdevelopment, constraints to development - aid policy and practices - community dynamics, role of community in development - multicultural, minority, gender issues - analytical approach to information sources - personal belief and value structure 	<i>Cognitive</i> * Knowledge and learning (other countries' history, culture etc.), sustainable development, etc. * Skills <ul style="list-style-type: none"> - organizational (teamwork, facilitation, planning, leadership, mediation, etc.) - communication (listening, language, etc.) - technical (ICT, agricultural --) - learning (analytic, data management, etc.) <p><i>To what extent has CWY contributed to the knowledge,</i></p>

⁵ Source: Building a Constituency for Development: An Impact Assessment of Canadian Crossroads International and Canada World Youth Programs – Volume I : Final Report, June 1993

⁶ Source: Canada World Youth – Youth Exchange Program Impact Assessment, October 2006: and Impact Assessment 1993-2003 TORS, Sept. 2005.

1993 IMPACT ASSESSMENT ⁵	2006 IMPACT ASSESSMENT ⁶
<ul style="list-style-type: none"> - voluntary service opportunities - functioning of institutions and organizations - experiential or non-formal learning methods <p><i>Attitudes/Values</i> – Changes in attitudes toward, and values reflecting:</p> <ul style="list-style-type: none"> - respect for difference, tolerance - empathy with minorities, disadvantaged groups - critical thinking vis-à-vis media, ethnocentric thought and action, domestic and international development policy and practice, institutions and organizations - commitment to community building and social improvement - self-assessment, self-improvement - social, political, and environmental responsibility <p><i>Skills Development</i> – Initiation of, or further skill development in the areas of:</p> <ul style="list-style-type: none"> - inter-personal/public communication – listening, language learning, feedback, animation, cross-cultural - team work – mediation, consensus building, group dynamics - leadership – goal definition, motivation, decision-making - organization – planning, logistics, evaluation - personal management – critical/analytical thinking, self-assessment, responsibility, adaptability <p><i>Involvement/Action</i> – Influence in subsequent lifestyle as demonstrated through:</p> <ul style="list-style-type: none"> - stimulating, confirming and/or advancing an interest leading to the choice, orientation or content of career in community or international development - stimulating, confirming and/or advancing an interest leading to the choice or orientation of education in community or international development-related fields - adoption of volunteer service as an outlet for productive energies - participation through financial contributions and/or attendance in activities related to domestic and/or international development issues - interests, habits, life patterns which reflect the attitudes and values noted above 	<p><i>the technical skills, the organizational skills, the communications skills or the learning skills you have developed over time?</i></p> <p><i>Emotive (Affective)</i></p> <ul style="list-style-type: none"> * Values and attitudes (elicited from workshop participants) * Personal/interpersonal relationships (friendships and networks) <p><i>To what extent has CWY influenced the values you now hold and brought you personal gains over time?</i></p> <ul style="list-style-type: none"> * Personal gains (elicited from workshop participants) <p><i>Behavioural</i></p> <ul style="list-style-type: none"> * Career and studies choices * Local or global action <p><i>To what extent has CWY influenced your involvement in civic and community engagement activities?</i></p>
<p><u>Normative Framework</u> <u>Cognitive Domain</u> (Based on taxonomy of cognitive learning objectives developed by B.S. Bloom)</p> <ul style="list-style-type: none"> - Acquisition of knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation 	

CANADA WORLD YOUTH IMPACT ASSESSMENT 2006

1993 IMPACT ASSESSMENT ⁵	2006 IMPACT ASSESSMENT ⁶
<p><i>Affective Domain</i> (Based on taxonomy of learning objectives in the affective domain developed by D.R. Krathwohl)</p> <ul style="list-style-type: none"> - Reception - Response - Self-actualization - Organization - Characterization...by a value or system of values 	
<p>Methodology</p> <p>Participatory approach throughout the assessment, with design by external consultants, in consultation with CIDA and agencies.</p> <ul style="list-style-type: none"> • <u>Source of information:</u> program participants from Canada and partner countries (Costa Rica, India, Thailand), Canadian community members, including host families, exchange organizers, work placement supervisors, etc., CWY staff and volunteer personnel • partner institution staff and personnel • documentation within the organizations and CIDA • actual program activities 	<p>Methodology</p> <p>Social Analysis Systems (SAS²) action research techniques were modified for this evaluation. Qualitative and quantitative participatory methods to ensure organizational learning. In partner countries, the partner representative implemented the evaluation with ongoing support from evaluation consultants. Canada-based consultants attended the first workshop with past participants in each country.</p> <p><u>Source of information</u></p> <ul style="list-style-type: none"> - program participants from Canada and partner countries (Bénin, Cuba, Thailand, Ukraine) - community members, work placement supervisors and host families in Canada and in partner countries - CWY staff - Partner institution staff - Documentation (CWY)
<p><u>Data collection methods and tools</u></p> <ul style="list-style-type: none"> - Modified closed questionnaires (pre-tested with two groups of past participants and Steering Committee feedback): distributed to 628 former participants of which approx. 420 were from CWY; 41% return rate. - Focus groups with participants: focus groups of 5 to 19 persons in each of the four urban areas (Halifax, Montreal, Toronto, Vancouver) with former program participants to whom the questionnaire had been sent; semi-structured with interview protocol; 80 former participants from both CWY and CCI attended focus group discussions. - Discussions with communities: semi-structured following themes and issues addressed in focus groups with former participants; conducted in regions outlying the four urban centres where focus groups were held. - In-depth interviews: telephone interviews conducted according to a protocol with four persons whose career and/or personal characteristics typify the best elements of desired program impact; comments presented as 'expert testimony'. - Documentation: review of policies, procedures, participants' files and CIDA files. - Field missions: Six focus group discussions were 	<p><u>Data collection methods and tools</u></p> <ul style="list-style-type: none"> - Design workshop and facilitator training: one participant from each of the four overseas country partner organizations, 3 Canadian regional staff; 2 head office staff; 4 external consultants attended the workshop. Country partner representatives were trained to use SAS techniques to assist in facilitating the evaluation workshop in their respective countries. An impact assessment guide was produced after the workshop. - Country workshops with past participants: 17 workshops using SAS techniques were held with past participants in Benin, Cuba, Thailand, Ukraine and Canada, attended by 290 participants. - Online survey: in Canada, because the participation to workshops fell short, an online survey was conducted to gather more information; 187 people responded. - Host community workshops: 7 workshops held in five participating countries; 101 host family members, work placement supervisors and other community members participated. - Partner interviews: in each country, evaluators met with representatives of partner organizations; used a semi-structured protocol. - Documentation: review of program documentation from CWY. - Validation process: in each country (overseas

1993 IMPACT ASSESSMENT ⁵	2006 IMPACT ASSESSMENT ⁶
<p>carried out in India, Thailand and Costa Rica; participants included indigenous past participants, country representatives, work placement supervisors, host families, and partner organization representatives. In some instances visits to work placements, host communities and partner organizations; interviews with members of the partner organizations responsible for overall direction and management of the program.</p>	<p>partners and CWY staff and facilitators.</p>
<p>Problems Associated with Impact Measurement</p> <ul style="list-style-type: none"> - Lack of baseline on participants in the four areas identified in the framework - Contextual nature of change - Imputation of causality - Confusion in terms 	<p>Methodological Issues</p> <ul style="list-style-type: none"> - Participation rates and degree to which the sample represents the program population in each country (for past participants and for host community members) - Participant selection for the evaluation - Scope of impact on host communities estimated by host family members and by work placement supervisors
<p>Nature of findings</p>	<p>Nature of findings</p>
<p>Former Participants from Canada</p> <p><u>Contribution to change in attitudes and understanding</u></p> <ul style="list-style-type: none"> - Overall support for aid to developing countries - Confidence in control and effectiveness of aid - Motivation for development aid - Successfulness of development aid - Relative importance of obstacles to development - Participant satisfaction - Relative contribution of various experiences to participants' understanding of development issues - Role of exchange experience in participants' understanding of development issues - Impression of Canadian expenditures on aid to developing countries - Role Canada should adopt in international assistance - Effectiveness of Canadian aid - Impressions of Canada's aid partners - Information judged very credible (from TV, NGOs, churches, print media, government, magazines) <p><u>Contribution to skill development</u></p> <ul style="list-style-type: none"> - Role of CWY experience in development of selected skills (technical/professional, leadership, communication, organization, management, intercultural, teamwork) - Importance of experience in development of selected personal attributes (global awareness, capacity to adapt, self-knowledge, environmental awareness, networking, self-confidence, critical consciousness, stress management) <p><u>Contribution to involvement</u></p> <ul style="list-style-type: none"> - Academic and employment involvement in international and community development - Free-time involvement in international and/or community development 	<p>Workshops with Past Participants</p> <p><u>Personal Information</u></p> <ul style="list-style-type: none"> - Year of participation - Age - Gender - Community of origin (urban or rural) - Occupation - Sector of employment - Field of study - Inter-cultural or cross-cultural component to work or studies - Community involvement or community component in work or studies <p><u>Main impact on past participants (P'tit Bonhomme)</u></p> <ul style="list-style-type: none"> - Two impacts selected by each participant (no master list provided) and each impact was assigned two impact areas from the following: 1) knowledge and learning, 2) skills, 3) values and attitudes, 4) relationships, 5) career or studies, and 6) local or global action. - Two most important program components from a list of ten that most accounted for each impact, in their view. <p><u>Impact on knowledge and skills (Socratic wheel)</u></p> <ul style="list-style-type: none"> - Impact of CWY in five areas: 1) knowledge i.e., history, culture, geography, 2) technical skills i.e., computer, 3) organizational skills i.e., leadership, team work, facilitation, 4) communication skills i.e., language, cross-cultural communications, 5) learning skills i.e., capacity to adapt. <p>Note: Skills were defined as a concrete ability to do something</p> <p><u>Impact on values and personal gains</u></p> <ul style="list-style-type: none"> - Impact on values that participants hold and have

CANADA WORLD YOUTH IMPACT ASSESSMENT 2006

1993 IMPACT ASSESSMENT ⁵	2006 IMPACT ASSESSMENT ⁶
<ul style="list-style-type: none"> - Portrait of former participant volunteer involvement rate and trends by age - Factors influencing former participant life choices (involvement in community development, involvement in international development, involvement in career, employment and/or studies) 	<p>developed over time.</p> <ul style="list-style-type: none"> - Extent to which the experience has brought personal gains to participants or served their interests. <p>Note: List of values and gains were developed by participants in each workshop.</p> <p><u>Impact on civic and community engagement</u></p> <ul style="list-style-type: none"> - Impact on participants' involvement in civic and community activities over time: nature of involvement, kind of activities, time devoted to these (these 4 variables provided by evaluators). - Additional variables generated locally by participants in each workshop
<p>Canadian Communities (short analysis, no statistics)</p> <p><u>Canadian host families</u></p> <ul style="list-style-type: none"> - Understanding of development issues - Knowledge of and interest in a specific developing country - Appreciation of socio-demographic differences among Canadians - Range of lifestyle change <p><u>Canadian community members</u></p> <ul style="list-style-type: none"> - Awareness of development issues - Cultural understanding and development (mutual respect, understanding, testing of values, awareness of global issues) <p>Partner Countries (short analysis, no statistics)</p> <p><u>Partner country participants</u></p> <ul style="list-style-type: none"> - Attitude changes (awareness of global issues and nature of interdependence, concern for equity and social justice, respect for differences) - Skills and personal attributes - Personal and professional life <p><u>Partner country host communities and organizations</u></p> <ul style="list-style-type: none"> - Strength and quality of partner country organization and/or representative - Potential for long-term linkages 	<p>Workshop with Host Communities (Canada and Partner Countries)</p> <p><u>Host Community Impact ("P'tit bonhomme")</u></p> <ul style="list-style-type: none"> - Main impact the program had on key members of the community (host families, work placement supervisors and others closely involved). - Two main impacts identified by each individual: each of these impacts rated and further defined by type: <ul style="list-style-type: none"> - knowledge and learning, - skills, - values and attitudes, - relationships, - local or global action. - Participant estimate of numbers of community members reached by the program activities <p><u>Partner Organization</u></p> <ul style="list-style-type: none"> - Perspective on impact of program and participants

APPENDIX C**Questions for interviews and meetings with CWY partners.**
(April 17/06)

1. Briefly describe your organization's involvement with the CWY Youth Exchange Program?
2. What do you believe has been gained by the youth who participate? From your country? From Canada?
3. How does your organization view the role of youth in their community, and in supporting "sustainable development" activities more broadly? Any examples? How does your organization promote / advance this idea, or work?
4. CWY is interested in promoting greater gender awareness and equality through its programs. How has your organization addressed and promoted this principle? What issues, if any, have arisen in trying to address this issue?
5. What aspects of your working relationship with CWY do you most appreciate? How? Why? Examples?
6. Looking back, what has your organization gained from the experience with the program?
 - a) What about non-formal education practices and techniques?
 - b) Help in obtaining additional funding from other sources?
 - c) Have you developed other youth programming as a result of this program?
 - d) Any other community / national / or global links or networks that you are now involved with as a result of working on this program?
 - e) How do you monitor and evaluate the youth program (or any other youth program)?
7. What does your organization offer / bring to the partnership? What do you think CWY, as an organization, gains from the partnership with you?
8. Are there any barriers or challenges with respect to the program, or the relationship with CWY, that you think should be addressed? Examples, explanation...
9. Anything else that you want to say about the experience, and what you have learned along the way?

APPENDIX D

SYNTHESIS WORKSHOP REPORT (November 17, 2006)

On November 17, 2006, Canada World Youth hosted a day-long workshop with Canadian-based staff, past participants and a representative of the Board, to further interpret a number of the main results of the impact assessment. Two SAS² techniques were used to explore the possible relationship between several of the weaker impacts and programming activities. The workshop was designed and facilitated by three of the external evaluators.

Part 1: The Interaction of Program Components and Main Impact Areas

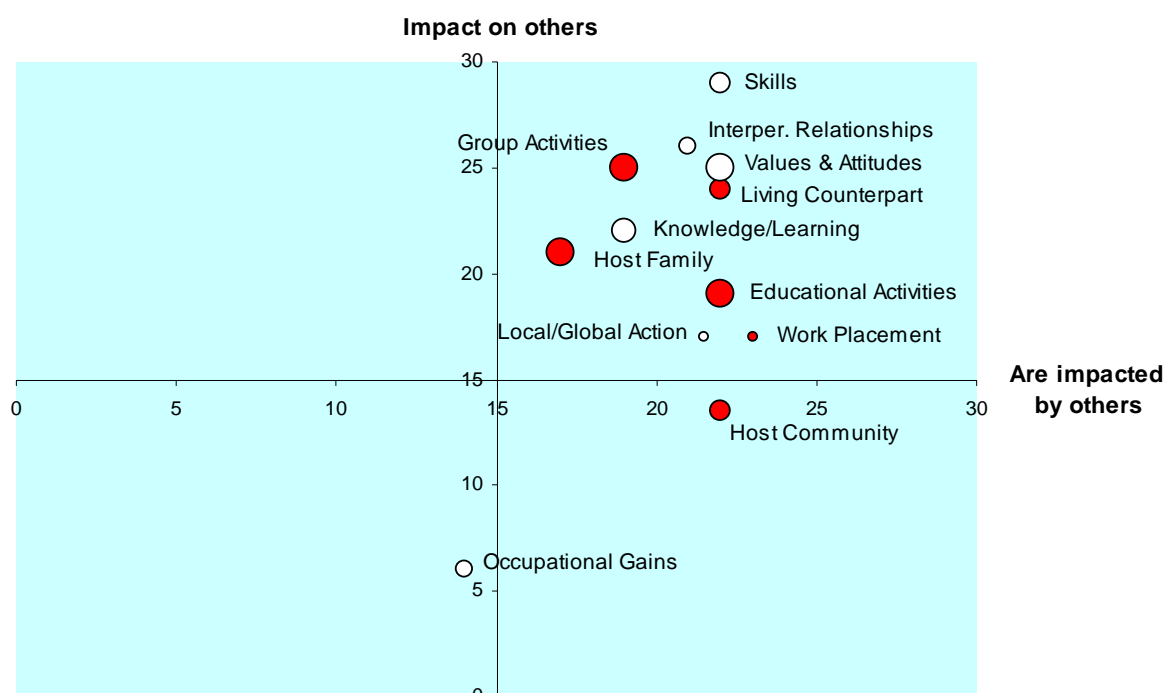
The first synthetic exercise dealt with the **interaction between key program components and main impact areas** using the double entry matrix (*Activity Dynamics*), the Cartesian graph, and a scale of 0 to 5. The results of this diagnosis are shown in the two tables below and the diagram that follows.

PROGRAM COMPONENTS CONTRIBUTING TO MAIN IMPACT AREAS (Scale 0 to 5)

Program Components and Evaluation Ranking	Values & Attitudes (1)	Knowledge / Learning (2)	Skills (3)	Occupational Gains (4)	Interpersonal Relationships (4)	Local/Global Action (5)	Active Sum
Group Activities (1)	5	4	5	2	5	4	25
Host Family (1)	4	3	4	2	4	4	21
Educational Activities (1)	2	4	5	3	2	3	19
Counterpart (2)	5	4	4	2	5	4	24
Host Community (2)	3	2	1	2	2	4	14
Work Placement (3)	3	2	3	3	3	3	17
Passive Sum	22	19	22	14	21	24	120

MAIN IMPACT AREAS CONTRIBUTING TO PROGRAM COMPONENTS (Scale 0 to 5)

Main Impact Areas and Evaluation Ranking	Group Activities (1)	Host Family (1)	Educational Activities (1)	Living Counterpart (2)	Host Community (2)	Work Placement (3)	Active Sum
Values / Attitudes (1)	5	5	4	5	2	4	25
Knowledge / Learning (2)	2	4	4	4	4	4	22
Skills (3)	4	5	5	5	5	5	29
Occupational Gains (4)	0	0	1	1	2	2	6
Interpersonal Relationships (4)	5	2	5	5	4	5	26
Local / Global Action (5)	3	1	3	2	5	3	17
Passive Sum	19	17	22	22	22	23	125

Program Components & Main Impacts Map**Legend**

- Program Components
- Main Impact Areas

Size of Dot = Ranking of Program Components (from 1st to 3rd) and Main Impact Areas (from 1st to 5th)

Notes

Participants were divided into two groups. The first group used the double entry matrix to assess the contribution of program components to impact areas. The second group inverted the question and assessed how each impact area contributed to the ongoing implementation of program components.

To simplify the analysis, the diagnosis did not include those four program components that were mentioned less often by past participants during the evaluation workshops (i.e., educational project, project supervisor, personal project, work counterpart). It also excluded interactions between program components (a diagnosis otherwise recommended for program assessment purposes) and also between main impact areas (involving a somewhat abstract analysis).

The diagram above shows the resulting interaction between the CWY program components (red dots, e.g., Group Activities) and the main impact areas (white dots, e.g., Skills). The size of each dot indicates a ranking that represents the number of times the element was singled out as a main program component or a main impact area by past participants (see also the numbers in parentheses in the tables, where 1 is the highest rank).

The main findings of this exercise can be summarized as follows:

1. Most program components and impacts are located in the **top right corner** of the diagram, which indicates that they support or feed into each other at a relatively high level. Program components contribute significantly to impact areas and vice-versa.
2. **Occupational Gains** (in the lower left section of the diagram) are a notable exception to the rule. For one thing, the impact of program components on Occupational Gains is relatively low (between 2 and 3 out of 5, on average). This confirms the relatively low impact ranking assigned to Occupational Gains by past participants (ranked 4 out of 5). Moreover the lower position of Occupational Gains on the vertical axis of the diagram indicates that Occupational Gains contribute little to the ongoing implementation of program components. However, this may be explained by the fact that occupational gains are incurred mostly after the program is over.
3. Another exception to the high interaction rule is the **Host Community** component which makes a lower contribution to the main impacts on past participants (especially in the area of Skills). This may result from the fact that Host Community activities crosscut other program components and are difficult to identify. Also they vary considerably from one program to another (from small rural to large urban areas, for instance) and have impacts that are often indirect and difficult to assess.
4. While the exchange program's **impact on Skills** (especially communication and organizational skills) contributes highly to all CWY program components, it ranked only third (out of 5) in importance for the evaluation participants. This means that measures to further develop participants' skills could potentially enhance the impact of all program components. The same observation applies to **Interpersonal Relationships**, an impact area that contributes highly to all program components and yet ranks only fourth (out of 5) in importance.
5. While highly variable, the contribution of the **Work Placement** to the main impact areas is generally lower (average of 3), which confirms its lower average ranking (together with

Occupational Gains) by the evaluation participants, compared to other program components (ranked 3rd out of 3). The same observation applies to **Local/Global Action**'s contribution to ongoing program components, which could be enhanced, especially towards the end of the program. As with Group Activities and the Counterpart, Local/Global Actions implemented during the program are the source of great learning and behavioural impacts since they involve the management of differences and tensions concerning the values and attitudes that participants hold and the ways they express and act on them.

6. There are other points of interaction that are relatively weaker (with ratings of 2 out of 5) and may be worth exploring for potential improvements in the program. This includes the impact of **Educational Activities** on Values and Attitudes (especially those with sociopolitical ramifications) and on Interpersonal Relationships. It also includes the contribution of **Knowledge/Learning** (involving the development of common points of reference, for instance) to Group Activities.

Part 2: Factors Accounting for Weaker Impact Areas

The second exercise was meant to assess **the factors that account for impact areas that are not as strong as others**. The technique used is known as the Roman Carroussel where three different groups exchange and negotiate their views on the matter at hand. The lower impact areas discussed by the participants include impacts on:

- **Behaviour** (i.e., how the program affects their career/studies, local/global action/civic engagement) as compared to “cognitive” and “emotive” impacts (knowledge, values/attitudes);
- Friendship and networking (**interpersonal relationships**);
- **Sociopolitical values** as opposed to “personal/interpersonal” values;
- **Gains in occupation**, studies, skills, and social status as opposed to gains in personal growth;

The main findings of this assessment can be summarized as follows.

1. The most important factor identified by the participants consists in CWY's **individual, “I-centred”** approach to education, evaluation, and the recruitment of participants and supervisors. This is an overall approach that emphasizes personal growth and leads to some degree of **program and group insularity** vis-à-vis the host community, with insufficient grounding in community life. This may have to change as donors are increasingly promoting behavioural impacts. These impacts could enrich the relationship between youth exchange programs and community life. Accordingly, CWY may have to revisit its “apolitical” approach to civic and community engagement activities, towards a better fit between the values held by the CWY and the actions implemented during or after the program.
2. Other factors accounting for the weaker impact areas listed above include:

- The fact that CWY programs are not sufficiently targeted to achieve impacts in the areas listed above;
- The fact that participants recruited by the CWY program may already exhibit a set of skills, sociopolitical values, and behavioural commitments prior to joining the program;
- Inadequate program preparation and follow-up that could enhance impacts on interpersonal relationships;
- The program's difficulty in meeting participants' work placement expectations (especially for exchange country participants).