



# CANADA WORLD YOUTH IMPACT ASSESSMENT GUIDE

APRIL 2006



Canada  
World  
Youth



Jeunesse  
Canada  
Monde

*South House Exchange*

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The SAS tools used in this guide have been adapted from their original versions (Social Analysis Systems<sup>2 OM</sup>, Jacques Chevalier, [www.sas-pm.com](http://www.sas-pm.com), April 2006).

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## Acknowledgements

Preparing for this study has been very intense and rewarding. It was clear to us from the beginning that we wanted to do an impact evaluation that would be both participatory and innovative. This manual, and the way in which it was produced, clearly demonstrate our commitment to this goal, and we would like to thank all the people who believed in the goal and helped along the way.

Our thanks to the Board Directors who supported launching the project. Special thanks to Paul Turcot and Kate McLaren from South House Exchange who, with the help of Jacques Chevalier, Helen Patterson, Daniel Buckles and Marielle Gallant, demonstrated an amazing capacity to develop an approach and set of techniques that respected the mission, vision and spirit of Canada World Youth.

Our thanks to Maya Dhawan, Estelle Sirieix, Ali Palmer, Raphaël Soulière and Marie-Christine Gélinas, past participants in CWY programs, who gave their time to test the evaluation tools and gave us constructive feedback. Thanks to the overseas partners: Philippe Sourou Agbomenou (Benin), Ada Amelia Acosta Rodriguez (Cuba), Siriporn Rattana (Thailand) and Eduard Balashov (Ukraine) who also helped with revisions to the plan and agreed to lead the study in their communities. And finally, our thanks to many CWY staff: Diane Trahan, Julie Rocheleau, Richard Archambault, Marie-Claude Mercier, Kim Godbout Sundby, Omme Rahemtullah, Réka Serfozo and Rachel Benoit who shared their time and ideas generously.

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# Introduction

## Hello and welcome to your facilitator's guide!

This guide was created to help you facilitate the impact evaluation days to be held with CWY alumni and host communities who participated in the Canada World Youth program from 1993 to 2003.

As you know, our wish was that this evaluation be a learning experience based on the participation of everyone. To this end CWY has worked in close collaboration with the evaluation consultant team from the beginning as well as with the overseas partners and the CWY regional offices. This provided a terrific opportunity for everyone to become familiar with evaluation techniques that are truly participatory and that offer great potential in the collection and analysis of quantitative and qualitative information.

The evaluation process described in this guide is designed to gather information from past participants, former host families, and members of host communities. The information will help us understand the influence of our work on the lives of past participants and on host communities in Benin, Canada, Cuba, Thailand, and Ukraine.

This evaluation process seeks to answer three questions. **First**, what impact does the program have on the values that past participants currently hold, and also the knowledge and skills they have developed over time? **Second**, to what extent do past participants become involved citizens after the program is over, and what choices do they make in regards to their role in society? **Third**, what impact does the CWY program have on host families, work placement organizations, and community members?

We will also gather views on the relationship between CWY and its partners, and how that relationship has contributed to the program and lessons learned along the way.

This information will allow us to produce an impact assessment report that we can share with funders and other stakeholders, including educational institutions, potential participants and their networks (families, friends, etc.), current and potential exchange country partners, other volunteer-sending NGOs and eventually, the public.

We expect to make the results of the impact assessment available in a format that will help the organization with future programming decisions.

The tools we are proposing to use in this impact evaluation are adapted from the Social Analysis Systems<sup>2</sup> ([www.sas-pm.com](http://www.sas-pm.com)) and have been tailored to the needs of CWY. They comprise five different impact assessment techniques:

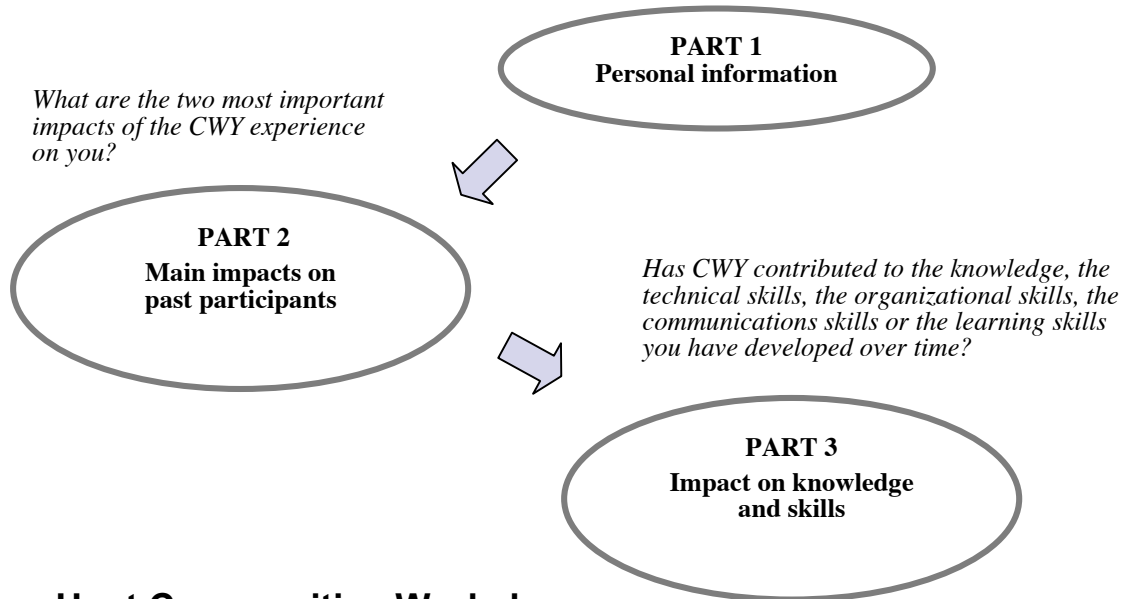
- **Main Impacts** will help us identify the main impacts the program had on past participants.

- **Impact on Knowledge and Skills** will help us visualize the program's impact on the knowledge and skills that past participants have developed over time.
- **Impact on Values and Personal Gains** will look at the impact of the CWY experience on the values that past participants now hold and have developed over time, and also the extent to which the experience has brought them personal gains or served their interests (such as career decisions).
- **Impact on Civic and Community Engagement Activities** will help assess how the CWY experience has influenced the participants' involvement in civic and community engagement activities over time.
- **Main Impacts on Host Families and Communities** will help identify the main impacts the program had on key members of host communities (host families, work supervisors and others closely involved).

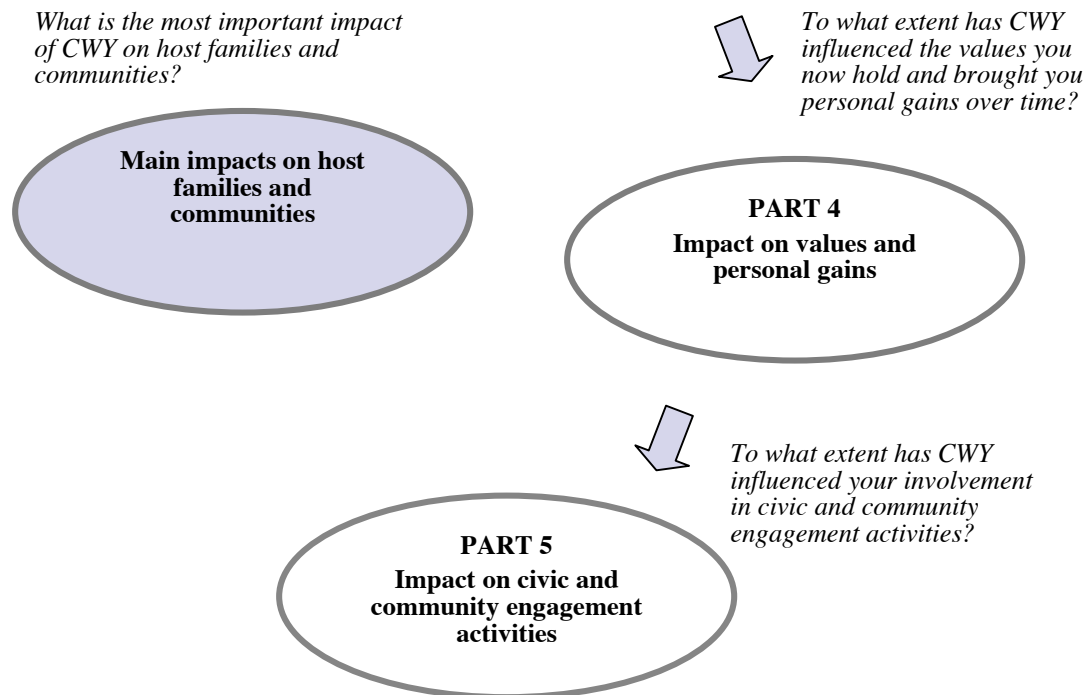
**We hope you will enjoy working with these tools and thanks again for  
your interest and collaboration in this evaluation process!**

## CWY IMPACT WORKSHOP QUESTIONS

### Past Participants Workshop



### Host Communities Workshop



# Workshop Preparation and Logistics

## Working area

Choose and set up a workshop space and working area where people can move around, work in small groups, and create a table on a large enough floor space, with chairs arranged in a semicircle around the floor space.

## Equipment

Bring flipcharts, cards or card-size paper, masking tape, and enough markers for all participants and facilitators.

## Roles

Review roles of the workshop team — the facilitator, the co-facilitator, and the note taker.

## Pictures

Optional: bring a digital camera to record workshop exercises and results (flipchart diagrams, tables and notes).

## Handouts

Print enough handouts for each exercise in advance.

## Flipchart diagrams

Draw diagram(s) on flipcharts for each exercise in advance.

## Flipchart questions

Write key question(s) on flipcharts for each exercise in advance



## Past Participants Workshop Agenda

Time	Activity
9 :00 - 9 :30	Welcome, workshop objectives, introductions and agenda for the day (use CWY Impact Workshop Questions on page 7)  Part 1: Each participant to fill out Personal Information sheet
9:30 - 10:30	Part 2: Main Impacts (of CWY Experience)
10:30 - 10:45	Health Break
10:45 - 12:00	Part 3: Impact on Knowledge and Skills
12:00 - 1:00	Lunch Break
1:00 - 2:00	Part 4: Impact on Values and Personal Gains
2:00 - 2:15	Part 5, Step 1: Energizer
2:15 - 3:00	Part 5: Impact on Civic and Community Engagement
3:00 - 3:15	Health Break
3:15 - 5:00	Part 5 continued
5:00 - 5:15	End of workshop: how information will be used, evaluation of the day, thank yous, etc.

# Part 1: Personal Information Sheet

1. Name \_\_\_\_\_
2. Year of participation \_\_\_\_\_
3. Program \_\_\_\_\_
4. Countries \_\_\_\_\_
5. Age \_\_\_\_\_
6. Gender \_\_\_\_\_
7. Community of origin ( ) rural ( ) urban \_\_\_\_\_

## 8. Actual occupation

- Full-time employment (includes contractual work)
- Full-time employment with part-time studies
- Part-time employment (includes contractual work)
- Full-time student
- Full-time student with part-time employment
- Part-time student with part-time employment
- Unemployed, looking for work
- Full-time parent
- Self-employed
- Other (please specify): .....

## 9. Sector of employment or job search

- Management
- Business, finance and administration
- Natural and applied sciences & related fields
- Health occupations
- Social sciences, education, government service, religion
- Arts, culture, recreation and sport
- Sales and service occupations
- Trades, transport and equipment operators & related fields
- Occupations unique to primary industry
- Occupations unique to processing, manufacturing and utilities
- Occupations in information technologies
- Other (please specify): .....

## 10. Current field of study or training

## 11. Is there an **intercultural or cross-**

**cultural component** in your work or studies? yes ( ) no ( )

## 12. Is there a **community involvement or community component** in or outside your work or studies?

yes ( ) no ( )

## Part 2: Main Impacts

### Preparation

- Draw a main impact title card on a flipchart (see Step 2).
- Write the key question and the program components on a flipchart (Steps 2 and 4).
- Draw the P'tit Bonhomme on a flipchart (see Step 6).

### Purpose of this Exercise

Main Impacts helps identify the main impacts the program had on past participants.

### How to Assess the Main Impacts

#### **STEP 1** Explain the purpose of this exercise

Explain the purpose of this exercise: this assessment will help us identify the main impacts different parts of the program have had on you.

#### **STEP 2** Hand out the cards and generate descriptions of impacts

- Give two cards and a marker to each participant.
- Ask each participant to write his/her **name** in the top left corner of each card and the **year** they participated in the program. Tell the participants that these cards will be **collected** at the end of the exercise.
- Ask each participant to remember their CWY experience, and then to think about the **two most important impacts the CWY experience has had on him/her.**
- Ask each participant to **write each impact on a card using two or three key words (a title),** and then **describe the impact on the reverse side of the card.** Ask that the writing be as **legible** as possible. Tell the participants to leave some space on the lower left and lower right part of the card title.

**Name and year of participation:** .....

**MAIN IMPACT (TITLE, KEY WORDS):**

**P'tit Bonhomme**

- 1.
- 2.

**Program components**

- 1.
- 2.

**MAIN IMPACT DESCRIPTION:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

### STEP 3 Explain the P'tit Bonhomme illustration and match with impacts

- Show the P'tit Bonhomme illustration to the participants (see below) and explain the 6 possible **areas of impact** indicated on the illustration: the head for knowledge and learning; the heart for attitudes or values; one hand for skills; the other hand for friendships and networking; one foot for career steps (including studies); and the other foot for local or global action taken after the program (in the community the participant lives in, works/studies in, or in the wider community).
- Clarify what is meant by **skills** — a concrete ability to do something — which is not to be confused with attitudes or values. For example, being open-minded is an attitude or a value, while knowing how to speak another language, to listen to others or to collect and analyze information are skills that may have been developed or strengthened through the CWY experience.
- Ask each participant to **write on the bottom left of the card title the one or two parts of the P'tit Bonhomme that best correspond to the impact described on the card, in order of priority.**

### STEP 4 Explain the list of program components and match with impacts

Show the flipchart list of program components and explain each one:

1. Work placement	<input type="radio"/> In Canada	<input type="radio"/> Partner country*	<input type="radio"/> Both
2. Host family	<input type="radio"/> In Canada	<input type="radio"/> Partner country*	<input type="radio"/> Both
3. Host community	<input type="radio"/> In Canada	<input type="radio"/> Partner country*	<input type="radio"/> Both
4. Working counterpart	<input type="radio"/> In Canada	<input type="radio"/> Partner country*	<input type="radio"/> Both
5. Living counterpart			
6. Educational materials (e.g., self-assessment, learning guide)			
7. Educational activities (e.g., educational activity days)			
8. Group activities			
9. Field staff			
10. Personal project			

\* The facilitator should indicate the partner country.

- Ask each participant to **write on the bottom right of each card the one or two program components that most influenced the impact described on the card, in order of priority.**

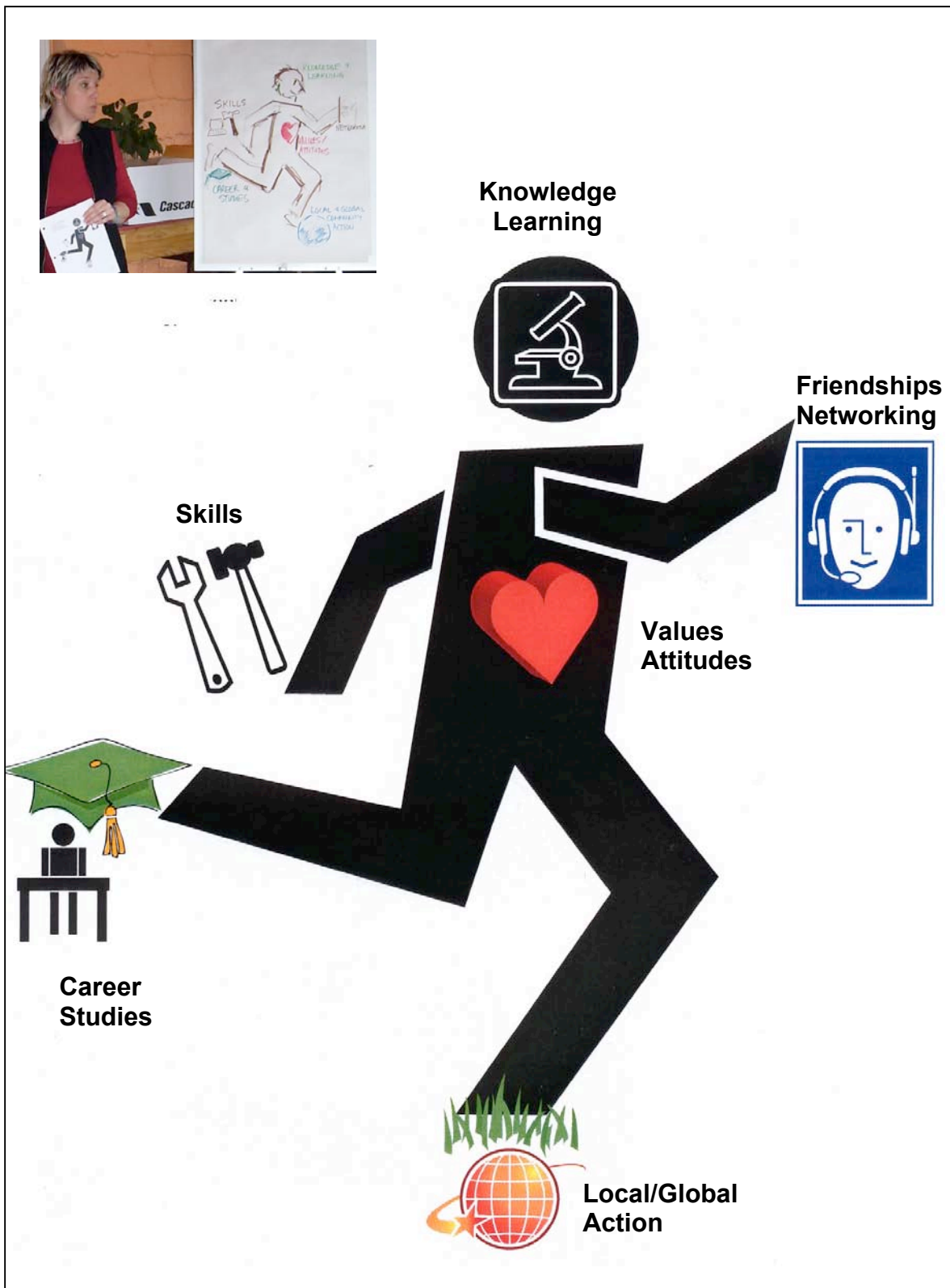
### **STEP 5** Share and analyze impacts

- Lay the illustration of the P'tit Bonhomme (see below) on the floor and ask the participants to **place their cards on the part of the illustration they ranked first** (as indicated on the bottom left corner of each card).
- **Discuss** the distribution of impacts on the different parts of the P'tit Bonhomme. Ask **why some parts of P'tit Bonhomme have more cards and why others have fewer cards.** Ask what the results tell us about the overall impact of the CWY program on participants. **Record** on a flipchart the views that participants express.

### **STEP 6** Collect the individual cards and the flipcharts

- If possible, photograph the distribution of the cards on the P'tit Bonhomme before collecting the cards.
- Collect the individual cards.
- Collect and label the flipchart notes.

## The P'tit Bonhomme



## Part 3: Impact on Knowledge and Skills

### Preparation

- Prepare handouts of the wheel diagram and the legend below it (see Step 1), with space for writing details on the reverse side of the diagram.
- Write the key question on a flipchart (see Step 3).
- Draw the wheel diagram and the legend below it on a flipchart, with rating levels of 0 to 5 for each line in the wheel.

### Purpose of this exercise

Impact on Knowledge and Skills helps assess the main impacts the program had on the development of knowledge and skills among past participants.

### How to Assess the Impact on Knowledge and Skills

#### **STEP 1** Draw the Knowledge and Skill Impact wheel on a flipchart

Prepare the exercise by drawing a large wheel on a flipchart or (see the diagram below), with 5 lines corresponding to five **impact areas**: knowledge, technical skills, organizational skills, communications skills, and learning skills. Divide each line into **5 rating levels**, from 0 in the center (meaning *no impact at all*) to 5 at the end of each line (meaning *very important impact*). Write “Name and year of participation” above the wheel, and the rating legend in the top left of the flipchart. Insert a two-column table in the bottom left, with the five impact areas in the first column and empty lines in the second column (for the ratings on a scale of 0 to 5).



**Name and year of participation:**

**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.

**Organizational skills impact**

Team work  
 Leadership  
 Facilitation  
 Mediation  
 Planning  
 Etc.

**Technical skills impact**

Farming  
 Computer  
 Teaching  
 Etc.

**Learning skills impact**

Analysis  
 Data collection  
 Capacity to adapt  
 Creative thinking  
 Etc.

**Communications skills impact**

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

IMPACT AREA	RATING (0 to 5)
Knowledge impact	
Organizational skills impact	
Communications skills impact	
Technical skills impact	
Learning skills impact	

Write details on the reverse side of this page →

## **STEP 2 Explain the purpose of this exercise**

Explain the purpose of this exercise: this assessment will help us identify the program's impact on the knowledge and skills that past participants have developed over time. It takes into account the fact that new learning acquired after the program may affect how participants look back at the program and its impact on them.

## **STEP 3 Reflect on knowledge and skills impact**

Ask each participant to take a few minutes to **think of the knowledge, the technical skills, the organizational skills, the communications skills or the learning skills they may have developed or strengthened through their CWY experience.** Clarify what is meant by skills — a concrete ability to do something — which is not to be confused with values or attitudes. For example, being open-minded is a value or an attitude, while knowing how to speak another language, listen to others or to collect and analyze information are skills that may have been developed or strengthened through the CWY experience.

## **STEP 4 Show and explain the wheel**

Show participants the wheel you previously drew on a flipchart (see Step 1). Discuss each impact area. Use examples taken from the diagram and from participants' experience.

## **STEP 5 Each participant completes his/her own wheel**

- Give a Knowledge and Skills Impact wheel sheet to each participant. Ask each participant to write his/her **name** above the diagram and the **year** he/she participated in the program.
- Ask each participant to fill his/her wheel by **rating the impact of the CWY program on their knowledge and skills using the scale of 0 to 5.**

- Once participants have finished doing their impact ratings on their individual wheels, ask them to draw **straight lines between the marks on each line**. This gives an overview of each participant's knowledge and skill impact profile.
- Then, ask each participant to insert his/her ratings in the **bottom left table**.

### **STEP 6** Each participant describes the impact on their knowledge/skills

Ask each participant to describe the impact by **answering the question appearing on the reverse side of their diagram** (see below). Ask that the writing be as **legible** as possible.

[illegible]

Here's an example of a wheel sheet completed by one participant.

**Name and year of participation:** Carlos Wong Ivanovitch, 1999

**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**

Farming  
 Computer  
 Teaching  
 Etc.

**Learning skills impact**

Analysis  
 Data collection  
 Capacity to adapt  
 Creative thinking  
 Etc.

**Organizational skills impact**

Team work  
 Leadership  
 Facilitation  
 Mediation  
 Planning  
 Etc.

**Communications skills impact**

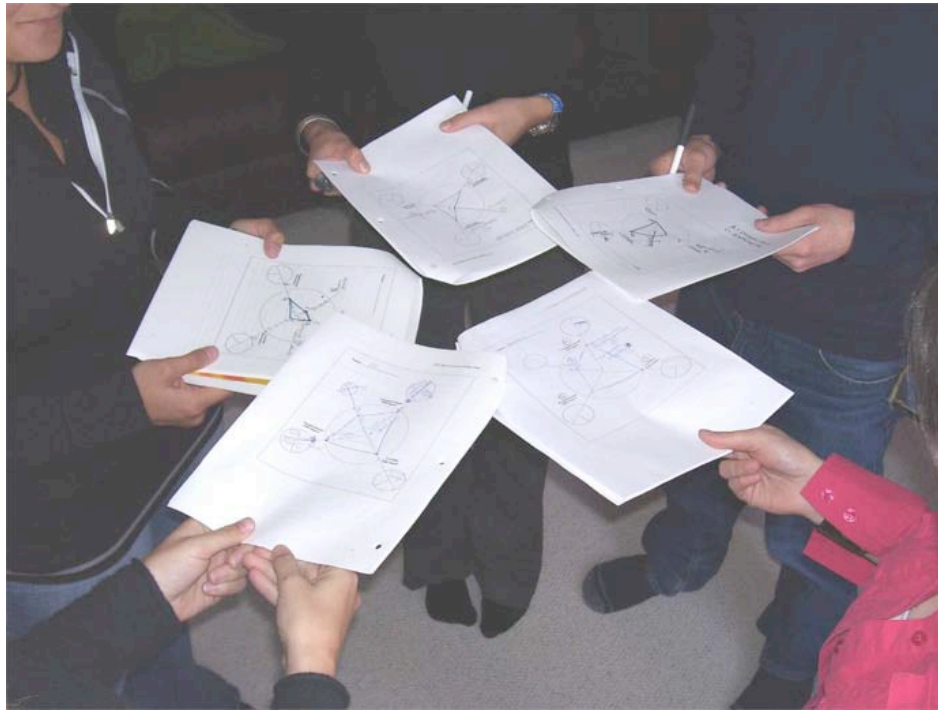
Language  
 Cross-cultural communications  
 Non-verbal communications  
 Listening  
 Interviewing  
 Speaking in public  
 Etc.

IMPACT AREA	RATING (0 to 5)
Knowledge impact	2
Organizational skills impact	4
Communications skills impact	4
Technical skills impact	3
Learning skills	2

Write details on the reverse side of this page



## STEP 7 Participants compare their impact profiles



Ask each participant to **find other participants who have similar impact profiles or ratings** marked on their wheels (this does not mean identical wheels) and to **form groups** of people with similar impact profiles.

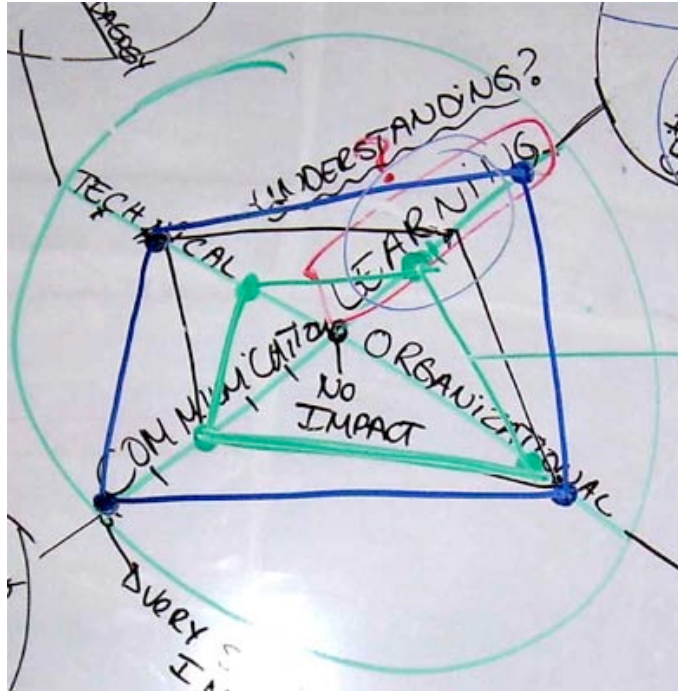
Ask the members of each group to **discuss what they have in common** — i.e., a common profile of knowledge or skills that have been affected by their CWY experience. Ask each group to choose an image or **symbol** that represents the knowledge or skills they have developed or strengthened through the CWY experience.

## STEP 8 Discuss similarities and differences between groups

Ask each group to **present itself to the other groups**, focusing on what the members of each group have in common (the knowledge or skills they have developed or strengthened through the CWY experience). Write on a flipchart the main observations made in each group presentation. The facilitator should also use the principal impact area(s) of each



group to locate each group on the flipchart presented in Step 4, using a different color for each group. These group locations of the flipchart will show the differences and similarities between groups.



### STEP 9 Group discussion

Ask all participants to reflect on the results of the last step. Ask the following questions: What are the principal impact areas? **Why is it that the CWY experience has had more impact in some areas and less impact in other areas?** Write on a flipchart the main observations made by participants.

### STEP 10 Collect the individual diagrams and the flipcharts

- Collect the individual diagrams.
- Collect and label the flipchart diagram and notes.

## Part 4: Impact on Values and Personal Gains

### Preparation

- Prepare handouts of the Values and Personal Gains diagram (see Step 2).
- Draw the Values and Personal Gains diagram on a flipchart (Step 2).
- Write the key questions on a flipchart (see Step 4).

### Purpose of this Exercise

Impact on Values and Personal Gains helps assess the impact of the CWY experience on the values that past participants now hold and have developed over time, and also the extent to which the experience has brought them personal gains or served their interests (such as career decisions).

### How to Assess the Impact on Values and Personal Gains

#### **STEP 1** Explain the purpose of this exercise

Explain the purpose of this exercise: this assessment will help us identify the impact of the CWY experience on the values that you now hold and have developed over time, and also the extent to which the experience has brought you personal gains or served your interests (such as career decisions).

#### **STEP 2** Hand out the diagram, draw it on a flipchart, and explain it

- Give each participant the **handout** of the diagram reproduced below.
- Ask each participant to write his/her **name** in the top left section of the diagram. Tell the participants that these diagrams will be **collected** at the end of the exercise.



NAME and YEAR of participation: .....

**Very important impact on  
VALUES**

<b>No impact on personal GAINS</b>	0	1	2	3	4	5	<b>Very important impact on personal GAINS</b>
<b>No impact on VALUES</b>							

**RATING SCALE**

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

IMPACT AREA	RATING (0 to 5)
VALUES	
PERSONAL GAINS	

- Explain and discuss what the **vertical axis** means: it describes the extent to which the CWY experience has contributed to developing or strengthening the **values** each participant *now* holds, on a scale of 0 to 5. Give two or three examples (such as becoming more aware of the importance of justice, peace or sustainable development because of the CWY experience). Make sure that participants do not confuse the idea of ‘value’ with the price that something is worth on the market.
- Explain and discuss what the **horizontal axis** means: it describes the extent to which the CWY experience has brought **net personal gains** to each participant or served their interests, on a scale of 0 to 5. Give two or three examples (such as the CWY experience having had an impact on the participants’ career decisions, the skills or contacts they have developed, etc.). Make sure that participants do not confuse the idea of someone ‘making gains’ or ‘acting in one’s interest’ with ‘taking an interest in something.’
- Explain the **rating scale** (from 0 to 5).

### **STEP 3** Elicit examples of values and personal gains

- Elicit from the group a list of **key values (maximum of 8) influenced by their CWY experience**. Write the list of values on a flipchart. Ask participants if the list reflects the principal values influenced by their CWY experience. Here’s a list of values that participants may identify: global awareness, cultural sensitivity, respecting differences, justice, democracy, solidarity, sense of community, protecting the environment, being a responsible consumer, fair trade, spirituality, etc.
- Elicit from the group a list of **key personal gains (maximum of 8) resulting from their CWY experience**. Write the list of personal gains on the same flipchart. Make sure that gains are clearly differentiated from values. Ask participants if the list reflects the principal gains related to their CWY experience. Here’s a list of personal gains that participants may identify: skills development, career path, field of study, contacts, personal growth, becoming independent, travel, etc.

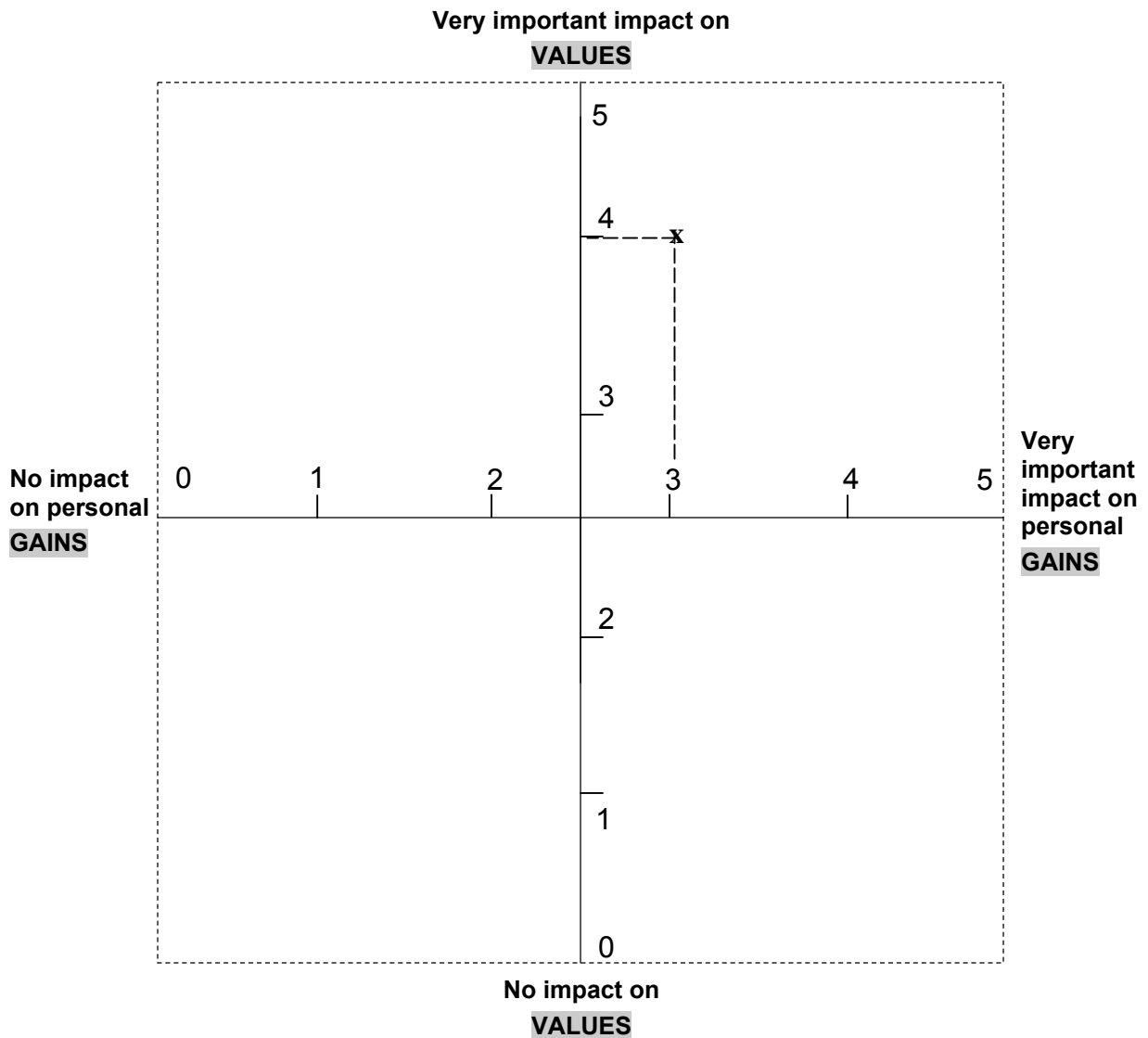
**Tips:** When the group seems to be agreeing on a key idea, the facilitator should shift from open questions to summary observations that provide key ideas for the note maker. Also, do not express positive or negative comments or judgments when you are talking about the values that participants hold or the personal gains that have been affected by the CWY experience. See Attachment A (p. 31).

#### **STEP 4** Ask participants to complete the diagram

- Ask each participant to place a mark on the vertical axis, from 0 to 5, indicating the **extent to which their CWY experience influenced the values they now hold.**
- Ask each participant to place a mark on the horizontal axis, from 0 to 5, indicating **the extent to which their CWY experience brought them net personal gains** or served their interests over time.
- Ask each participant to draw a line from each mark on the two axes and use **the letter 'X' to mark the place where the two lines intersect** (see example below).
- Ask each participant to insert his/her **ratings in the table** appearing below the diagram.
- Make sure that participants understand the instructions by explaining the example below.
- Ask each participant to **describe on the reverse** side of the diagram one or two key values that have been most affected by their CWY experience, and to use numbers (1 and 2) to rank them in order of importance. Likewise, ask each participant to describe on the reverse side of the diagram one or two key personal gains that have resulted from their CWY experience, and use numbers (1 and 2) to rank them in order of importance. Ask that the writing be as **legible** as possible.

Here's an example of a Values and Personal Gains diagram:

**NAME and YEAR of participation:** Carlos Wong Ivanovitch, 1999



**RATING SCALE**

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

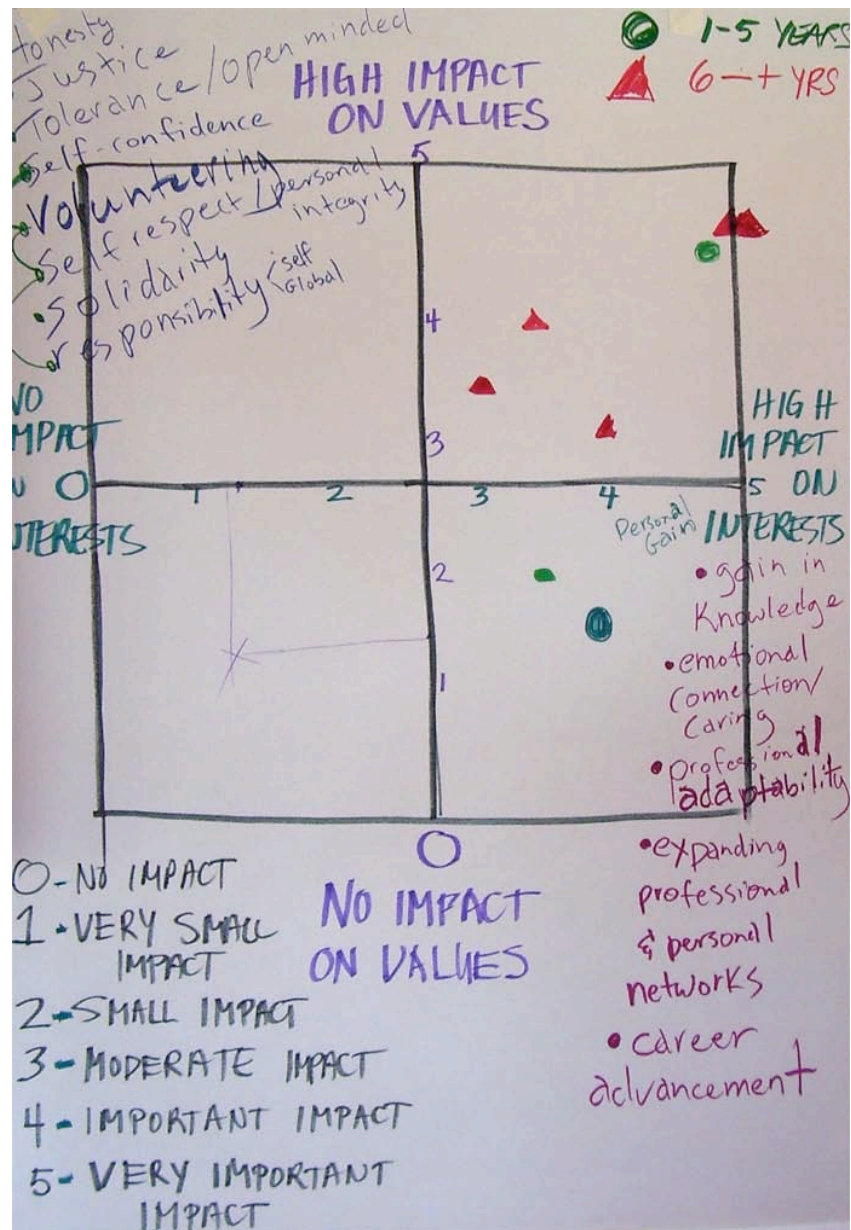
IMPACT AREA	RATING (0 to 5)
VALUES	4
PERSONAL GAINS	3

## STEP 5 Compile the results on the group flipcharts

- Ask each participant to locate his/her **'X' mark on the group flipchart diagram** (created in Step 2) using one mark only (without inserting connecting lines). Those who participated in the CWY program **up to 1999** should use a small **red triangle** to locate their 'X' mark in the diagram. Those who **participated between 2000 and 2003** should use a small **blue circle**. (The facilitator should write this legend above the diagram; see picture below.)
- Ask each participant to **indicate on the flipchart list of values and personal gains (created by the group in Step 3) those values and gains that have been influenced by their CWY experience**. Each participant should indicate **no more than one or two** values and one or two personal gains. Again those who participated in the CWY program **up to 1999** should put a small **red triangle** next to the values and personal gains that have been influenced by their experience. Those who participated **between 2000 and 2003** should use a small **blue circle**. (The facilitator should write this legend above the list.)

## STEP 6 Discuss the flipchart results

- **Discuss** the distribution of red triangles and blue circles in the diagram. Share examples of the impacts that the CWY experience has had on the participants' values and personal gains. **Record** the views that participants express on a flipchart.
- If the **impact on values is weaker** than the impact on personal gains (or vice-versa), ask why. **Record** the views that participants express on a flipchart.
- If the impact on some values or some personal gains is weaker than other impacts, ask why. **Record** the views that participants express on a flipchart.
- If the impact on those who participated up to 1999 is different from the impact on those who participated since then, ask why. **Record** the views that participants express on a flipchart.



### STEP 7 Collect the individual diagrams and the flipcharts

- Collect the individual diagrams.
- Collect and label the flipchart diagram and notes.

**Attachment A: Styles of questioning to reveal underlying values and personal gains**

<b>Name of the approach</b>	<b>Purpose of the approach</b>	<b>How to use the approach</b>	<b>Examples</b>
<b>Encourage</b> So that people begin to reveal their values or personal gains	Conveys interest. Opens up communication.	Don't agree or disagree. Use neutral words. Ask questions with a positive tone.	'I see. Could you tell us a little more about this?'
<b>Paraphrase</b> Restate in your own words the speaker's message to reveal what you think is the underlying value or gain.	Shows that you are listening and understanding. Clarifies meaning and interpretation.	Restate the basic ideas and dig a little deeper.	'Let me see if I understand you...' 'In other words...' 'So what you might be saying is...'
<b>Reframe</b> Reword the speaker's criticism or negative comment into the positive.	Shows that you are listening. Helps identify the underlying values or gains.	Use positive statements to restate the speaker's intent. Eliminate negative messages.	<i>Statement:</i> 'I used to be impatient and rigid.' <i>Reply:</i> 'So you learned to be more flexible?'
<b>Summarize</b> Identify the main points of the speaker's message, with a focus on values or personal gains.	Reviews and pulls together important ideas.	Restate and summarize the major ideas and feelings.	'Would I be right in thinking that the main ideas you have expressed so far are...?'

**Source:** adapted from Michael Warner, Richard Roberts with Joan Gregus, edited by Joan Gregus and Richard Roberts, Tools and Training, Module 6 (6.28), Business Partners for Development, Natural Resources Cluster Secretariat, [http://www.bpd-naturalresources.org/html/tools\\_train.html](http://www.bpd-naturalresources.org/html/tools_train.html)

## Part 5: Impact on Civic and Community Engagement

### Preparation

- Write your key questions and rating scales on separate pages of flipchart.
- Identify a large enough floor space area. Create a table on the floor containing a maximum of 9 columns and 8 rows high using cards. Prepare the cards appearing in the table below. Ensure that all the information appearing in these cards is correctly transcribed, and that the cards are located in the proper table cells in Column 1, as in the table. Place three blank cards in rows 6 to 8.

VARIABLES						
<b>TIME</b> Simple averages Up to 1999 group 1 None 5 Very high amount						
<b>TIME</b> Simple averages 2000-2003 group 1 None 5 Very high amount						
<b>CWY IMPACT</b> Simple averages Those with Time above 1 1 No impact 5 Very high impact						
<b>IMPORTANCE</b> Negotiated averages Whole group 1 Not important 5 Extremely important						
<b>Blank Card</b> Negotiated averages Group A						
<b>Blank Card</b> Negotiated averages Group B						
<b>Blank Card</b> Negotiated averages Group C						



## Purpose of this Exercise

Impact on Civic and Community Engagement Impact helps assess how the CWY experience has influenced the participants' involvement in civic and community engagement activities.

## How to Assess the Impact on Civic and Community Engagement

### **STEP 1** Prepare the group (15 minutes)

Lead the group through an '**energizer**' in preparation for the exercise.

### **STEP 2** Explain the purpose of this exercise (10 minutes)

Explain briefly the purpose of this exercise. Give the **topic** first — **the impact of the CWY experience on participants' civic and community engagement activities** — and the time required to complete the exercise (approximately 2 hrs). Then, explain the overall **process**:

- The group will have to identify a number of **civic and community engagement activities**. These will go in the **top row** of the table.
- The group will then **score these activities** on a scale of 1 to 5 against three rating variables appearing in Column 1 of the table: Time, CWY Impact, and Importance.
- Other variables (blank cards) will have to be identified by the group and used again to rate the top row activities.

**Tip:** Explain that all participants are expected to engage fully in the exercise. The assessment will require participants to work sometimes on their own, sometimes in small groups or as a whole group. Therefore, it is important to be attentive to the instructions and follow the guidelines provided by the facilitator.

### STEP 3 Identify civic and community engagement activities (5 minutes)

- Give **two cards** and a **marker** to each participant. Ask each participant to identify **two activities they are doing, or would like to do, that are good examples of being a responsible community member or engaged citizen (locally or globally)**. Write the latter instruction on a flipchart. The facilitator can give some examples of civic engagement activities likely to be mentioned by the participants, if necessary: e.g., volunteering (with a local community organization), being a responsible consumer, recycling, etc.
- Then instruct each participant to use a few words to **write the name of each activity on a separate card**. Ask participants to write in large, legible letters that will be easily read by all when placed on the floor.
- Use the **back of the card** to provide some detail about the activity. Give participants no more than 5 minutes to write their cards.

### STEP 4 Create and label piles of similar activity cards (15 minutes)

- Once all participants have written their cards, ask the group to organize all the individual cards into **6 to 8 piles of similar cards** that represent categories of civic and community engagement activity. Activities that go in the same pile must be **similar in nature** (rather than having the same goal or objective). Explain how this will be done: participants will, one at a time, name one of their cards and place it on the floor in an open area (not in the table at this point). If a person's card is of the same nature as another card that is already on the floor, the person can place his/her card on top of the other. Participants continue to do this until all the cards are placed in **columns of similar cards**. If there are more than 8 piles, ask the group to reduce the number of piles to a maximum of 8 by combining those activities that are very similar in nature.
- Ask participants to **label each pile using a word or two** that identifies the pile. The pile label should be recognizable as an activity or category of activity and should be

neither too vague (e.g., showing awareness) nor too specific (e.g., buying fair trade coffee). Write this label on a **different color card and place it over its pile**. Write a coded letter (such as A, B, C, etc.) on each card to identify its pile.

- Once all the piles have been labeled, place the piles (with their identifying labels) along the top row of the table. The facilitator should make sure that all participants are clear about the activity, or category of activity, represented by each label.

**Tips:** the facilitator should actively help participants create the piles and label them. Once participants have placed a few cards on the floor, the facilitator should encourage the group to move through the pile sorting exercise at a fairly rapid pace. If someone does not agree that their card should be in a particular pile, give the person the opportunity to explain why and to place it in another pile or as a separate category.



Here's an example of what the top row of the table could look like at the end of Step 4:

VARIABLES	Volunteering	Raising awareness	Organizing formal events	Intercultural activities	Charity fund-raising	Responsible consumer
<b>TIME</b> Simple averages Up to 1999 group 1 None 5 Very high amount						

## STEP 5 Rate the activities against the Time variable (15 minutes)

- Describe and write on a flipchart what the **Time variable** means, how participants should interpret the numbers on the **scale** of 1 to 5 (described below), and also what **group procedure** they should use to rate each activity (described below).

### RATING SCALE

- 1 = No time
- 2 = Low amount of time
- 3 = Moderate amount of time
- 4 = High amount of time
- 5 = Very high amount of time

- Divide the participants into **two groups**: those who participated in the CWY program up until 1999, and those who participated in the years 2000 to 2003.
- Ask each group to **rate each activity appearing in the top row of the table against the amount of time they dedicate to each activity** (either intensively during a short period or frequently over a long period), using the scale of 1 to 5 described below. The Up-to-1999 group should place its ratings in **Row 2** (below the top row), and the 2000-2003 group in **Row 3**.
- To do the group ratings**, ask each person to write down on a piece of paper his/her rating for each activity. Ask the participants to share their ratings for the first activity with the other members of their group with a simple show of fingers on the hand or each participant shouting his/her rating at the same time, at the count of three. Calculate a **simple average** for the group. Write the group average on a separate card, and place the card on the table in its appropriate column and row. Since a simple group average gives no indication of the **range** of individual ratings, someone in the group should write the range of ratings on the reverse side of the card (e.g., 2s & 4s; from 1 to 5; etc.). This group rating procedure is repeated until all the activities are rated.

- Once all the activities have been rated, ask all the participants to observe and **discuss briefly their ratings of the time** they dedicate to each activity. Record the observations on a flipchart.

	COMMUNITY PARTICIPATION	RAISING AWARENESS	VOLUNTEERING	BEING A CONSCIOUS CONSUMER	POLITICAL INVOLVEMENT	ORGANIZATIONAL INVOLVEMENT	CHARITABLE GIVING
Effort: Current (1-5)	4	38	35	25	25	25	25
Effort: Ideal (1-5)	3	4	3	4	2	5	3
CWY Impact	4	4	3	3	3	4	3
Importance	5	5	4	4	3	3	3
Non-Formal = 1 Formal = 5	2	2	2	1	5	4	3
Individual = 1 Collective = 5	5	3	1	1	4	5	1

## STEP 6 Rate the activities against the CWY Impact variable (15 minutes)

- Ask the group to rate each activity appearing in the top row of the table against the next variable, the **CWY Impact**. When rating a particular activity, ask the following question and write it on a flipchart: On a scale of 1 to 5, **what impact did your CWY experience have on your involvement in this activity?** Ask those who dedicate no time to the activity to abstain from answering the question. Proceed as you did in the previous step: explain the rating scale (below), rate individually, then arrive at a simple group average (excluding those who abstain from answering), write it on a separate card, and put it in the proper column and row. Repeat this process until all activities are rated.

### RATING SCALE

- 1 = No impact
- 2 = Low impact
- 3 = Moderate impact

4 = High impact  
5 = Very high impact

- **Record** the information (activities and ratings) appearing in the table on a separate sheet of paper, or write a coded letter (such as A, B, C, etc.) on each card to identify its location in the table. Then, **rearrange all the columns (the activity cards and their ratings) along a continuum from 1 to 5 — from those activities where CWY had the least impact (on the left) to those activities where CWY had the greatest impact (on the right)**. This will make it easier for participants to interpret the table results.
- Once all the activities have been rated, ask the participants to observe and **discuss briefly their ratings of CWY's impact** on each activity. Record the observations on a flipchart.

## **STEP 7** Rate the activities against the Importance variable (15 minutes)

- Ask the whole group to rate each activity appearing in the top row of the table against the next variable, the level of **Importance**. Participants should try to arrive at a group answer to the following question for each activity: **on a scale of 1 to 5, how important is it that people engage in this kind of activity?** Write the question on a flipchart and explain the rating scale of 1 to 5 described below. Write the average rating **negotiated** by the group on a separate card, and put it in the proper cell. Repeat this process until all activities are rated.

### RATING SCALE

1 = Not important  
2 = Slightly important  
3 = Moderately important  
4 = Very important  
5 = Extremely important

**Negotiated rating tips:** participants should try to arrive at **negotiated ratings** that a significant majority feels comfortable with. To do this, ask each participant to write his/her own rating for activity X on a piece of paper. Then, determine whether most

people have similar ratings by a show of fingers on everyone's hand or everyone shouting their rating at the same time, at the count of three. Another option is for each participant to place himself/herself along an imaginary line created in the workshop area, a line that extends from the lowest rating (1) to the highest (5). If some people have very different ratings from the majority, invite these individuals to explain the rationale for their ratings (e.g., it could be due to a different understanding about the nature of the activity that is being rated). Once this has been shared with the group, participants are given the opportunity to change their ratings. The first ratings might take a little more time to arrive at. The **pace** should pick up after this.

- Ask the participants to observe and **discuss briefly their ratings of the importance of different civic or community activities**. Record the observations on a flipchart.

Here's an example of what the table could look like at the end of Step 7:

VARIABLES	Volunteering	Organizing formal events	Charity fund-raising	Raising awareness	Intercultural activities	Responsible consumer
<b>TIME</b>						
Simple averages	3	2	4	3	4	4
Up to 1999 group						
1 None						
5 Very high amount						
<b>TIME</b>						
Simple averages	3	3	2	4	1	4
2000-2003 group						
1 None						
5 Very high amount						
<b>CWY IMPACT</b>						
Simple averages	3	3	3	4	4	4
Those with Time > 1						
1 No impact						
5 Very high impact						
<b>IMPORTANCE</b>						
Negotiated averages	4	3	4	4	4	5
Whole group						
1 Not important						
5 Extremely important						



## STEP 8 Elicit 2 or 3 characteristics and their opposites (10 minutes)

**Explain** the next step. It consists in identifying some of the general characteristics that underlie the civic and community engagement activities listed in the top row. Use the following **procedure** to identify these characteristics.

- Start by dividing all participants into small **groups of 3 to 4** persons formed at random.
- Ask each group to write down **three activities** from the top row of the table chosen at random.
- Ask each group to **identify two of these activities (a pair) that have one important characteristic in common** that does not apply to the third activity. Identify what characteristic these two activities have in common that is relevant to the expression of civic and community engagement. Write down the characteristic they share (such as both involve ‘individual action’) on a separate card, and give the characteristic a **score of 1**.
- Then, ask each group to **identify the opposite characteristic expressed by the third activity** using positive words (such as ‘collective action’ instead of ‘this is not an individual action’), and give it a **score of 5**. The group should write down this opposite characteristic on the same card they used to write the first characteristic.
- Discuss the various sets of characteristics and their opposites generated by the groups. If two groups generate similar sets of characteristics and their opposites, discuss and retain the set that most clearly communicates the characteristic and its opposite. If more than three relevant sets of characteristics and their opposites are generated, get the group to agree on **two or three sets** that best express important differences in civic and community engagement activities.
- Make sure that all participants agree on what the characteristics and their opposites actually mean. **Write down a clear definition** of each characteristic and its opposite on



the reverse side of the corresponding card. Place the cards in one of the free cells at the bottom of Column 1.

## **STEP 9 Rate the activities against the characteristics & their opposites**

(15 minutes)

- If you have two row sets of characteristics and their opposites, divide the participants into **two groups** (three groups if you have three row sets). Assign a different row set to each group.
- Ask each group to rate all civic and community engagement activities appearing in the top row against the set of characteristics assigned to them. Each group should answer the following question for each activity: **on a continuum of 1 for characteristic ‘X’ (e.g., collective action) to 5 for its opposite ‘Y’ (e.g., individual action), how would you rate this activity?** Write the question on a flipchart, and explain the rating scale of 1 to 5 (described below).

### RATING SCALE

1 = The activity expresses characteristic X mostly

2 = The activity expresses characteristic X first and its opposite characteristic Y second

3 = The activity expresses characteristics X and Y equally

4 = The activity expresses characteristic Y first and its opposite characteristic X second

5 = The activity expresses characteristic Y mostly

- Each group should arrive at **negotiated group ratings** the group feels comfortable with (see procedure and tips in Step 7). Someone in each group should write each average rating on a separate card, and put it in the proper column and row of the table.
- Ask all groups to observe and **discuss briefly their ratings of the activities against the characteristics and their opposites.** Record the observations on a flipchart.

Here’s an example of what the table could look like at the end of Step 9:

VARIABLES	Volunteering	Organizing formal events	Charity fund-raising	Raising awareness	Intercultural activities	Responsible consumer
<b>TIME</b>						
Simple averages	3	2	4	3	4	4
Up to 1999 group						
1 None						
5 Very high amount						
<b>TIME</b>						
Simple averages	3	3	2	4	1	4
2000-2003 group						
1 None						
5 Very high amount						
<b>CWY IMPACT</b>						
Simple averages	3	3	3	4	4	4
Those with Time > 1						
1 No impact						
5 Very high impact						
<b>IMPORTANCE</b>						
Negotiated averages	4	3	4	4	4	5
Whole group						
1 Not important						
5 Extremely important						
<b>Characteristic &amp; its opposite</b>						
Negotiated averages	1	4	2	1	1	3
Group A						
1 Promoting respect						
5 Promoting change						
<b>Characteristic &amp; its opposite</b>						
Negotiated averages	4	5	5	3	5	1
Group B						
1 Individual action						
5 Collective action						

### STEP 10 Interpret the results (20 minutes)

- Summarize all the key observations already made by the participants and previously recorded on flipcharts.

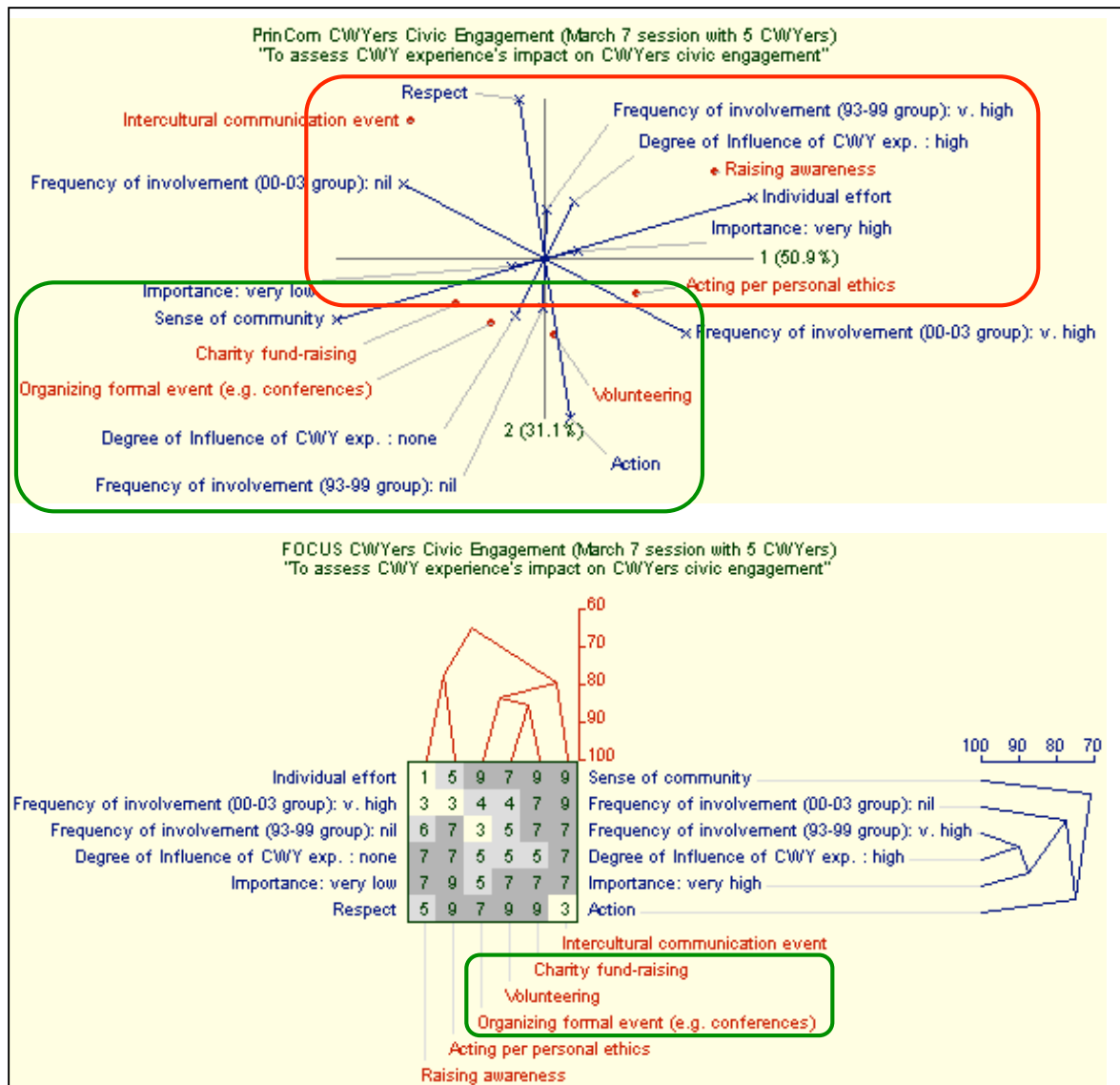
- Then, ask participants to **discuss and explain the differences between high impact activities (right hand columns) and low impact activities (left hand columns) observed in the table.** (Does the table show the high impact activities to be more **important** than low impact activities? Do members of the Up-to-1999 group dedicate the same amount of **time** to high impact activities compared to those who participated in the program between 2000 and 2003? What are the **characteristics** of these high impact activities compared to the low impact activities?) **Record** all the key observations made by the participants on a flipchart.

### **STEP 11** Use RepGrid to assist with the interpretation (optional)

This is an optional task that should only be undertaken by a facilitator team that is already familiar and comfortable with the RepGrid software (download at <http://www.repgrid.com/RepIV/>). The facilitator (or the co-facilitator) can enter the activities, the row variables, and the ratings in RepGrid and use the Focus and PrinGrid commands. The Focus command creates a table where activities that have the most similar ratings are placed side by side. Variables that have the most similar ratings also appear side by side, with negative matches converted into positive relationships. A diagram with lines meeting at various points (outside the table) indicates the levels of similarity between activities and between variables. This is called **cluster analysis**.

The PrinGrid command creates a graph with calculations based on **principal component analysis**. The graph shows the location of each activity in relation to other activities (dots). It also shows the location of activities in relation to a number of straight lines representing the variables. Closer distances reflect closer relationships between activities (dots), between variables (lines), and between activities and the variables they express. To interpret the graph, focus on the variables that are grouped near two imaginary axes, one horizontal and the other vertical; these principal components show percentage figures that indicate the extent to which each axis explains all relationships.

Here's an example of a Repgrid diagram and table using the ratings done by a small group of past CWY participants:



**Summary of this exercise:** for this group the civic and community engagement activities that have been the most influenced by their CWY experience involve an *individual show of respect for others* (such as participating in intercultural events, raising awareness, being responsible consumers; see red box in the top diagram). Members of this group view actions showing respect as very *important* and dedicate a lot of *time* to them. The group is less inclined to get involved in community-oriented actions (such as charity fund raising, organizing formal events or volunteering; see green box), which they view as less important.

## **STEP 12** Collect the table cards and the flipcharts

- Use column and row numbers to mark the exact location of all the cards in the table, and then collect the cards.
- Collect and label the flipchart notes.

# Main Impacts on Host Families and Communities

## Preparation

- Draw a main impact title card on a flipchart (see Step 2).
- Draw the P'tit Bonhomme on a flipchart and lay it on the floor (see Step 4).
- Draw three concentric circles on a flipchart and lay the diagram on the floor (see Step 5).

## Purpose of this Exercise

This exercise helps identify the main impacts the program had on host families and communities.

## How to Assess the Impacts on Host Families & Communities

### **STEP 1** Explain the purpose of this exercise

Explain the purpose of this exercise: this assessment will help us identify the main impacts hosting or supervising had on you and others closely involved (co-workers, family members, other community members).

### **STEP 2** Hand out the cards and generate descriptions of impacts

- Give two cards and a marker to each participant.
- Ask each participant to write his/her **name**, gender, occupation, and years of CWY participation in the top section of each card, and also whether the participant is a host family member, a work supervisor, a local office holder (specify) or a community resource person. Tell the participants that these cards will be **collected** at the end of the exercise.

- Ask each participant to think about the two most important impacts hosting or supervising has had on him/her or others closely involved, and to **identify each impact on a card using a drawing or two or three key words (a title)**. Tell the participants to leave some space on the lower left and lower right part of the card.
- Ask each participant to **describe the impact on the reverse side of each card**. Ask that the writing be as **legible** as possible. If some participants cannot write, co-facilitators can help write a short description of the drawings on the reverse side of the corresponding cards.

<b>Name:</b> ..... <b>Gender (M/F):</b> .....	
<b>Occupation:</b> ..... <b>Years</b> (of participation in program) : .....	
<b>Relationship to CWY program</b> (specify): ..... (host family, work placement supervisor, local office holder or community resource person)	
<b>MAIN IMPACT (TITLE, KEY WORDS):</b>	
<b>P'tit Bonhomme</b> 1. 2.	<b>Impact level</b> <input style="width: 40px; height: 20px;" type="text"/> <b>Persons reached</b> <input style="width: 40px; height: 20px;" type="text"/>
<b>MAIN IMPACT DESCRIPTION:</b>  ..... ..... ..... ..... ..... ..... ..... ..... .....	



### STEP 3 Assess the impact level and the number of persons reached

- Ask each participant to **write a number on the bottom right of each title card indicating the level of the impact** on those closely involved, on a scale of 0 (No impact) to 5 (Very important impact).

#### RATING SCALE

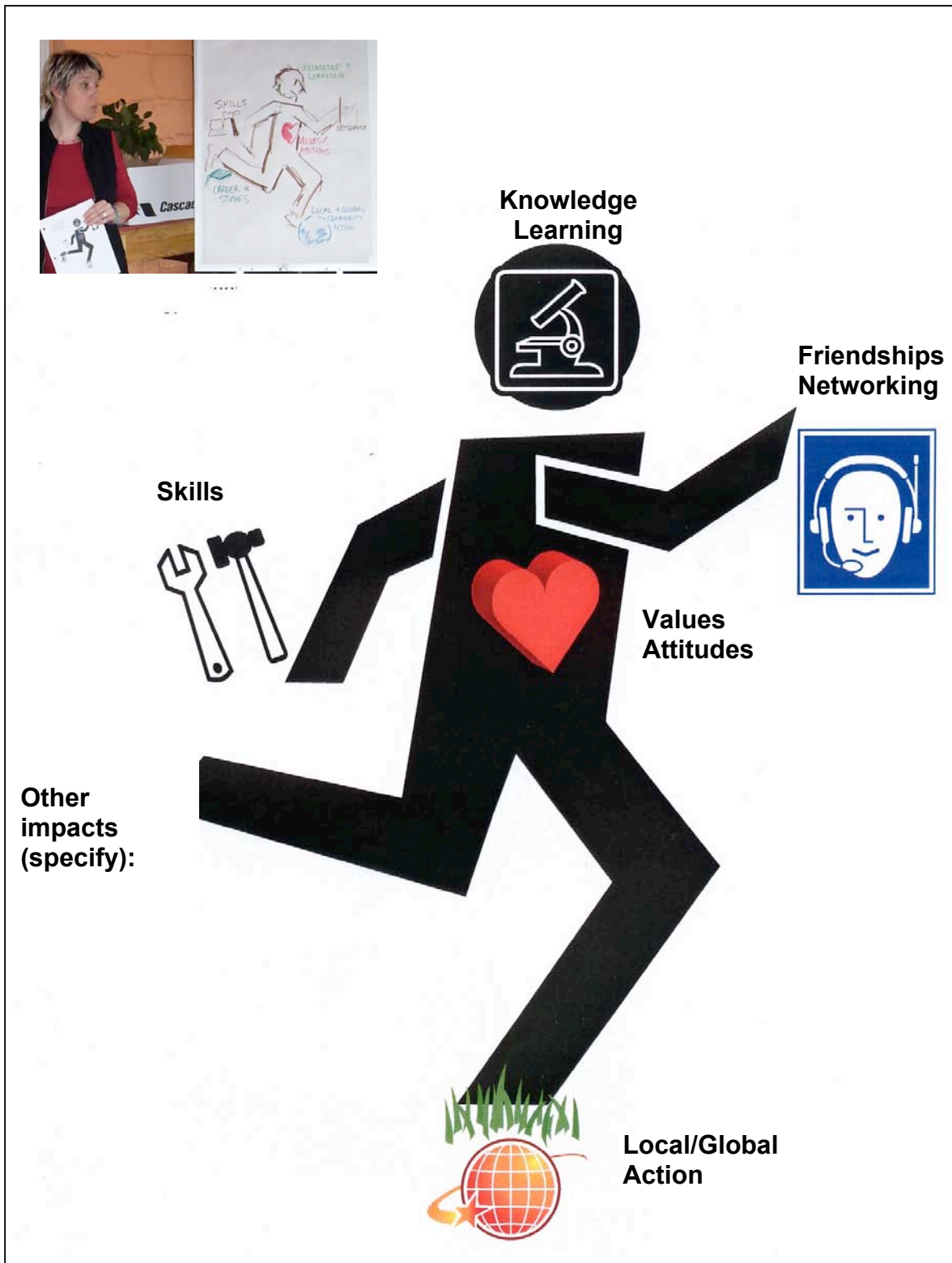
- 0 = No impact
- 1 = Very small impact
- 2 = Small impact
- 3 = Moderate impact
- 4 = Important impact
- 5 = Very important impact

- Ask each participant to **write a number on the bottom right of each title card indicating the approximate number of people reached or affected by the impact.**

### STEP 4 Explain the P'tit Bonhomme illustration and match with impacts

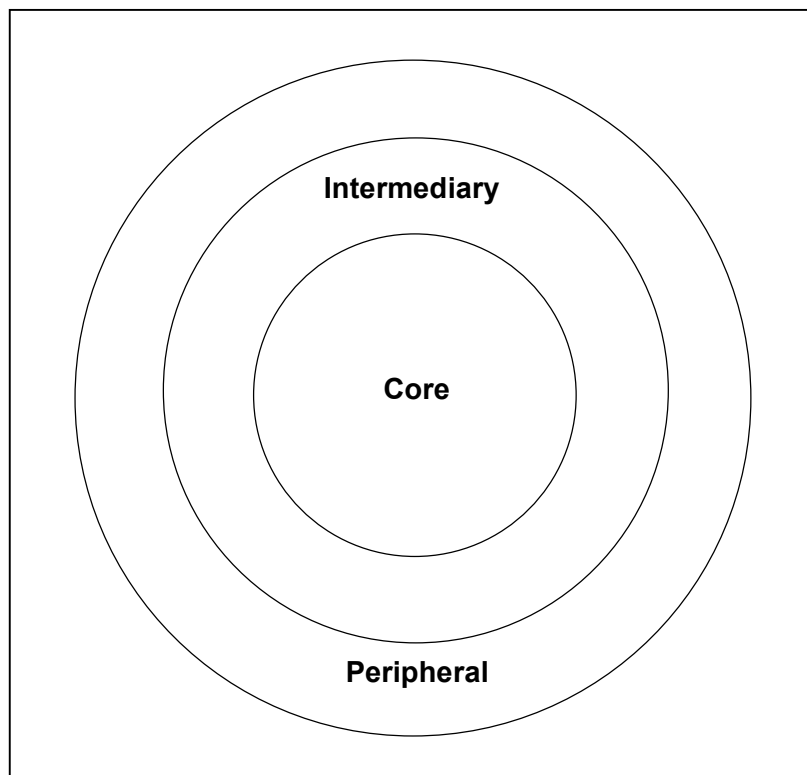
- Show the P'tit Bonhomme illustration to the participants (see below) and explain the 6 possible **areas of impact** indicated on the illustration: the head for knowledge and learning; the heart for attitudes or values; one hands for skills (defined as concrete abilities to do things); the other hand for friendships and networking; one foot for local or global actions taken by those closely involved in hosting or supervising; and the other foot for other impacts (specify).
- Ask each participant to **write on the bottom left of each title card the one or two parts of the P'tit Bonhomme that best correspond to the impact described on the card, in order of priority.**

## The P'tit Bonhomme



## STEP 5 Share impacts and form piles

- Ask participants to **share their impact cards** with other participants, one card at a time, without repeating the same story once it is told. Participants can make reference to the impact level and the number of people reached as each card is presented.
- The facilitator should actively help participants **regroup the cards that mean the same or similar things into piles**, and then give a title to identify each pile. Participants can discuss and form the piles (at least five or six of them) at the same time as they present their cards.
- **Distribute the impact piles into three concentric circles.** The circles represent (a) **core** impact piles, those that have the greatest number of cards, (b) **intermediary** impact piles, those have a middle range number of cards, and (c) **peripheral** impact piles, those that have the fewest cards.



- **Discuss the distribution of impact piles in the three circles** and possible reasons why some impacts are more frequently mentioned and others are less frequent. Ask what the result tells us about the overall impact of the CWY program on host families and communities. **Record** on a flipchart the views that participants express.

## **STEP 6 Share and analyze impacts for the P'tit Bonhomme**

- Lay the illustration of the **P'tit Bonhomme** on the floor and **place all the cards on the part of the illustration ranked first (as indicated on the bottom left corner of each card)**. A few people can do this quickly for the entire group.
- Ask participants to **further describe the impacts corresponding to each part of the P'tit Bonhomme**. **Record** on a flipchart the views that participants express.
- **Discuss the distribution of impact cards** on different parts the P'tit Bonhomme and possible reasons why some parts have more cards and others have fewer cards. Ask what the result tells us about the overall impact of the CWY program on host families and communities. **Record** on a flipchart the views that participants express.

## **STEP 7 Collect the individual cards and the flipcharts**

- Write a coded letter (such as A, B, C, etc.) on each card to identify the pile it belongs to and its location in the concentric circles.
- If possible, photograph the distribution of the cards on the P'tit Bonhomme before collecting the cards.
- Collect the individual cards.
- Collect and label the flipcharts notes.

# Summary Procedures

## PAST PARTICIPANTS WORKSHOP

### PART 2 MAIN IMPACTS

#### **STEP 1** Explain the purpose of this exercise

#### **STEP 2** Hand out the cards and generate descriptions of impacts

Ask each participant to write on separate cards the two most important impacts the CWY experience has had on him/her, and describe each impact on the reverse side of each card.

#### **STEP 3** Explain the P'tit Bonhomme illustration and match with impacts

Ask participants to write the matching parts of the P'tit Bonhomme on the bottom left of each card, in order or priority.

#### **STEP 4** Explain the list of program components and match with impacts

Ask participants to write the matching program components on the bottom right of each card, in order or priority.

#### **STEP 5** Share and analyze impacts

Ask participants to place their cards on the parts of the P'tit Bonhomme they ranked first (as indicated on the bottom left corner of each card). Discuss why some parts of P'tit Bonhomme have more cards and why others have fewer cards.

#### **STEP 6** Collect the individual cards and the flipcharts

**PART 3 IMPACT ON KNOWLEDGE AND SKILLS****STEP 1** Draw the Knowledge and Skill Impact wheel on a flipchart**STEP 2** Explain the purpose of this exercise**STEP 3** Reflect on knowledge and skills impact**STEP 4** Show and explain the wheel**STEP 5** Each participant rates impacts on his/her own wheel

Ask each participant to fill his/her wheel by rating the impact of the CWY program on their knowledge and skills using the scale of 0 to 5. Then, ask each participant to insert his/her ratings in the table below the wheel, and also to draw straight lines between the marks on each line of the wheel.

**STEP 6** Each participant describes the impact on their knowledge/skills

Ask each participant to describe the impact by answering the question appearing on the reverse side of their wheel diagram.

**STEP 7** Participants compare their impact profiles

Ask each participant to find other participants who have similar impact profiles (or ratings marked on their wheels), form groups of people with similar impact profiles, and discuss what they have in common.

**STEP 8** Discuss similarities and differences between groups

Ask each group to present itself to the other groups, focusing on what they have in common.

**STEP 9** Discuss why more impact in some areas and less in other areas**STEP 10** Collect the individual diagrams and the flipcharts

## PART 4 IMPACT ON VALUES AND PERSONAL GAINS

### STEP 1 Explain the purpose of this exercise

### STEP 2 Hand out the diagram, draw it on a flipchart, and explain it

### STEP 3 Elicit examples of CWY impacts on values and personal gains

### STEP 4 Ask participants to complete the diagram

Ask each participant to use the two axes in his/her diagram to indicate, on a scale of 0 to 5: (a) the extent to which their CWY experience influenced **the values** they now hold, and (b) the extent to which their CWY experience brought them **net personal gains** or served their interests over time. Then, ask each participant to (c) insert his/her ratings in the **table** below the diagram, (d) **draw a line from each mark** on the two axes, and use the letter 'X' to mark the place where the two lines intersect, and (e) **describe these impacts** on the reverse side of the diagram.

### STEP 5 Compile the results on the group flipchart diagram

Ask each participant to locate his/her 'X' **mark on the group flipchart diagram** (created in Step 2). Those who participated in the CWY program **up to 1999** should use small **red triangles** to locate their marks in the diagram. Those who **participated between 2000 and 2003** should use small **blue circles**. Once this is done, ask each participant to indicate on the **flipchart list of values and personal gains** (created by the group in Step 3) one or two values and gains that have been influenced by their CWY experience, using triangles and circles.

### STEP 6 Discuss the flipchart results

Ask why some impacts are stronger and others are weaker. Also, if the impact on those who participated up to 1999 is different from the impact on those who participated since then, ask why.

### STEP 7 Collect the individual diagrams and the flipcharts



## PART 5 IMPACT ON CIVIC AND COMMUNITY ENGAGEMENT

**STEP 1 Prepare the group with an ‘energizer’** (15 minutes)

**STEP 2 Explain the purpose of this exercise** (10 minutes)

**STEP 3 Identify civic and community engagement activities** (5 minutes)

Ask each participant to name and describe in writing two activities they are doing, or would like to do, that are good examples of being a responsible community member or engaged citizen (locally or globally).

**STEP 4 Create and label piles of activities that are similar in nature** (15 minutes)

**STEP 5 Rate the activities against the Time variable** (15 minutes)

Divide the participants into **two groups**: those who participated in the CWY program up until 1999, and those who participated in the years 2000 to 2003. Ask each group to rate each activity appearing in the top row of the table against the amount of time they dedicate to each activity (using simple group averages). Discuss the results.

**STEP 6 Rate the activities against the CWY Impact variable** (15 minutes)

Ask the following question for each activity: on a scale of 1 to 5, what **impact** did your CWY experience have on your involvement in this activity? Use simple group averages. When rating an activity, ask those who dedicate no time to the activity to abstain from answering the impact question. **Rearrange all the columns** (the activity cards and their ratings) along a continuum from 1 to 5 — from those activities where CWY had the least impact to those activities where CWY had the greatest impact. Discuss the results.

**STEP 7 Rate the activities against the Importance variable (15 minutes)**

Ask the whole group to rate each activity against its level of importance on a scale of 1 to 5 (as perceived and negotiated by the group). Discuss the results; focus on the differences between the right-hand and the left-hand columns — the activities where CWY had the lowest impact and those that had the highest impact.

**STEP 8 Elicit 2 or 3 sets of characteristics and their opposites (10 minutes)**

Divide all participants into small groups of 3 to 4 persons, and ask each group to choose three activities at random. Ask each group to identify an important characteristic that is shared by two of these activities, and the opposite characteristic that applies to the third activity. The first characteristic is given the score of 1 and its opposite, the score of 5. Compile these sets of characteristics and their opposites, clarify their meaning, and retain only two or three of them.

**STEP 9 Rate the activities against the characteristics (15 minutes)**

Divide the participants into 2 or 3 groups, and ask each group to rate all the activities against a different row. Ask the following question: on a continuum of 1 for characteristic 'X' (e.g., collective action) to 5 for its opposite 'Y' (e.g., individual action), how would you rate each activity? Each group should arrive at negotiated ratings the group feels comfortable with. Discuss the results; focus on the differences between the right-hand and the left-hand columns — the activities where CWY had the lowest impact and those that had the highest impact.

**STEP 10 Interpret the results (20 minutes)**

Focus on the differences between the right-hand and the left-hand columns.

**STEP 11 Use RepGrid to assist with interpretation (optional)****STEP 12 Collect the table cards and the flipcharts**

## MAIN IMPACTS ON HOST FAMILIES AND COMMUNITIES

### **STEP 1** Explain the purpose of this exercise

### **STEP 2** Hand out the cards and generate descriptions of impacts

Ask each participant to think of the two most important impacts hosting or supervising has had on him/her or others closely involved, identify each impact on a card using a drawing or two or three key words, and then describe the impact on the reverse side of each card. Participants should also fill out the personal information section on each card.

### **STEP 3** Assess the impact level and the number of persons reached

Ask each participant to write a number on the bottom right of each title card indicating the level of the impact, on a scale of 0 to 5, and then the approximate number of people reached or affected by the impact.

### **STEP 4** Explain the P'tit Bonhomme illustration and match with impacts

Ask each participant to write the matching parts of the P'tit Bonhomme on the bottom left of each card, in order or priority.

### **STEP 5** Share impacts and form piles

Ask participants to share their impact cards with other participants, one card at a time, at the same time as they regroup the cards that mean the same things into piles. Then, distribute the impact piles into 3 concentric circles: (a) core impact piles, those that have the greatest number of cards, (b) intermediary impact piles, those have a middle range number of cards, and (c) peripheral impact piles, those that have the fewest cards. Discuss the distribution of impacts in the 3 circles.

### **STEP 6** Share and analyze impacts for the P'tit Bonhomme

Place all the cards on the part of the illustration P'tit Bonhomme ranked first on the bottom left corner of each card. Discuss each impact area.

**STEP 7** Collect the individual cards and the flipcharts