Developing a Model for Behavioral Skills Reform using Theory of Change

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NEET youth are a substantial proportion of the global youth population

20% Of Youth

- Education
- Employment
- Training
NEET youth pose a threat to the Danish welfare system

~170,000 Kroner Per NEET youth
NEET youth come from vastly different backgrounds
Behavioral skills are a key factor of educational engagement

Compiled from "Student Disengagement from Primary Schooling: A Review of Research and Practice". Murray et al., 2004
Current behavioral skill programs lack a unified model for NEET reform
Theory of Change helps define well-structured reform programs

<table>
<thead>
<tr>
<th>Long Term Goal:</th>
<th>Final goal for social change</th>
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<tbody>
<tr>
<td>Outcome:</td>
<td>Intermediate steps towards the long term goal</td>
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<tr>
<td>Indicator:</td>
<td>Metric for measuring an outcome</td>
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<tr>
<td>Intervention:</td>
<td>A method of causing progress between outcomes</td>
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<tr>
<td>Assumption:</td>
<td>Additional details about the Target group and available resources</td>
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A general model for behavioral skills reform was derived from multiple ToCs
Current programs target a mixture of behavioral skills and traits

<table>
<thead>
<tr>
<th>Teachable Outcomes</th>
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<tbody>
<tr>
<td>Behavioral Traits</td>
<td>Behavioral Skills</td>
</tr>
<tr>
<td>● Cumulative, abstract outcomes in models</td>
<td>● Specific outcomes in models</td>
</tr>
<tr>
<td>● Composed of multiple skills</td>
<td>● Shown by one’s actions</td>
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<tr>
<td>● Hard to measure</td>
<td>● Measurable</td>
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Personal, interpersonal & societal awareness are key for NEET Reform
Identity and perseverance are culminating traits within personal development.
Conflict resolution and self-impact awareness are culminating traits within interpersonal development.

- Social Problem Solving
  - Self-Impact Awareness
    - Communicate outside network
    - Communicate in network
    - Body Language
    - Communicate Needs
    - Relationships
  - Conflict Resolution
    - Identify and Handle Criticism
    - Positive Support Networks
    - Identify Feedback
    - Active Listening
    - Self Reflection

Programs:
- Shared Traits
- Program A
- Program C
- Connecting Traits
Professional conduct and understanding role in society are culminating traits within societal development.
Theme development and connection through key outcomes are the strong suit of our model.
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Our model is most effective when programs define a context

Benefits of using this model

- Coverage of currently-addressed skill areas
- Well-structured skills development
- Skills confirmed by past research

Considerations when using this model

- Developers should define their context
- Skills manifest differently across contexts
- Behavioral skill measurement is challenging
Organization 1

Long Term Goal: Youth have behavioral skills necessary for education and employment

Youth are able to persevere
- Youth are self-motivated
- Youth have a strong work ethic
- Youth commit to education
- Youth have good self-control

Youth are able to think independently
- Youth are able to reflect on themselves
- Youth are curious
- Youth can think creatively
Organization 4
Organization 5

Long Term Goal: Disengaged youths have the skills necessary to continue education

Youths are able to engage with their community

Youth understand their civic and civil responsibilities

Youth can make decisions in group dynamics

Youth are culturally aware

Youth are socially aware

Youth are socially engaged

Healthy lifestyle habits are adopted

Youth develop Leadership skills

Youth are able to manage themselves

Youth develop problem-solving skills

Youth understand who they are

Youth have organization and planning skills

Youth have research skills

Youth have presentation skills

Youth have effective communication skills

Youth can work in a group