Supplemental Materials for Developing a Model for Behavioral Skill Reform using Theory of Change

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Sponsor: Kate Vinther, Det Lærende Fængsel
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A. Authorship Page

I. NEET Youth: A Growing Weight on the Danish Social Welfare System (Team)
   A. Who are NEET youth? (Jacob Grycel)
   B. NEET youth burden the Danish social welfare system (Eric Hall)
   C. NEET status is a direct result of educational disengagement (Jacob Grycel/Eric Hall)
   D. NEET youth reform programs lack a unified model for behavioral skills development (Zhijie Dong)

II. Research Goals & Objectives (Zhijie Dong)
   A. Objective 1: Mapping frameworks of existing programs (Zhijie Dong)
   B. Objective 2: Developing the Theory of Change (Zhijie Dong)

III. Identifying and networking behavioral skills
   A. Personal, Interpersonal & Societal Skills are key for NEET Reform (Jacob Grycel)
   B. Identity and perseverance are culminating traits within personal development (Eric Hall)
   C. Conflict resolution and the ability to understand one’s effect on others are culminating traits within interpersonal development (Jacob Grycel)
   D. Professional conduct and understanding one’s role in society are culminating traits within societal development (Zhijie Dong)
   E. The final ToC model fleshes out personal awareness as both a bridge to interpersonal awareness and societal awareness (Jacob Grycel)

IV. Conclusions & Recommendations (Eric Hall)

Main Editor: Jacob Grycel
B. Contributions Page

Zhijie Dong: Zhijie contributed to writing one section of the background, the methods, and one section of the results. She took minutes during advisor and sponsor meetings. In addition she contributed to research, diagram creation, and slide development. Gigi was the primary interviewer for all interviews.

Jacob Grycel: Jacob wrote 2 sections of the background and 2 sections of the results in addition to being the main editor of the paper. In addition he contributed to research, diagram creation, and slide development. Jacob was the secondary interviewer for all interviews.

Eric Hall: Eric wrote 2 background sections, 1 results section, and the conclusion. Eric was the team designer and put everything together in publisher. In addition he contributed to research, diagram creation, and slide development. Eric was the scribe for all interviews.

Overall everyone contributed to the creation of the final model and writing. There was even distribution of work and the end product was a collaborative effort.
C. About the Sponsor

Det Lærende Fængsel is a non-governmental organization (NGO) that aims to help young people who have been marginalized by society. Their program, UCANDOIT, works with youth aged 17-25 to sharpen their behavioral skills and prepare them to re-enter education or employment. UCANDOIT is structured around three pillars of education: mind, body, and socioeconomic responsibility. There is a 3 month workshop that aims to target these areas by employing a buddy system in addition physical exercise and interactive projects. All of this is fostered through a teaching coach who trains other instructors to implement this philosophy.

UCANDOIT aims to develop into a social business where investors financially support the organization on the basis that they cause positive social change. This will allow UCANDOIT it to generate revenue from their service that is used to pay back investors and invest further resources into the organization to promote growth and continued operation. The organization is currently looking for ways to measure the impact of their program in order to attract investors who can help launch the program. The work presented in this project is the first step in creating a measurement tool that can be used for this purpose.
D. Interview Questions

i. Interview Questions for Education Reform Programs

1. What were some of the driving issues that led the ministry to create a youth education reform plan?
2. How did the government workgroup you collaborated with identify which skills were most important for youth education reform?
   a. How important are behavioral skills to the reform plan?
      i. If present: How did you identify these skills?
      ii. If not present: Explain our research in behavioral skills
          1. Do you think students will already have these skills?
          2. Or are they implicitly taught?
3. Are there parts of the reform plan that you think should be included but weren’t?
   a. Are there parts of the reform plan that were included but you believe should not?
4. Who do you believe will benefit most from this education reform?
   a. In your experience do you know of any specific cases where youths who start at the lowest possible point end up fully reformed?
      i. If successful:
         1. What worked?
         2. What milestones were there to show that they were making progress?
      ii. If not successful:
         1. What do you think was missing?
5. How do you anticipate that a program implementing this reform would measure its effectiveness?
ii. Interview Questions for Behavioral Reform Programs

1.) Who is the target group for your organization?
   a.) Who do you think would benefit most from your program?

2.) What kind of skills do you work with in your program?
   a.) Would you say that social skills are an important part of your program?
      i.) Why?
      ii.) Why not?
   b.) What types of specific social skills do you work with?
      i.) How did you identify these skills?
      ii.) Which do you believe are the most vital for success in your program?

3.) How do you measure a participant's progress?
   a.) Could you provide an example?

4.) How do you teach specific skills?

5.) What is the long term goal of someone who enrolls in this program?
E. Program-Specific Theories of Change

i. Theory of Change Model Overview
ii. 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 are able to think independently

- Youth are able to reflect on themselves
- Youth have good self-control
- Youth are curious

Youth can think creatively
iv. Organization 3

Long-Term Goal: Youth understand self-value

- Youth are able to have positive professional interactions
- Youth understand their role in society
- Youth successfully complete tasks
- Youth are able to effectively work on a team
- Youth are able to identify positive and negative interactions
- Youth communicate effectively outside of their social network
- Youth are mindful of their body language
- Youth are able to prioritize tasks
- Youth maintain structure in their lives
- Youth are optimistic about their achievements
- Youth have self-esteem
- Youth have a sense of identity that persists regardless of environment
- Youth develop and maintain relationships
- Youth learn to trust others
- Youth communicate effectively
- Youth understand their cultural background
- Youth understand their effect on others
- Youth understand their effect on society
- Youth practice self-discipline
v. Organization 4

Long-Term Goal: Youth have positive, assertive life skills to achieve full potential

- Youth are able to handle failure
- Youth are able to handle criticism
- Youth are able to identify different types of criticism
- Youth focus on retaining positive support networks
- Youth identify positive support
- Youth identify negative support
- Youth recognize support networks
- Youth utilize healthy communication skills
  - Youth have assertive speaking skills
  - Youth can identify positive feedback
  - Youth can identify negative feedback
  - Youth are able to actively listen
- Youth avoid high-risk behavior
  - Youth are able to problem solve in uncomfortable situations
  - Youth understand the dangers of drugs
  - Youth understand the dangers of alcohol
  - Youth understand the importance of safe sex practices
- Youth are able to stand up for personal values
vi. 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 are able to manage themselves
  - Youth develop problem-solving skills
  - Youth understand who they are

Youth develop Leadership skills
- Youth develop problem-solving skills
- Youth have organization and planning skills

Youth can work in a group
- Youth have research skills
- Youth have presentation skills
- Youth have effective communication skills
vii. Final ToC model for NEET behavioral skills reform

General Model for NEET Youth Behavioral Skills Reform