



## Evaluation of Impacts Tool

### What does success look like for this Unveiling Youth Potential program?

People will ask how many projects were identified, pursued and had a positive outcome? We need to think, clearly, about how to define success. Here is some guidance:

- It is not about numbers of participants, it is about the quality of the participants. This program is about identifying the “right” youth leaders, not the “most” youth.
- We must focus on both qualitative and quantitative impacts; but our priority is qualitative.
- We must encourage and sustain feedback loops – sharing learnings and constantly evolving and improving the process.
- Consider how learning occurs – ask if learning is adaptive? How does personal learning happen? Encourage learning journals in binders. Observe the evolution in community mapping. Observe the evolution in self leadership mapping. Pay attention to the evaluation of individual learning journeys...at end of the 2<sup>nd</sup> workshop and at the end of Phase 2.
- Stay focused on how well a social entrepreneurial project meets a community need; what are the community impacts? And, can this initiative be replicated?
- Always recognize that this is an unconventional and complex program.

### When you are evaluating learnings, you may find these sample evaluation questions useful. Ask youth leaders:

1. Did you feel your opinions were heard and acknowledged by the group? Why or why not?
2. Were you able to share your opinions? Why or why not?
3. Was the process helpful for accessing the best thinking of participants? Explain.
4. How did you feel about learning as a group?
5. Was the process effective for uncovering the important issues facing local youth? Why or why not?
6. What could be done to make learning as a group more effective?
7. What did you like most about the session?
8. What areas could be improved?
9. What are the most striking things you learned from the discussion?
10. Would you be willing to meet again for further discussions?
11. Other comments?