**Learning Hub Evidence Building Plan**

**IMPACT CLUBS**

Per the MEER R&D Framework, Learning Hubs are to develop and submit an evidence building plan for each of their practices as they transition from the concept phase to the exploration phases. The plan should be captured in a brief two – three page document using the outline or form below. Information provided will guide aligned projects. It should align with the R&D Framework, particularly the principles of triangulation and mixed methods, as well as MEER’s Principles of Evidence and the Roadmap.

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| 1. Concept note: |
| Background:  Over the next decade, one billion young people will enter the global labour market, the largest cohort ever to reach employment age. The World Bank estimates that simply to keep pace with this growth, 40 million new jobs must be created each year to accommodate for new market entrants, in addition to absorbing the 200 million who are unemployed in 2012 - 75 million of whom are young people. [[1]](#footnote-1)  Globally, youth make up 25% of the world’s working age population with more than 85% of them living in developing countries. This disproportionally high number of young people, known as the ‘youth bulge,’ is projected to swell to 1.5 billion by 2035. [[2]](#footnote-2)  It has been argued that youth unemployment is best dealt with by complex measures, including through the development of life skills and competence at early stages of adolescent development. [[3]](#footnote-3) These skills and competences, among other positive consequences, positively affect the ability of adolescents to be employed or start an own business. Hence, acquiring such soft skills and competences can prepare adolescents (12-17 years) for job opportunities at later stages of their lives and provide for increased youth livelihoods. [[4]](#footnote-4) [[5]](#footnote-5)  Whether this ‘youth bulge’ represents a potential threat to global stability or a ‘youth dividend’ upon which societies prosper depends on how decisively we act to promote young people’s access to programs that cultivate social and emotional capabilities, the labour market and productive employment. Many believe that the ‘youth bulge’ presents a significant opportunity; powerful social and economic change can be brought about when youth have the opportunity to engage in meaningful economic activities and participate in their societies.  With youth now comprising over half of the world’s population, World Vision has a unique opportunity to leverage off its investments made in childhood programming to try to ensure that young people’s transition into adulthood will be accompanied by the opportunity to become engaged, healthy, productive members of their community with dignified livelihoods.  Understanding the significant opportunity, World Vision’s Youth Livelihoods Interest Group (YLIG) commissioned a Theory of Change process in September 2013 to process to clarify World Vision’s understanding of how youth are empowered have sufficient incomes and resources to sustain productive and fulfilling lives, as well as to elucidate the organisation’s role and priorities in the area of youth livelihood programming.  The product of this is World Vision’s Youth Livelihood and Empowerment Theory of Change narrative and diagram (attached) which provides World Vision staff with a common language around youth livelihood programming, as well as a framework that will assist World Vision in developing strategic interventions for youth at multiple levels.    Based on MEER’s Economic Development Learning Hub’s (EDLH) participation in the Theory of Change workshop and in the final review of the Youth Livelihood and Empowerment Theory of Change narrative and diagram, the EDLH is partnering with WV Australia’s SEED team to test an intervention in the MEER region that was strongly aligned with World Vision’s understanding of how young people (adolescents and youth) gain the constellation of knowledge, skills and behaviours necessary to gain sustainable livelihoods and live full and productive lives. This intervention is known as IMPACT Clubs.  The Intervention:  IMPACT Clubs are an adolescent-oriented holistic and multi-dimensional approach that aims at encouraging the development of confident, self-aware, work-ready, and resilient adolescents who contribute positively to their communities and develop into young adults, stepping up to leadership roles in their communities with improved pathways to obtaining sustainable livelihoods. This is achieved through group-based training and support services implemented through established IMPACT Clubs accommodating 10-25 adolescents aged 12-17 years.  The IMPACT Club model is designed to address the livelihood needs and aspirations of adolescents, while also addressing critical community development challenges. It draws upon experiential learning methodologies and is founded in the principles of positive adolescent and youth development. |

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| 1. Theory of action: |
| The IMPACT Club emerging project model is an integrated approach to adolescent engagement that fosters the skills, behaviours and attitudes necessary within adolescents for improved participation in their community’s social, civic, and economic life.  Parents can provide well for their children  Well-adjusted adults make better parents  Adolescents who participate in Impact Clubs are better prepared for entry into adulthood   |  |  | | --- | --- | | **Adolescents are ready for economic opportunities**  Adolescents have improved future orientation and the capacity to set goals leading to sustainable livelihoods | **Adolescents contribute to the social capital**  Adolescents are socially responsible  Adolescents play an active role in their family  Adolescents play an active role in their community |  |  |  | | --- | --- | | * Adolescents gain practical experience relevant to sustainable livelihoods * Adolescents are equipped with the entrepreneurship (including social entrepreneurship), work-readiness and technical skills that will contribute to their employability in young adulthood * Adolescents gain the skills and ability to gather and use market information and forge relationships with private sector * Adolescents have improved educational outcomes that will contribute to their employability in young adulthood. | * Adolescents increase their life skills and improve their self-identity * Adolescents acquire leadership skills, develop character, confidence and values * Adolescents gain skills in active citizenship to enable active participation in civil society initiatives and acquire a sense of ownership in the community |  |  | | --- | | Volunteer IMPACT Club Leaders will gain the knowledge, skills and confidence to mobilize adolescents and operate IMPACT Clubs through effective training and ongoing coaching | |
| 1. Hypotheses: |
| List testable assumptions that describe the relationship of the interventions and the expected results.   1. As a result of participating in IMPACT Leaders training, volunteer IMPACT Club Leaders will have the knowledge, skills and confidence to mobilize adolescents and operate IMPACT Clubs. 2. As a result of participating in IMPACT Club meetings and community service-learning projects, IMPACT Club members will have improved competencies in the areas of active citizenship, leadership, employability and entrepreneurship. 3. As a result of participating IMPACT Clubs, members will have improved self-image and future orientation. 4. As a result of participating in IMPACT Clubs, members more ready contribute to their community as socially active citizens. 5. As a result of participating in IMPACT Clubs, members will have improved educational outcomes. |
| 1. Aligned projects: |
| |  |  |  |  | | --- | --- | --- | --- | | **WV NO** | **Project** | **No. ADPs** | **Stage** | | Armenia | IMPACT Clubs and SKYE Clubs | 12 (rural, peri-urban and urban) | Phase 3. IMPACT Clubs Open and Operating | | Georgia | IMPACT Clubs and SKYE Clubs | 4 (rural, peri-urban and urban) | Phase 1. Design phase | |
| 1. Selected interventions: |
| The attached IMPACT Club Results Chain provides an overview of interventions included in all aligned projects at under the section titled ‘Influence Activities.’ |
| 1. Selected variables: |
| Hypothesis 1: As a result of participating in IMPACT Leaders training, volunteer IMPACT Club Leaders will have the knowledge, skills and confidence to mobilize adolescents and operate IMPACT Clubs.  Assumption1: ToTs have the knowledge and skills to provide quality trainings for the leaders.     |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in IMPACT Leaders training | Knowledge of Club Leaders | Social demographic status of Club Leaders | Self-reported knowledge of the model | |  | Skills of Club Leaders | Socio-economic status of the Club leader | Self-reported confidence to train and coach the leaders | |  | Confidence of Club Leaders | Previous experience in civil society | Supervisory observation of facilitation skills of the ToTs | |  | Mobilisation of adolescents |  | Additional factors: Family and peers support the idea of volunteering as a CLUB leader [[6]](#footnote-6) |   Hypothesis 2: As a result of participating in IMPACT Club meetings and community service-learning projects, IMPACT Club members will have improved competencies in the areas of active citizenship, leadership, employability and entrepreneurship.  Assumption 1: Family and peers support adolescents involvement in IMPACT Club  Assumption 2: Community supports for IMPACT club community service learning projects   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in IMPACT Club meetings | Knowledge in the domain of citizenship, | Size of group | Self-reported perception of support by family and adolescents | | Participation in Community service-learning projects | Activities undertaken in the domain of citizenship, | Formation of group | Service learning project reports | |  | Knowledge about elements of effective leadership, | Age disaggregation of Club members |  | |  | Demonstrations of leadership | Gender diversity |  | |  | Knowledge about employability (including network creation) |  |  | |  | Employment related activities | Vulnerability of adolescents |  | |  | Knowledge in the domain of entrepreneurship |  |  | |  | Demonstrations of entrepreneurial activity |  |  |   Hypothesis 3: As a result of participating IMPACT Clubs, members will have improved self-image and future orientation.  Assumption 1: Family and peers support adolescents involvement in IMPACT Club  Assumption 2: Community supports for IMPACT club community service learning projects   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in IMPACT Club meetings | Self-efficacy (confidence to take actions) | Size of group | Self-reported perception of support by family and adolescents | | Participation in Community service-learning projects | Grit (perseverance and passion for long-term goals) | Formation of group | Learning projects achievements/challenges (documented in Passports) | |  | Growth mind set | Age disaggregation of Club members |  | |  | Social emotional management (Optimism, happiness, self esteem | Gender diversity |  | |  | Future orientation | Vulnerability of adolescents |  |   Hypothesis 4: As a result of participating in IMPACT Clubs and community service-learning projects, members are more ready contribute to their community as socially active citizens.  Assumption 1: Family and peers support adolescents involvement in IMPACT Club  Assumption 2: Community supports for IMPACT club community service learning projects   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in IMPACT Club meetings | Knowledge of issues in community | Size of group | Self-reported perception of support by family and adolescents | | Participation in Community service-learning projects | Preparedness to take action | Formation of group | Learning projects achievements/challenges (documented in Passports) | |  | Demonstrated action | Age disaggregation of Club members |  | |  |  | Gender diversity |  | |  |  | Vulnerability of adolescents |  |   Hypothesis 5: As a result of participating in IMPACT Clubs, members will have improved educational outcomes.  Assumption 1. Families value education  Assumption 2. Children value education.   |  |  |  |  | | --- | --- | --- | --- | | ***Independent Variable (IV)*** | ***Dependant Variables (DV)*** | ***Confounding Factors (CF)*** | ***Assumption Variable (AV)*** | | Participation in IMPACT Club meetings | Classroom attendance | Age | Families perceive education among top two factors for future success of their children | | Participation in Community service-learning projects | Grades | Gender | Children perceive education as top two factors for future success. | |  | Graduation rate | Location of school (urban, peri-urban, rural)[[7]](#footnote-7) |  | |  | Attitude/value of education/learning | Proximity to school*[[8]](#footnote-8)* |  | |
| 1. Variable operationalization: |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Hypothesis (H1)**  **Dependant variable (DV)**  **Confounding factor (CF)**  **Assumption variable (AV)** | **Scope of the Questions/data** | **# of Questions** | **Scale** | **Administration type** | | **H1.** |  |  |  |  | | AV 1. Knowledge of ToTs around the model | Questions measuring ToT understanding of the model and its key components (combination of memory and knowledge testing questions) | 25 | Nominal (single choice ) | Self-report | | AV 2. Confidence of ToTs | Questions measuring confidence of the ToTs and their co-trainer on preparedness to facilitate Club leaders training | 7 | Ordinal (5 point Likert scale) | Self-reported | | AV.3. Facilitation skills of the ToTs | Questions measuring overall verbal/nonverbal/technical facilitation skills of the ToTs | 29 | Ordinal (5 point Likert scale) | To be filled in by external observer | | DV 1. Knowledge of Club Leaders | Questions measuring Club leaders understanding of the model and its key components (combination of memory and knowledge testing questions) | 13 | Nominal (single choice ) | Self-report | | DV 2. Confidence of Club leaders | Questions measuring confidence of club leaders and their co-leaders around preparedness to open and facilitate IMPACT Club | 6 | Ordinal (5 point Likert scale) | Self-reported | | DV 3. Facilitation skills of Club leaders | Questions measuring overall verbal/nonverbal/technical facilitation skills of the Leaders | 16 | Ordinal (5 point Likert scale) | To be filled in by external observer | | DV 4. Mobilization of the Club members | Data on established clubs and club members turnover | - | - | To be filled in by Project manager | | CF 1. Social demographic status of the Club leader | Questions measuring age/gender/education/marital status/HH structure of the Leaders | 6 | Nominal  Interval | Self-administered | | CF 2. Social-economic status of the Club leader | Question measuring economic status of the Leader/HH(income source, occupation, dependency on external assistance) and soft categories measuring social circumstances of the Leaders | 7 | Nominal  Ordinal | Self-administered | | CF 3. Previous experience in civil society | Questions measuring experience in civil society sector, in particular – volunteering experience and experience in working with children/youth | 3 | Nominal | Self-administered | | Additional factor  (possibly to consider as assumption for the 2nd hypotheses)  Family and peers support the idea of leading the Club (value volunteering) | Questions measuring the extent at which family and peers give importance to volunteering | 2 | Ordinal (5 point Likert scale) | Self-administered | | **H 2** |  |  |  |  | | DV 1. Knowledge in the domain of citizenship | Questions measuring understanding of the community priorities, techniques to identify those, methods of mobilizing resources, planning and addressing the issues | 5 | Ordinal (5 point Likert scale) | Self-administered | | DV 2. Activities undertaken in the domain of citizenship, | Questions measuring demonstrated actions to raise/address community issues | 4 | Ordinal (5 point Likert scale) | Self-administered | | DV 3. Knowledge about elements of effective leadership, | Questions measuring concept and elements of leadership /understanding questions/  Questions measuring self-perception of the leadership. | 5 | Ordinal (5 point Likert scale) | Self-administered | | DV 4. Demonstrations of leadership | Questions measuring demonstration of leadership skills at school and/or at community level | 5 | Ordinal (5 point Likert scale) | Self-administered | | DV 5. Knowledge about employability (including network creation) | Questions measuring understanding around different steps in job research | 5 | Ordinal (5 point Likert scale) | Self-administered | | DV 6. Employment related activities | Questions measuring demonstrated actions in the framework of employment | 5 | Ordinal (5 point Likert scale) | Self-administered | | DV 7. Knowledge in the domain of entrepreneurship | Questions measuring understanding around essence and key elements of entrepreneurship | 5 | Ordinal (5 point Likert scale) | Self-administered | | DV 8. Demonstrations of entrepreneurial activity | Questions measuring undertaken activities and/or intent to undertake activities (pre entrepreneurial behaviour, entrepreneurial efficacy ) in the domain of entrepreneurship | 12 | Ordinal (5 point Likert scale) | Self-administered | | CF1. Age disaggregation | Age of Club members | 1 | Nominal | Self-administered | | CF2. Gender | Sex disaggregation of Club members | 1 | Nominal | Self-administered | | CF 3. Size of the group | Average number of Club members | - |  | To be provided by the project manager | | CF 4. Formation of the group | Questions measuring principles of group formation | 1 | Nominal | Self-administered | | AV1. Family and peers are supportive to involvement of in IMPACT clubs | Questions measuring the extent at which family and peers support involvement in the IMPACT clubs | 2 | Ordinal (5 point Likert scale) | Self-administered | | AV2. Community supports implementation of youth led projects | Data on challenges/successes of the community service learning projects | - | - | IMPACT Passports | | **H 3.** |  |  |  |  | | DV1. Self-efficacy | Questions measuring club members beliefs about capabilities to produce designated levels of performance that exercise influence over events and affect their lives. | 10 | Ordinal (4 point scale) | Self-administered | | DV 2 Grit | Questions measuring perseverance and passion for long-term goals | 8 | Ordinal (5 point Likert scale) | Self-administered | | DV 3 Growth mind set | Questions measuring self-perception that abilities are malleable and not fixed | 16 | Ordinal (5 point Likert scale) | Self-administered | | DV 4 Emotional intelligence (Optimism, happiness, self esteem) | Questions measuring constellation of emotional self-perceptions | 30 | Ordinal (7 point scale) | Self-administered | | DV 5. Life orientation | Questions measuring the self in relation to others and to community/society | 12 | Ordinal (5 point Likert scale) | Self-administered | | **H 4.** |  |  |  |  | | DV 1. Knowledge of issues in community | SAME as DV1 for H2 | | | | | DV 2. Preparedness to take action | Questions measuring club members confidence in raising and addressing social issues /at school and/or community level/ | 9 | Ordinal (5 point Likert scale) | Self-administered | | DV 3. Demonstrated action | SAME as DV2 for H2 | | | | | CF 1-5 | SAME as for H2 | | | | | AV 1-2 | SAME as for H2 | | | | | **H5** |  |  |  |  | | DV1. Classroom attendance | Questions measuring school attendance rate (disaggregated by different seasons ) | 2 | Nominal | Self-administered | | DV 2. Grades | Questions measuring academic performance of club members | 1 | Ordinal | Self-administered | | DV 3. Graduation rate | Data on mainstream/high school graduation | - | Ordinal (5 point Likert scale) |  | | DV 4. Attitude/value of education/learning | Questions measuring attitude/perception around school and learning | 1 | Ordinal (5 point Likert scale) | Self-administered | | AV 1. Families value education | Questions measuring perception of parents on key factors determining future success of their children | 1 | Open ended question | Self-administered (by the youth ) | | AV 2. Youth value education | Questions measuring perception of youth on key factors determining their future success | 1 | Open ended question | Self-administered | |
| 1. Sampling strategy: |
| Evidence around the project model is intended to build throughout two phases- short term and long-term contribution/change assessment.   1. Short term contribution assessment: Talin ADP IMPACT cases study   Talin ADP was selected as a target area 1. to measure short-term contribution of the IMPACT project model; 2. to validate accuracy of H2-H5; 3. to pilot evidence building framework (data collection methodology and methods.)  Talin was one of two ADPs that piloted “IMPACT Clubs Armenia Project” for one year (FY 13-14, funded by WV Canada). WV Armenia proposed to work in partnership on this pilot project with WV’s SEED Unit to build on, adapt and refine this approach to suit ‘older youth’ (15-24 years) and to have a greater focus on employability and social entrepreneurship.  At the end of the project, Talin ADP has established 5 IMPACT clubs across 3 communities with 120 active members.   |  |  | | --- | --- | | **Talin ADP** |  | | # of clubs | 5 | | # of communities | 3 | | Type of communities | 2 rural, 1 per-urban | | # of club members | 120 | | Gender disaggregation | Male- 54; female 66 | | Age disaggregation | Junior club [14-18)- 3 clubs;  High club [19-25)- 2 clubs |   Given the fact that the EBP was designed based on IMPACT model theoretical statement with recommended age group of 12-17 years, as well as to make sure data consistency across aligned project areas, suggested hypothesis will be tested only among Junior club members.  Sampling strategy  Ex-post evaluation design will be applied to assess short-term impact of the project model. Quasi experimental approach will be utilized to validate H2- H5 as well as to test spill-over effect among peers of IMPACT club members.  Treatment and control groups will be composed based on case-matching technique.  As per discussions with the ADP staff, as well as evidenced by previous baseline/evaluations conducted in the area, there are no statistically significant differences between selected semi-urban (Talin town) and two rural communities. Nevertheless, this evidence is built around household resilience/maternal/child care domains rather than youth/child activism. Thereof, for short term impact assessment we assume that no statistically significant differences will be identified among rural and peri-urban communities.  Matching criteria will be gender and age (given the fact that both are selected as possible confounding factors that might affect the desired change)  One community out of the ADP area (as close to treatment communities as possible (in terms of community size, infrastructure development) will be selected to compare data with.  50 respondents will be selected per each of groups:  Treatment group- IMPACT club members  Control group 1- IMPACT community not IMPACT youth.  Control Group 2- non IMPACT community – non ADP community).  For Treatment group respondents will be randomly selected from the list of Club members. For Control groups, youth will be randomly selected from school logs as many times as it is needed to find matched respondent.  The survey will be administered via online platform.  Data on selected variables will be collected with semi-structured interview, observation and document review tools.   |  |  | | --- | --- | | ***H 1*** | **Tool** | | **AV 1- AV 2. Self-assessment of ToT knowledge and confidence** |  | | **AV 3. Assessment of ToT facilitation skills** |  | | **AV 3. MPACT Club Leaders Training Participants Evaluation of Trainers** |  | | **DV1; DV 3 Self-assessment of knowledge and skills of CLUB leaders + all CFs for H1** |  | | **DV 2. Observation of IMPACT Leaders Skills-** |  | | **DV 2 . IMPACT Club Members Evaluation of Leaders** |  | | **DV 4. CLUB members turnover** | **Data matrix to be provided** | | ***H 2- H5*** |  | | **ALL DVs+AVs+CFs (with except of vulnerability, club members number and graduation rate)** |  | |  | | |
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| 1. Analysis strategy: |
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| 1. Impact evaluation:   Long-term[[9]](#footnote-9) contribution  Evidence building process around IMPACT club project model will be aligned to ARM Strategy implementation cycle and mainstreamed into Strategic Object 3 through the M&E framework of Technical Approach 3 – Youth driving development and peace building, Strategic Result 1.1. Empowered and Celebrated Youth Cared for others. Sampling and analysis strategy will be finalized by Mid FY15 after the data on newly established “IMPACT club communities” across LEAP 3 aligned as well as LEAP 3 transitioning ADPs/Aps are provided. |
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| 1. Sustainability analysis: |
| The project has partnered with Tuft University (see below) to apply for grant funding in order to conduct an in depth project evaluation of the IMPACT Club project model in the aligned project sites. The study will be a longitudinal impact evaluation, and also explore areas such as sustainability, social return on investment and cost effectiveness. SEED’s ED Consultant – Youth Pathways and Research and Evaluation Advisor are currently working with the universities to design the study with the support and input of the MEER EDLH.  Tuft University’s Institute for Applied Research in Youth Development (United States)  The Institute for Applied Research in Youth Development is a laboratory within the Eliot-Pearson Department of Child Development at Tufts University . The Young Entrepreneurs Study (YES) is a joint project with the Institute for Applied Research in Youth Development and the Stanford Centre on Adolescence.  The YES project is a longitudinal study of the development of entrepreneurial purpose, achievements, and character attributes among diverse adolescents and young adults in the United States. Specifically, the project is interested in identifying the cognitive, motivational, behavioural, and ecological bases of entrepreneurship development. |
| 1. Cost effectiveness analysis: |
| Costing and scaling economics have been developed as a working hypothesis. See attached    The project has also partnered with Tuft University (see below) to apply for grant funding in order to conduct an in depth project evaluation of the IMPACT Club project model in the aligned project sites. The study will be a longitudinal impact evaluation, and also explore areas such as sustainability, social return on investment and cost effectiveness. SEED’s ED Consultant – Youth Pathways and Research and Evaluation Advisor are currently working with the universities to design the study with the support and input of the MEER EDLH.  Tuft University’s Institute for Applied Research in Youth Development (United States)  The Institute for Applied Research in Youth Development is a laboratory within the Eliot-Pearson Department of Child Development at Tufts University . The Young Entrepreneurs Study (YES) is a joint project with the Institute for Applied Research in Youth Development and the Stanford Centre on Adolescence.  The YES project is a longitudinal study of the development of entrepreneurial purpose, achievements, and character attributes among diverse adolescents and young adults in the United States. Specifically, the project is interested in identifying the cognitive, motivational, behavioural, and ecological bases of entrepreneurship development. |
| 1. *Discussion* |
| *How do you expect the findings from this LH to contribute to the well-being of children and their families?*   * 1. Adolescents have improved educational outcomes (complete primary and secondary education)   2. Adolescents experience successful transitions to adulthood through improved life behaviours (not engaging in risky behaviours), gaining sustainable livelihoods which allow them to financially support their children.   3. Adolescents gain knowledge, skills and behaviours which encourage them to contribute meaningfully to their communities. |
| 1. *Limitations* |
| *What are the main challenges you faced or expect to face with this LH concept?*   * 1. Adoption of LEAP 3 in some NOs leading to delays   2. Degree of influence that can be exercised to maintain the key elements of the model in the field   3. The degree to which the project can maintain the involvement of key trained staff   4. SO’s unable to fund aligned projects for the recommended cycle   5. Securing grant funding for evaluation study   6. Given specificities of the target group of IMPACT project model[[10]](#footnote-10), it is not feasible measuring long-term impact after the completion of project model life span[[11]](#footnote-11). Recommended hypotheses will be tested within the ToA rather than the ToC. |

1. Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20Policymakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/09/2012) [↑](#footnote-ref-1)
2. Youth Employment Network (2012) Youth Employment Network Brochure, Youth Employment Network, Washington DC, USA [↑](#footnote-ref-2)
3. World Bank (2006) PROMISING APPROACH # 2: Invest in Job Training Programs that Include a Mixture of Technical Skills, Life Skills, and Internships, World Bank, Washington DC, USA [↑](#footnote-ref-3)
4. USAID (2013) State of the Field Report: Holistic, Cross-Sectoral Youth Development, USAID, Washington DC, USA [↑](#footnote-ref-4)
5. McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK [↑](#footnote-ref-5)
6. Sustainability and lessons learnt from IMPACT club model implementation in Yerevan and Talin ADPs- *IMPACT Club Leaders should NOT be paid and should fully understand the commitment of leading a club* [↑](#footnote-ref-6)
7. Area specific variable [↑](#footnote-ref-7)
8. Area specific variable [↑](#footnote-ref-8)
9. Long term here means aligned to implementation cycle recommended by IMPACT club project model [↑](#footnote-ref-9)
10. By the end of life-span of the project model, boys will be recruited for the Army (mandatory for Armenia). The rest of project participants most likely will be enrolled in higher education institutions. [↑](#footnote-ref-10)
11. [↑](#footnote-ref-11)