



Canadian Evaluation Society  
Société canadienne d'évaluation

## **CES-CESEF Student Evaluation Case Competition 2015**

**Case for the Final Round**

# **Evaluation Plan for Canada World Youth's Aboriginal Youth Leadership Program**

**May 25, 2015**

**This case was developed strictly for educational purposes.**

This Request for Proposals that forms the case does not entail any commitment on the part of Canada World Youth, the Canadian Evaluation Society (CES), the CES Educational Fund or any of the 2015 competition sponsors.



Canadian Evaluation Society  
**Educational Fund**

Fonds de la Société canadienne  
d'évaluation pour l'éducation

## **Welcome to the Final Round of the 2015 Case Competition!**

Congratulations to all three teams for qualifying for the final round. We look forward to your presentations later today!

We thank Fabienne Pierre-Jacques, Director, Monitoring and Evaluation, and Arnold Blackstar, Director of Aboriginal Programs, Canada World Youth, for the information provided to support this case.

### **Scenario for the Presentations**

Your consulting firm has been asked to respond to the attached Request for Proposals (RFP) issued by Canada World Youth to create an evaluation plan for the **Aboriginal Youth Leadership Program**.

The Canada World Youth evaluation department, supported by an advisory group of external evaluation experts, has requested a briefing from each firm on their proposal.

After considering the information conveyed in the briefings, the advisory group will recommend one of the proposals to Canada World Youth. The team that prepared the recommended bid will be declared the winner of the 2015 Student Case Competition.

### **Rules for the Final Round**

1. Coaches must not communicate with their teams once the case document has been distributed to the team.
2. Teams may use the Internet to search outside resources but may not consult with any individuals or organizations.
3. Organizers may interrupt teams briefly to take pictures of members at work preparing their presentation.
4. Presentations should be no longer than 20 minutes. A time-keeper will give warning as the end of the presentation period approaches.
5. Teams may present in either or both official languages. Judges will ask questions in the team's language(s) of choice.
6. The judges will have up to 10 minutes after the presentation to ask questions of the team.

## Assessment Criteria

The following criteria will be used for judging the presentations:

- Thoroughness in addressing the evaluation requirements that are outlined in Section 2.0 of the RFP
- Quality of the presentation in terms of clarity, flow of information, persuasiveness and interaction with the judges
- Team members' involvement and collaboration in the presentation and in the subsequent question and answer session

## Questions or Problems

To communicate with organizers during the competition, please contact one of the following:

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**Request for Proposals:**

**Evaluation Plan for Canada World Youth's  
Aboriginal Youth Leadership Program**

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## **1.0 Overview of the Aboriginal Youth Leadership Program**

### **The Organization and Its Program Model**

[Canada World Youth](#) (CWY) is a Montreal-based, not-for-profit organization that offers world-renowned volunteer programs to assist youth ages 17 to 35 from Canada and abroad, through their participation in community-driven development projects, in acquiring leadership skills that allow them to become agents of change and assets to their communities.

At the core of CWY's programs is a community-based, learner-driven, experiential model. Drawing on theories of experiential and transformative learning and principles of adult education, CWY's educational approach promotes hands-on, self-directed learning in a semi-structured environment and encourages the genuine participation of young people in all stages of the process. The model has been developed and refined over four decades of experience with educational and cultural exchanges.

All CWY programs are open to Canada's Aboriginal youth. CWY also offers programs specifically designed for Aboriginal youth, including some that involve living and working with Aboriginal communities in other countries, with the support of CWY's international partners. These programs aim to strengthen and support the capacity of Aboriginal youth to be leaders, in their communities and beyond, and to discover other cultures by participating in local, national and international volunteer programs.

### **Steps Taken to Develop a New Program at CWY for Aboriginal Youth**

Feedback from Aboriginal youth who have participated in CWY programs, both those specifically designed for Aboriginal youth and those open to all youth, has confirmed the value of CWY programs for Aboriginal youth. The majority of Aboriginal participants in debriefing sessions and an external evaluation indicated that CWY programs had provided them with tools, knowledge, and networks that they could use to support their future endeavours. For example, Aboriginal youth who participated in one of CWY's core programs found it to deliver much more than they expected. They learned about their strengths, weaknesses and interests, and the program challenged and stretched their comfort zones, patience and tolerance. They improved their ability to express their opinions and identified obstacles that could limit their growth. Many became proud of being

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indigenous to Canada and their new ability to break down stereotypes about Aboriginal people.

Feedback also strongly indicated that the experience of Aboriginal youth is different from many other youth and that special consideration needs to be given to Aboriginal youth participants. The feedback indicated strong support for CWY to develop a new leadership program that would reinforce cultural pride, bridge the gap between Aboriginals and non-Aboriginals, and contribute to developing personal skills and leadership capabilities.

Recommendations for improving the programming for Aboriginal youth included the development of a multidisciplinary network <sup>1</sup>to support the recruitment, training and support of Aboriginal youth during their participation in CWY programs and increasing awareness and knowledge of Aboriginal history and culture in programming. By reinforcing the elements of CWY programs that have been identified as successful, and creating a supportive network of engaged stakeholders, CWY will be better able to provide Aboriginal youth with experiential learning opportunities that will support them and their communities in building more sustainable futures.

In response, CWY has recently created an **Aboriginal Youth Leadership Program (AYLP)**.

### **New Program: Aboriginal Youth Leadership Program**

#### *Program Principles*

The Aboriginal Youth Leadership Programs builds on the experiential components of CWY's core program model that has existed for 43 years. This new program involves an **asset-based approach** centered on Aboriginal knowledge and culture and delivered in partnership with Aboriginal communities.

An asset-based approach assumes that communities have a variety of assets that includes young people. An asset-based approach shifts from viewing youth as 'at risk' to acknowledging that youth have assets or protective factors, such as

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<sup>1</sup> A multidisciplinary approach to supporting Aboriginal youth in international programs includes local, regional and national Aboriginal and non-aboriginal public and private organizations that offer a particular expertise to youth with an Aboriginal focus. The multidisciplinary network includes current and future collaborators in specific activities. For example, the 10 internships are supported by McGill (academic), Nippising First Nation (Aboriginal community), Indigenous Leadership Development Institute (Aboriginal organization), and the Tribal Chiefs Employment Training Services Association (Aboriginal labour force development organization).

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strong relationships, life skills, and school connectedness. In addition to increasing individual youth assets, this approach also aims to increase targeted communities' human and social assets by increasing the ability of young women and men to achieve sustainable livelihoods through engaging in community decision-making processes and interacting with existing institutions.

This assets-based approach is intended to address barriers to employment that Aboriginal youth face, including low or deficient skill levels, sparse job experience and low levels of education. External factors such as labour force needs (extractive industries, hospitality, construction, other trades, etc.) present additional barriers that affect the aspirations of youth.

### *Program Activities*

The Aboriginal Youth Leadership Program consists of intensive experiential learning opportunities aimed at providing participants with the knowledge, skills and strategies necessary to prepare them to pursue academic goals and employment and to become catalysts for change through community development and multilateral cooperation regionally, nationally and internationally.

CWY works in partnership with a community or organization to develop learning opportunities based on specific needs, and the community or organization identifies the youth participants. In addition, the community provides different types of support (e.g., helps to fundraise, provides mentors and accompanying resource persons for the youth while overseas). Project funding comes from various sources and is dependent on regional or local priorities of public and private donors and sponsors. The size and duration of each project varies in accordance with community needs.

The program is comprised of four main activity areas:

- short exchanges;
- internships;
- youth forum; and
- a United Nations event.

Although AYLP is still in the development phase, three projects have been rolled out since June 2014:

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1. Labrador Aboriginal Youth Abroad to Parakuyo – this was a short exchange activity; participants included 10 Inuit youth from northern Labrador (8 female and 2 male), 3 community support leaders, 1 CWY project supervisor;
  2. World Conference of Indigenous Peoples (WCIP) – this was a UN event; participants included 12 youth delegates from Canada, Alaska, and Greenland (2 Inuit youth from Nunavut, 3 Inuit youth from Alaska, 2 Inuit youth from Greenland, 5 Aboriginal youth from Canadian provinces – 8 female and 4 male), 1 CWY staff;
  3. Aboriginal Youth and Confederation – this was a youth forum; participants included 49 youth delegates from 9 provinces and 2 territories (43 First Nation youth, 3 Metis youth and 3 Inuit youth – 36 female and 13 male), 2 Mi'kmaq Confederacy of Prince Edward Island staff, 2 CWY staff.

Pre-departure and re-entry training were part of all three projects. Pre-departure training included first aid/CPR, components on travelling safely and healthily, culture shock and stereotypes. Re-entry training provided youth the opportunity to critically review their learning, assess their new knowledge skills and identify opportunities for public engagement to share their new knowledge with their community.

### *Program Objectives*

The specific objectives of the Aboriginal Youth Leadership Program for 2015-16 are as follows:

1. Develop and pilot an Aboriginal Youth Leadership Program curriculum, based on CWY's program model, which incorporates best practices for engaging Aboriginal youth (as gathered through experience with other CWY programs that involve Aboriginal youth, as well as conducting a literature review). An initial draft of the curriculum has already been produced and includes the following key elements: community-based, learner-driven experiential learning, and an asset-based program centered on Aboriginal knowledge and cultures. It is expected that this curriculum will provide a formal learning framework for all AYLP projects.
2. Develop and deliver at least one Aboriginal Youth Abroad Exchange, ten internships for post-secondary students, and two conferences/meetings of

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Aboriginal youth, one within the context of the United Nations Permanent Forum on Indigenous Peoples 2016. Examples of these activities delivered in 2014 are described above.

3. Strengthen a multidisciplinary network that supports Aboriginal youth leadership and development including collaborations with Aboriginal communities, academic and policy centres of excellence, and private sector companies. This will include strengthening existing relationships with Inuit communities in Labrador, Mi'kmaq Confederacy of Prince Edward Island, the Inuit Circumpolar Conference, Inuit Tapiriit Kanatami and the National Inuit Youth Council.

The result will be a comprehensive program that enables participants to gain skills and capacities to enhance their employment skills and academic studies supported by a multidisciplinary network of Aboriginal communities, academic and research centres<sup>2</sup>, and private and public sector agencies and companies.

It is expected that the AYLP will have achieved the following by the end of 2015-16:

- Over 60 Aboriginal youth will have
  - Increased their communication and leadership skills;
  - Increased their employment related skills, knowledge and competencies level;
  - Increased their knowledge of United Nations mechanisms, Aboriginal peoples and cultures in Canada and indigenous peoples and cultures in other countries;
  - Increased their capacity to plan, implement, evaluate, fundraise and network to support community development in their communities.

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<sup>2</sup> Academic centres include those academic institutions that have/will collaborate(d) with CWY on supporting youth to gain skills and capacities while on a CWY program. Examples include the following:

- Internships: McGill Institute for the Study of International Development (ISID) to provide a seminar on International Development to 10 interns in 2015-2016.
- Short Exchanges: Master student, York University, to conduct research on Aboriginal youth's experienced challenges, successes, and expectations in CWY programs.
- Research Centres/networks
  - IVCO: The International Forum for Volunteering in Development (IVCO) gather heads of volunteer organizations and delegates from public, private, academic and non-governmental sectors across the world to discuss key contemporary issues in international volunteering and development, and share best practices once a year at a Forum in different parts of the World.

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- A multidisciplinary network will be actively engaged in supporting Aboriginal youth participation in the AYLP. Six Aboriginal communities will increase their 'social assets' by increasing the number of youth who are involved in community development in the six communities.
  - CWY will have developed, piloted and adapted a relevant curriculum for the AYLP. The youth completing the Aboriginal curriculum will receive post-secondary credits for their participation in the AYLP and successful completion of a 'portfolio'. A portfolio, also referred to as a learning folder or a learning guide, is a requirement at some academic institutions (e.g., Collège Marie-Victorin, Dalhousie University, Capilano University) for courses which involve guided learning activities and self-assessment guides to be completed in writing by youth during their international experiences.

## **2.0 Evaluation Requirements**

Canada World Youth wishes to undertake a culturally appropriate evaluation of the effectiveness of its Aboriginal Youth Leadership Program. This evaluation will help CWY refine the design and delivery of the program. It is expected that the evaluation will be conducted in 2016 to assess the results achieved in 2015-16.

The specific questions the evaluation should address include:

1. To what extent has CWY successfully integrated Aboriginal culture, language, traditional knowledge and identity in the Aboriginal Youth Leadership Program?
2. What impact is this Aboriginal grounding having on youth's skill acquisition and further educational aspirations?
3. To what extent is the program facilitating youth remaining or returning to their Aboriginal communities to become community assets? How can this be improved?

You are encouraged to propose additional questions that would add value to this evaluation.

The proposal should cover the following components:

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1. A demonstration of your understanding of the program objectives and design (supported by a logic model);
  2. An evaluation plan, including:
    - a) A matrix of evaluation questions with respect to the program's expected objectives and questions of interest, at least one indicator per question (both qualitative and quantitative indicators [as appropriate] for each question that consider concepts such as actively engaged, social assets, adapted, culturally relevant, etc.), data sources, and data collection methods; - the matrix and methods proposed must be tailored to the program;
    - b) Identification and discussion of the key factors (internal and external to the program) that might influence program results;
    - c) Identification of at least 2 key challenges anticipated in the evaluation and potential mitigation strategies.
  3. Identify 2 or 3 steps taken to ensure a culturally appropriate proposal; and
  4. Identification of two professional evaluation competencies that have been strongly developed by your team's participation in the proposal process.<sup>3</sup>

### **3.1 Standards**

The Canadian Evaluation Society *Code of Conduct for Program Evaluation*<sup>4</sup> is the standard used in Canada.

### **3.2 Budget**

Teams are not expected to present a budget for this assignment. However to help you in understanding the anticipated scope of the evaluation, a budget of \$50,000 has been allocated to cover an estimated 70 to 80 consulting days.

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<sup>3</sup> [http://www.evaluationcanada.ca/site.cgi?s=50&ss=8&\\_lang=EN](http://www.evaluationcanada.ca/site.cgi?s=50&ss=8&_lang=EN)

<sup>4</sup> Available on the CES website at [www.evaluationcanada.ca](http://www.evaluationcanada.ca)