INDICATORS TO ASSESS YOUTH DEVELOPMENT INITIATIVES OF CHILDFUND INDIA IN THE RAJGARH PROJECT AREA

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ABSTRACT

Indicators of assessment serve as a tool for the measurement or assessment of any activity done. Indicators help assess whether the desired results have been measured. This paper traces the problems undergone by the youth of the Bhils tribe which necessitate youth development interventions. It puts forth relevant indicators to assess the youth-development activities of the INGO - ChildFund in the Rajgarh project area of Madhya Pradesh. It further highlights the development of indicators, their process and methodology. This paper has been developed based on the authors' summer internship project and also documents the experiences of developing indicators to assess the activities of ChildFund India in Madhya Pradesh.

KEY WORDS: Youth Development initiatives, indicators, assessment.

Youth in India

As per the 2001 Census of India, the youth population (broadly in the age group of 15-24 years) accounts for 195 million of the 1,029 million of India's population. In other words, every fifth person in India belongs to the age group 15-24 years. However, not all definitions refer to only the age group of 15-24 as youth. For example, the 2003 National Youth Policy of India (Ministry of Youth Affairs and Sports, 2003) defines the youth population as those in the age group 15-29. Similarly, the UNFPA report refers to youth as those between the ages of 15-19 years.

The youth in any nation are critical for its continued economic development and demographic evolution. The youth population, which typically constitutes the entering cohort in the country's labour force, is expected to bring in freshly-learned and updated skills that will help renew and improve the country's stock of human capital. Youth also represent the age group that forms the basis of demographic renewal, as these young people form unions and begin childbearing. It may be recalled that the characteristics, concerns and challenges of urban, rural and tribal youth - though with a few commonalities - are yet quite different.

Services for the Youth – Concepts, Trends and Best Practices

"Youth services" is an umbrella term for a wide range of programs, activities and services aimed at the youth, typically defined as school-going children aged between 6 and 18 years. Youth services can be targeted at particular populations, defined by neighbourhoods or other characteristics, or available to all youth. The goals of youth services may be skill-building, networking and support-building, character development, physical health, community services, civic engagement and prevention of at-risk behaviour.

From the mid-1990s until now, the thrust of youth services has gradually changed from an emphasis on prevention of negative youth behaviour towards one of wholistic development. This new lens for viewing and developing youth services is known as the positive youth development approach. This approach is characterized by attention to youth's strengths and assets rather than their risks and deficits. These strengths can be at the individual level (such as self-esteem, leadership skills, motivation, or religiosity), the international level (such as relationships with parents or peers), or the community level (such as supportive youth-serving organisations, schools, andneighbourhoods). The positive youth development approach recognizes that successful development requires supportive elements for youth in social and environmental contexts. This approach is also distinguished by its emphasis on the potential of all youth for positive development. (Family and Youth Services Bureau, 2007).

A recent review of the available evaluation research on youth services programs convened by the National Academy of Sciences and the Institute of Medicine (Eccles and Appleton Gootman, 2002) concluded that there is consistent evidence that programs that successfully promote positive youth development tend to share eight key features, namely: (i) Physical and psychological safety, (ii) Clear and consistent structure and appreciative adult supervision, (iii) Supportive relationships, (iv) Opportunities to belong, (v) Positive social norms, (vi) Support efficacy and nurturing, (vii) Opportunities for skill-building and (viii) Integration of family, school and community efforts.

Indicators to Assess Youth Development Initiatives

According to the UNDP (2002), different types of indicators **to assess youth development initiatives** are in progress, but only three indicators - also known as result indicators - are generally used. These include (i) Situational / impact indicators, (ii) Output indicators and (iii) Outcome indicators.

(i)   **Situational / Impact Indicators:** These indicators give a broad picture of the project and show whether the developmental changes are actually occurring. This impact indicator is long-term and will relate to millennium development goals. Impact can only be measured when all the activities necessary are being carried out and it has been ascertained, after some time has passed, that certain changes have taken place in the behavior or attitude of the people involved.

(ii) **Outcome Indicators:** Outcome indicators will be useful for the project area and the country office concerned to help them focus on the results the results and what they desire/hope to achieve in the future. These indicators assess progress against specified outcomes. Outcome here refers to all the relevant activities that are carried out under any programme objective. Outcomes are like estimated proportions and are reckoned in numbers.

(iii) **Output Indicators:** Output indicators are reflections of the activities/outcomes. Outputs are the immediate results expected

by an organisation. They can be delivered within a short period of time. Outputs can be measured, and will be useful for project managers.

Attributes of Good Indicators

The indicators that are selected should be *specific, measurable, attainable, relevant and trackable:* in short, the acronym SMART can be used to refer to them. This can be explained further thus:

Specific: Indicators have to clearly state what is being measured with precise meaning. They should show the essence of the desired result and specify the progress towards the said result. Indicators are those which clearly specify the steps of development and spells out the work to be accomplished..

Measurable: Indicators are characters which can verify and measure the quantity of work done. Policies and programs can be modified only when these indicators show the desired change, and when such change is measurable. The validity of data plays a major role here.

Attainable: One of the criteria used is to ascertain whether these indicators are attainable or not - in other words, we can say that they have to be realistic. An indicator shows the position and status obtained after the completion of the work in progress, and is also practical.

Relevant: The relevance of the indicators to the output and outcome is most essential, and should show the desired result. It has to develop from the activities carried out to achieve the desired objective and show exactly the result of such activities.

Trackable: The availability of data is another point to be considered when selecting indicators. Data sources should be made available and traceable by the mechanism adopted for data collection. It has to be noted that the data sources are to fall within the cost of and effort involved in the project.

Statement of the Problem

ChildFund India is the only NGO working in Rajgarh, which is one of

the most backward areas in the state of Madhya Pradesh. The socio-economic conditions obtaining in the community in these villages are pathetic, and access to basic human needs is minimal. The issues of deprivation, exclusion and vulnerability, in particular, play a prominent part, adding to the woes of the people in the project area of Rajgarh. With 16 villages in the project area, ChildFund has developed various programs for the wellbeing of the community (dominated by the Bhils), especially for infants, children and youth.

The project in the Rajgarh area is on the verge of completing its first year, and various activities have been carried out throughout the year to achieve the desired outputs. As is necessary, an assessment has to be made of the activities and output so as to frame result-oriented programs and policies for youth development. Assessment is not possible without indicators which indicate the degree of efficiency and effectiveness achieved. Developing indicators is a result of creating devices for the purpose of measuring the achievements of ChildFund India's intervention in the project area. Only indicators can show the level or degree of the achievements of any program developed and implemented for the attainment of the desired output and outcome. Indicators are framed to assist management in proper functioning and also that they may be made aware of their limitations and shortcomings. However, it provides management the direction needed to record sufficient data of the various programs being implemented.

The paper is an outcome of the field work carried out by the authors in the Rajgarh Project area of Madhya Pradesh. Visits were paid to the villages in the project area for the purpose of collecting firsthand knowledge. The activities of ChildFund were closely observed and monitored for a better outlook and understanding of its core objectives. Relevant indicators are formed, based on activities and output. The indicators are developed for Project Design Document 3, specially meant for youth in the age group 15 to 24 years respectively. Thus, this paper presents the process and methodology adopted to develop customized indicators to assess the Youth Development Activities of ChildFund India among the Bhil tribes in Rajgarh area of Dhar District in Madhya Pradesh.

Research Setting

These indicators were developed to assess the youth development initiatives of ChiddFund India among the Bhil tribes in the Rajgarh area, Dhar district, Madhya Pradesh. The socio-demographic profile of the Bhil tribes in Rajgarh area is presented below.

The Bhils are listed as Adivasi residents of the states of Gujarat, Madhya Pradesh, Chhattisgarh and Maharashtra. The Bhil tribe is the third largest tribe in India. Bhil tribes are mainly found in Madhya Pradesh and are major inhabitants of Dhar District. As per Census 2001, there were 4,619,068 Bhils. The people of this tribe are known for courage, and are mainly settled in the central regions of India. It is believed that "Bhil" is derived from "billee" meaning "bow," and the Bhils have traditionally been hunter-gatherers. The Bhils mostly speak the Bhil language and are classified as Scheduled Tribes. They are naturally highly religious and are worshippers of numerous Hindu deities. The Bhils are now mainly a community of settled farmers, with a significant minority being landless agricultural laborers.

The project area is situated on the southern border of Sardarpur tehsil in Dhar district in southern Madhya Pradesh, on the edge of the Malwa Plateau, not far from the Vindhya mountain range. It is about 15 kms from the tehsil headquarters at Sardarpur, and is bifurcated by a road that goes to Kukshi tehsil, further south. The distance from the district headquarters at Dhar is about 60 kms, and about 115kms from the divisional headquarters in Indore. Project Design Document 3 is currently working in two gram panchayats, namely Ringnod and Nayapura. Ringnod panchayat is relatively flat with deep, black cotton soil, while Nayapura panchayat (situated on the edge of the Vidhyas), and has large undulating areas and shallow soil. The average rainfall in the area is around 475 mm. The temperature varies from a minimum of 10C in winter to a maximum of 45C in summer. The forests are of a dry type with teak being the main tree, along with anjan, salai, mahua and tinas. Most of the population is dependent upon agriculture and the major crops are maize, soybean, black gram, red gram and groundnuts. The tribals also grow various kinds of millets on land that is of relatively poor quality. The main rabi crops are wheat and cotton.

The profile of the Rajgarh area is presented in Table 1.

Table No.1: Succinct of Rajgargh Area

Sl. No.	Criteria	Description
1	Project location district, block, and total no. of and names of villages	District : Dhar Block : Sardarpur Panchayat : Ringnod, Nayapura No. of : 16 villages
2	Distance from the district headquarters to the project areas	65 kms
3	Transportation (road/ rail) connectivity	Road
4	Total population: Adult (total, M, F) Adolescent (total M, F) Children under 5 (total M, F)	Total 7450 (Adult: 4185, M- 2140, F-2045) (Adolescent: 1239, M-642, F-597) (Children under 5 : 1130, M- 561, F-569)
6	Total no. of households in the project area	1168
7	Total no of enrolled children (M, F, age- wise)	702 (M- 373, F- 329)
8	Dominant religion of the community	Hindu

(Source: ChildFund India Report, 2009)

Youth Development Initiatives of Childfund India

The developmental activities of Child Fund India regarding specific target groups are spelt out in its Project Design Documents. For instance, Project Design Document 3 (PDD3) is framed for addressing the overall well-being of youth between 15-24 years old. The scope of youth welfare activities is defined in the four-fold objectives of the PDD3, as given below:

Objective 1: To increase knowledge and educate the youth (married and unmarried) about reproductive and sexual health. Women, in particular, are socio-economically marginalized and do not

actively participate in the decision-making process. Men, on the other hand, are unable to decide in favor of women. Safe motherhood and education on parenting is almost completely lacking in the area. The widespread prevalence of poor socio-economic conditions has also restricted safe deliveries. An exploitative healthcare system at institution level and the extreme poverty of the family affects, predominantly, both girls and boys. Unsafe sex with multiple partners and falling into the trap laid by unscrupulous moneylenders is very common in the area. Girls, too, do not pay attention to personal hygiene during menstruation.

Objective 2: To build community support for youth participation in school-based education and alternative learning systems. The youth of the area begin working early, while still quite young, so as to help in the repayment of loans or debts and also to better their poor economic circumstances. Escalating issues like dropping out of school, early marriages, addictions, and poor socio-economic conditions in the area push youth into unemployment.

Objective 3: To develop technical-vocational and livelihood skills of the youth in the area. The lack of education and the absence of skills are formidable constraints that stand in the way of income generation for the family. The existence of seasonal cultivation (4 months) and small agricultural land holdings dependant on rain further add to their woes. The youth migrate and take loans from moneylenders, repayable with interest at exorbitant rates of 10-12 % per month, to meet the family's expenses.

Objective 4: To increase youth participation and involvement in community governance and development processes. Distress migration, addiction to tobacco and alcoholism, unsafe sex and abortions are very common in the area. Alcoholism, too, is common among the youth and effecively reduces their capacity for work. Consequently the youth of the area are hardly involved in the work of the community, and the support structure that exists for them is almost non-existent.

Various programs and activities are being undertaken to achieve the objectives set. But the organization has not yet developed appropriate indicators which can help in assessing projects meant for youth development.

Table No. 2: PDD3: Objectives, Programs, Outcomes and Impact

Sl. No.	Project Objectives	Project Programs	Project Outcomes	Project Impact
1	*To increase knowledge and educate the youth (married and unmarried) about reproductive and sexual health*	Youth awareness program implemented	Percentage of reduction in reproduction rate and unhygienic practices	Decrease in early pregnancies and early marriages
2	*To build community support for youth participation in school-based education and alternative learning systems*	"Parental Support Program for School Retention and Completion" developed and implemented	Increase in the continuation of education among the youth	Increase education level among the youths
3	*To develop technical and vocational livelihood skills of the youth*	Arrangement of training program for the youth	Increase in the utilization of modern techniques in agriculture	Increase in employment and income in the community.
4	*To increase youth participation and involvement in the community governance and development process*	Youth capacity development for leadership, community development and governance developed and implemented	Active participation of the youth in roles and responsibilities	Changes in the community through rural development and institutions

(Source: Project Design Document, ChildFund India)

Objective of the Paper

The sole aim of this paper is to evolve assessment indicators for youth development initiatives (as per PDD3) of ChildFund India in the Rajgarh Project Area.

Rationale for Developing the Indicators

In order to ascertain the efficacy of progress and evaluate the achievements of the programs implemented, an assessment had to be made. This led to the development of SMART indicators - specific, measurable, attainable, relevant & tractable indicators that will be helpful in assessing performance results. Indicators - qualitative and quantitative - can be measured. New innovative programs can be framed using these, and modifications can be made to ensure better result-oriented activities. Devising exhaustive indicators is always a difficult task, as several changes may have taken place in the area without the knowledge of the organisation. Certain influences may be out of focus and, as a result, indicators might not come up for those in the list. But these have been developed for the sole purpose of evaluating the effectiveness of the programs instituted by ChildFund India. Management can draw, by means of these indicators, lessons from both its innovations and its mistakes. Indicators can help development workers measure (i) output, outcome and goals, (ii) assess project and staff performance, (iii) the achievement of goals, (iv) make comparisons, and (v) evolve further qualitative and quantitative indicators.

Management can use such measurements as an example for developing indicators to assess future innovative programs. It may help take the image of the brand to the next level by regular assessing its programs and activities. The formation of exhaustive assessment reports is possible with the help of devices such as indicators. These can help assess the functioning of the staff and make it feasible for them to be trained accordingly, focusing on areas that reveal shortcomings. Unproductive programs may be terminated and entry of new, effective, and innovative programs facilitated.

Research Methodology

Before developing indicators to assess the various interventions of ChildFund India vis-a-vis PDD3, the authors mapped the various programmes of ChildFund India towards the fulfillment of its four-fold objectives for youth development as presented in Table 1. Once the

activities of the NGO were mapped, both quantitative and qualitative indicators were identified. This identification of indicators was based on

(a) UNDP's guidelines for programs assessment (UNDP, 2002): UNDP's guidelines for programs assessment has been brought forward to assess developmental projects. The methodology of framing indicators is discussed and its importance highlighted. The indicators for ChildFund were developed using this document's guidelines for selecting indicators.

(b) Discussions with field personnel: The authors, during the course of their internship, had focused group discussions with the organization's field workers. In the process, information regarding implementation of various initiatives, guidelines for assessing their effectiveness, and other tacit details were procured.

(c) Visits to the various program areas: Altogether, visits to six villages under the project area of Rajgarh were made by the authors. The programs and activities in operation there were monitored for firsthand knowledge. Unstructured interviews with the villagers there and, especially, purposively identified youth groups (comprising both men and women), were conducted by the authors. This enabled the authors to gain practical insights into actual happenings in the project areas.

(d) Perusal of NGO's reports or other program assessments: The reports of the programs conducted by the organization were studied to better understand the organisational ideology and ethos behind these initiatives, and to identify metrics to measure them.

It was found that some people were unable to articulate clearly the changes brought about by the programs. The data available for a few programs are limited and, therefore, not adequate to provide an exhaustive report. Certain exact scales of measurement used for qualitative indicators cannot be taken into consideration as they engender resentment among the general public. Consequently it becomes difficult to frame SMART indicators.

Indicators for Assessment of Youth Development Initiatives of Childfund India

Indicators have been developed for each program, and activities noted down in quantitative and qualitative terms respectively, for every objective of the youth initiatives of ChildFund India.

The following section presents the list of qualitative and the quantitative indicators for every project, objective, program activity and outcome of PDD3 of ChildFund India. It may be recalled that there are four objectives of PDD3 (refer to Table 2), namely

1: To increase knowledge and educate the youth (married and unmarried) about reproductive and sexual health

2: *To build community support for youth participation in school-based education and alternative learning systems*

3: *To develop technical and vocational livelihood skills of the youth, and*

4: *To increase youth participation and involvement in the community governance and development process.*

Objective 1: To increase knowledge and educate the youth (married and unmarried) about reproductive and sexual health

Program: Youth awareness program implemented

Quantitative Indicators

Number of sessions conducted in the last year, Duration of each session

Qualitative Indicators

Method of teaching, The subject matter of the awareness program, Involvement of ground-level workers in mobilizing youth, Capability of the resource person, Interest among the youth in the activity, Level of participation of presenters in the session

Activity 1: Identify and train the youth as peer educators.

Quantitative Indicators

> Number of youth identified as peer educators, Number of topics discussed in the training session, Sex composition of participants

Qualitative Indicators

> Feedback from the youth, directed towards the trainer, How far the training imparted is useful for the youth, Degree of application of the program attended, Leadership capacity of the identified youth, Kinds of selection procedures for peer educators

Activity 2: Train the youth in accordance with the life-skill training module.

Quantitative Indicators

> Average usage of condoms after training was imparted, Number of women going for regular checkups during pregnancy, Frequency of each woman reporting for medical checkups during motherhood, Percentage of increase in the usage of hospital/PHC during delivery, Increase in intake of nutritional food by pregnant women, Gap between the first and the second pregnancies, Decline in the percentage of early marriage (Before 18years of age), Decline in the infant mortality rate, Use of tablets to avoid pregnancy, Decrease in the number of early pregnancies, Decrease in the number of school dropouts due to early marriage, Number of abortions undergone in the area, Decline in the number of children per couple, Comparative increase in cleanliness and hygienic practices during and after pregnancy, Number of expectant mothers involved in livelihood activities, even in late pregnancy, Percentage decrease in the number of men pressurizing women to continue working during pregnancy, Comparison of family income and expenses for each member, Number of training programs conducted, Gender composition, Number of agendas taken up

Qualitative Indicators

Awareness about the medication used by them, Increase among girls in decision-making power, Use of proper medicines for their children during infancy, Awareness about sexually transmitted diseases and illegal sex, Application of life-skills training in routine daily activities, Level of comfort of the participants, Appropriateness of the agendas discussed, Feedback from participants, Awareness created about HIV/AIDS & high-risk behavior, Awareness created about family planning.

Activity 3: Identify CBOs and traditional leaders who will be involved in sensitization to youth issues.

Quantitative Indicators

Number of like-minded & total CBOs in the area, Number of CBOs interested in working on the given topic, Involvement of panchayat leaders in the implementation of government health schemes, Number of times intimations were made by the leaders to the community, Number of problems faced in sensitizing these groups, Level of collaboration, Number of ChildFund India's activities carried out only by CBOs, Number of (sensitivity) issues taken up, Level of participantion from the Government

Qualitative Indicators

CBOs at participants' level in development activity in their area, Effectiveness of the methodology used, Scope of future sensitization efforts, Recognition of such institutions in the community,

Activity 4: Build networks and linkages with line departments and other agencies.

Quantitative Indicators

Number of line departments in the area, Number of NGOs addressing the same issue, Activities carried out by other

agencies, Number of meetings attended with line departments, Number of meetings held with other agencies, Number of times propaganda was made/invitations given to other agencies, Number of visits made by other agencies, Number of times information was shared between line departments and other agencies, Number of times activities were carried out together, Percentage of involvement by other agencies in supporting our activities

Qualitative Indicators

Mutual understanding/sharing of activities

Activity 5: Train young girls in the preparation of sanitary napkins.

Quantitative Indicators

Number of girls attending the training session Vs target set, Number of training sessions held, Interest on the part of the girls, in preparing sanitary napkins, Duration of each session, Number of girls who started using sanitary napkins after the training session, Increase in the level of hygienic practices among these girls

Qualitative Indicators

Opinion of the girls about the quality of training offered, Perceptions among the girls about preparing sanitary napkins, Level of training imparted, Level of communication between trainer and trainees, Percentage of interest among the girls in using sanitary napkins, Satisfaction levels expressed by the girls with regard to the training session , Attention levels of the girls during the session, Information shared with other girls, Quantum of support from the family

Activity 6: Awareness sessions with SHG and mothers/caregivers and community support structures.

Quantitative Indicators

Number of awareness sessions held among mothers and caregivers, Number of people attending each session, Number

of problems that surfaced during the session, Percentage of communication with mothers and caregivers, Number of sessions held in the PD hearth regarding the topic, Communications shared with community support structures to enlighten them about Govt schemes, Level of increase in the number of people attending the sessions, Number of topics discussed

Qualitative Indicators

Knowledge of the topic before the session and after, Involvement of the group during the session, Decline in misconceptions regarding health issues after the session, Signs of improvement among the beneficiaries, Increase in a change of attitude, Level of community support for such training, Methods of communication and their effectiveness

Impact *Quantitative Indicators*

Representation from the youth in village development councils and the panchayat

Qualitative Indicators

Development activities from the youth in sexual health and reproduction

Objective 2: *To build community support for youth participation in school-based education and alternative learning systems.*

Program:

"Parental Support Program for School Retention and Completion" developed and implemented

Quantitative Indicators

Number of school dropouts in the area, Decline in the percentage of dropouts, Number of parents supporting the program, Number of parents regularly attending the program, Regularity on the part of students in attending class, Level of

performance of students after the program, Number of parents willing to send their children back to school, Decline in the incidence of manual labour-related work among the youth, Number of youth completing the course, Number of students interested in attending alternative learning systems, Number of activities imparted, Diversity of activities, Number of alternative learning systems implemented

Qualitative Indicators

Willingness on the part of students to continue their studies, Increase in awareness about the benefits of education, Change in parental attitudes, Extent of support from the school, Coverage of villages

Activity 1: Organize motivational camps to increase school retention rates.

Quantitative Indicators

Number of people attending the camps, Comparison of retention rates, Percentage of dropouts in the area, Comparison of dropout rates between girls and boys, Regularity of the youth in attending school, Level of change in people's attitudes to education, Total number of counseling sessions held, Frequency of the number of youths in each session

Qualitative Indicators

Effectiveness of motivational camps, Level of clear communication in the camps, Attachment on the part of fieldworkers to camp attendees, Participation levels among people in the camps, Perceptions among youths about these camps

Activity 2: Organize counselling classes for the youth

Quantitative Indicators

Comparison of the number of boys and girls attending the sessions, Extent of manual labour-related work done by the youth, Number of youths involved in different alternative

learning systems, Total attended against target set in each counselling session, Number of follow-ups done after each counselling session

Qualitative Indicators

Counsellor's attachment to the youth, Degree of interest among the youth in attending classes, Level of active participation among the youth in alternative learning systems, Level of confidence among the youth after each session

Activity 3: Provide additional coaching/remedial/computer classes.

Quantitative Indicators

Number of students attending the course against target set, Number of coaching classes held, Number of sessions held in the last year, Opinion of students about the course, Number of students attending class regularly, Number of students completing the course successfully

Qualitative Indicators

Level of knowledge of computers before attending the course, Level of knowledge of computers after attending the course, Willingness on the part of the student to take up additional courses, Practical applicability of the course attended, Quality level of the course/up gradation of the course

Activity 4:Organize classes to prepare for the public exams.

Quantitative Indicators

Number of students appearing for the public exams, Number of students equipped with study materials provided for the exam, Number of classes taken per month during the training program, Percentage of support received from the school, Increase or decrease in the number of students opting for extra coaching or tuitions, Number of students performing well after the public exam preparatory course, Number of students attending class regularly

Qualitative Indicators

> Performance level of students (Average, Medium, High), Involvement on the part of students preparing for the exam, Percentage of students performing well in mock tests, Opinion of students about difficult areas in all subjects

> ***Impact:*** Increase the level of education among the youth.

Objective 3: *To develop technical and vocational livelihood skills of youth.*

Activity 1: Identify potential youth for exposure visit.

Quantitative Indicators

> Frequency of visits in a year, Number of exposures to skill-development courses, Number of youth attending skill-development course after these visits, Gender composition in training programs, Number of youth who practically applied their learning of exposure visit

Qualitative Indicators

> Level of learning of the youth during the visits, Satisfaction among the youth during the visits, Relevance of the exposure visit

Activity 2: Implement orientation-cum-training program for the youth on improved agriculture and allied services

Quantitative Indicators

> Total number of programs, Duration of each program, Total number of the youth who attended as against the target set, Topics covered within the purview of each program, Number of demonstrations shown in the program, Level of income-generation of the family through agriculture, Diversity of exposure visits, Utilization of improved seeds among the youth, Increase or decrease in the quantum of dependency on agriculture for livelihood in the area

Qualitative Indicators

> Degree of engagement of the youth in labour-related work, Improvement in the quality of life among people dependent on

agriculture, How is it reducing migration?, Growing interest in agriculture, Feedback from participants

Impact: Increase in employment and income in the community

Objective 4: *To increase youth participation and involvement in the community governance and development process.*

Program: "Youth Capacity Development for Leadership, Community Development and Governance" developed and implemented
Quantitative Indicators

Number of youth in the area, Number of youth interested in participating in the program, Percentage of educated youth participating in area development programs, Number of programs conducted, Percentage of youth participating in leadership roles, Roles and responsibilities displayed by the youth, Number of innovative actions and ideas developed and implemented by the youth, Number of such activities: leadership, community development and governance

Qualitative Indicators

Involvement of the youth in community development activities, Awareness among the youth of government programs and schemes, Awareness of the panchayati raj, Knowledge of panchayat structures, rules and regulations, Information on upcoming government schemes and programs, Increase in the capacity of decision-making skills among the youth for area development, Diversity of activities, Coverage of villages

Activity 1: Form, and strengthen, youth clubs

Quantitative Indicators

Number of youth clubs formed, Number of literate and illiterate youth in the clubs, Number of youth clubs performing well, Identifying youths with better skills and talents than the rest, Average involvement of each youth in different activities, Percentage of youths interested in joining the clubs, Number of youths following the principles of the club, Percentage of youth demonstrating their presence during activities, Number of meetings held, Number of youths who migrated from the area

after forming the club, Number of married and unmarried youth, Number of problems faced by the youth while carrying out activities, Percentage of support from the area in forming the club, Percentage of changes that happened in the area after forming the youth club, Number of youth clubs that were strengthened, Percentage of active members in each club, Percentage of issues they place before the clubs

Qualitative Indicators

Level of functioning of the clubs, Coherence of the clubs, Involvement of the youth in selecting topics to be worked on

Activity 2: Implement capacity-building programs in youth clubs

Quantitative Indicators

Number of programs held for capacity-building, Number of youths attending the program, Agendas of different programs, Number of programs held in various villages, Number of youths displaying their talents in the program, Degree of utilization and practice of training in their daily lives, Number of youth clubs using available resources, Number of the youth present in panchayat meetings, Regularity of the youth in attending the program, Percentage of communication between the panchayat and youth clubs

Qualitative Indicators

Effectiveness of each program, Support received from the area, Proactive participation of the youth in village development activities, Interaction between youth clubs

Activity 3: Conduct follow-up monthly meetings with the youth who participated in the training program

Quantitative Indicators

Number of meetings held, Number of youths attending meetings regularly, Frequency of follow-ups with youths, Number of times the youth were able to recollect the contents of the training program at meetings held thereafter, Percentage of involvement of the youth club in the community

Qualitative Indicators

Feedback on the training program, Suggestions from the youth

for the implementation of new activities, Problems faced by the youth in implementing the training program, Delegation of authority for upcoming activities

Activity 4:

Implement capacity-building of youth club members

Quantitative Indicators

Number of youths showcasing their talents in the program, Percentage of utilization and practice of training in their daily life, Number of youths present in the panchayat meeting, Regularity of the youth in attending the program, Percentage of communication with peer members, Changes effected in the community through rural development and institutional involvement

Qualitative Indicators

Proactive participation of the youth in village development activities

Discussion

Indicators were developed to keep track of the usefulness of the various youth development initiatives put in motion by the organisation. While framing indicators, careful attention was paid to ascertain precisely the expectations of each activity and its impact. In a developing country like India, the focus has always been on mobilizing the community in rural and urban areas. While indicators are only meant to indicate: they cannot provide solutions or suggestions. Indicators can furnish, for any kind of development, the exact picture of the impact and outcomes of the schemes and programs being implemented. The analytical framework adopted to develop these indicators can also be used in framing indicators for other programs. The indicators give a holistic view of the functioning of the PDD programs.

Limitations

The limitations of this listing of indicators to assess youth development initiatives are owing to (i) the quality of responses from beneficiaries in certain project areas, (ii) the inherent nuances of each programme, and

so on. Further, a number of indicators for several ethical and sensitive issues may not be accepted by the community at large, as they may be of a conflicting nature. Besides, these indicators have not been tested yet, though they can be used for assessing other projects of a similar nature. Interested organizations can use these and thereby comprehend the effectiveness of each indicator.

Recommendations

The usefulness of indicators can be ensured only when proper and sufficient data are available. Management can keep a detailed report on ongoing activities to make the said data meaningful. Data relating to qualitative improvement cannot be recorded, so it is best that the beneficiaries concerned be kept in touch with and regularly informed about relevant developments. The tacit information collected may be mapped and stored in a meaningful framework to serve as a repository for qualitative data. A data bank on the outcomes and outputs of the various activities in operation can be prepared and used for further study, in a meaningful way, as and when required. ChildFund India, Rajgarh cluster, is operational in five project areas. Hence, performance (measured against various indicators in different project areas) can be analyzed by means of this research and adequate measures accordingly be taken. The performance thus measured reveals the priority given by all the people concerned to different activities. This will facilitate the framing of need-based and innovative programs in different project areas. Also, future researchers / field workers in the organisation can test the applicability of these indicators so that they can be standardised and made available for use in similar projects.

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Appendix

CHILDFUND INDIA AND ITS INTERVENTIONS

ChildFund India, which is part of ChildFund International, has been declared the most respected and non-sectarian organisation working for the overall well-being of children across the world. ChildFund started its operations in India in 1951 with its headquarters in Bangalore. At present, it works in 14 states and 1 union territory with a population of 1 million covered, and includes 1618 communities. The core goals of ChildFund are: *Healthy and secure infants, educated and confident children, and skilled and involved youth. Innovative programs set in motion by ChildFund India include the following:*

- Addressing the problem of child labour in the glass and bangle industry in Firozabad district of Uttar Pradesh through a comprehensive child-sponsorship program called Disha Children's Program;

- Setting up positive deviance hearths - serving 1,00,000 children less than 5 years of age through a community-based nutrition program - in all project areas, including Rajgarh in Madhya Pradesh;

- Supporting 724 children infected and affected with HIV/AIDS in

the rural areas of Kakinada town of East Godavari in Andhra Pradesh;

- Providing children with the psycho-social support they need through child resource centers in the project areas of Madhya Pradesh;

- i) Forming youth clubs, ii) helping children with the process of self-development, iii) thinking up solutions, and iv) acting to implement them - in all project areas, including Madhya Pradesh;

- Spreading awareness about HIV/AIDS and their prevention (with the objective of reaching out to high-risk groups and vulnerable communities in rural areas), with information on sexually-transmitted infections, HIV prevention and risk reduction, and

- Rehabilitating 960 devadasis spread over 73 villages in Belgaum district of Karnataka through the Comprehensive Social Education and Positive Engagement Program. (Source: *www.childfundindia.org*)