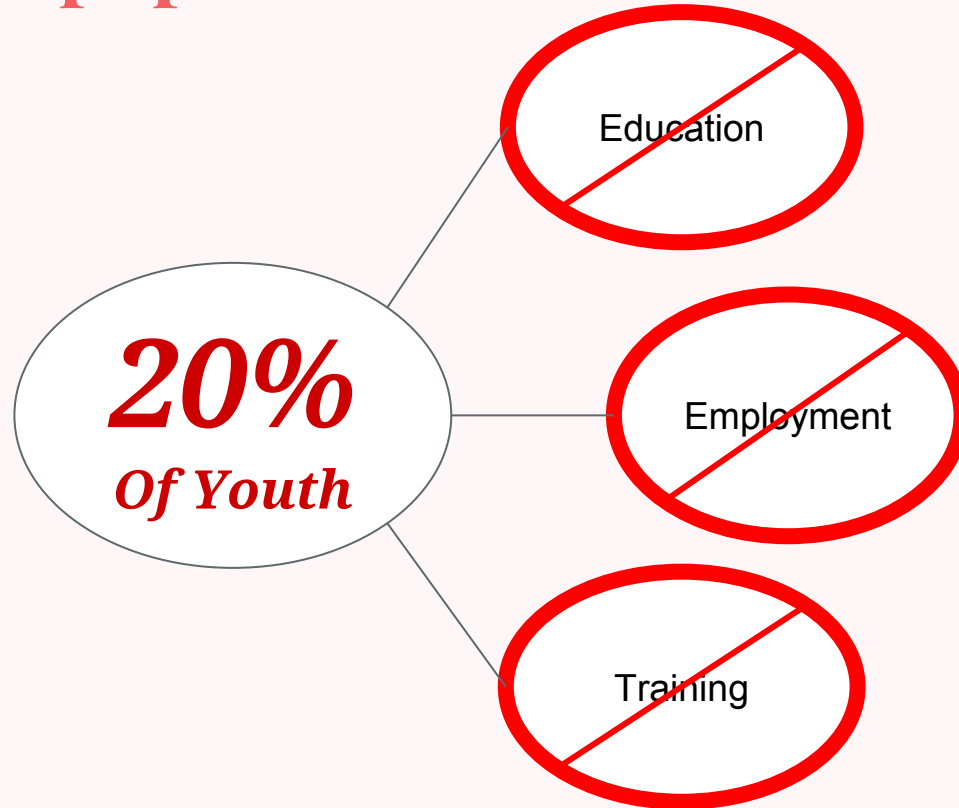


**Developing a Model
for Behavioral Skills
Reform using
Theory of Change**

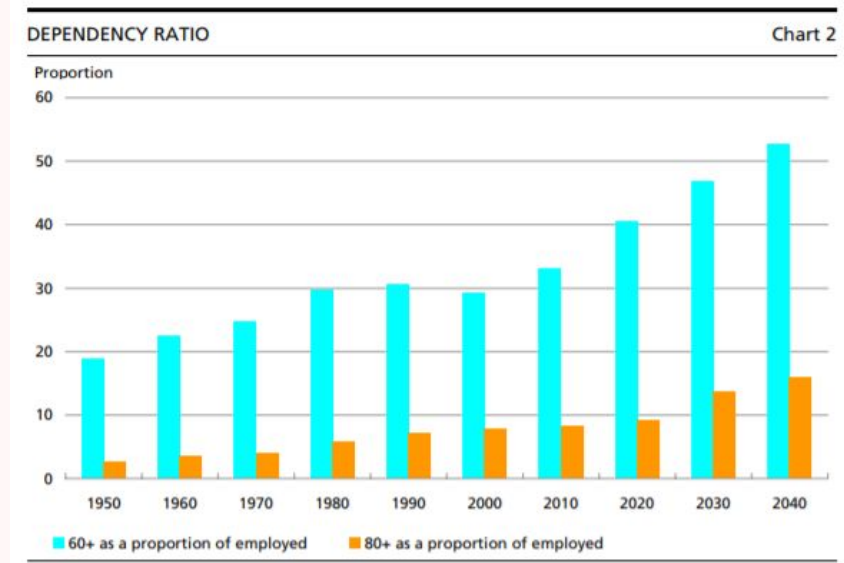
**ZhiJie Dong, Jacob Grycel,
& Eric Hall**

NEET youth are a substantial proportion of the global youth population

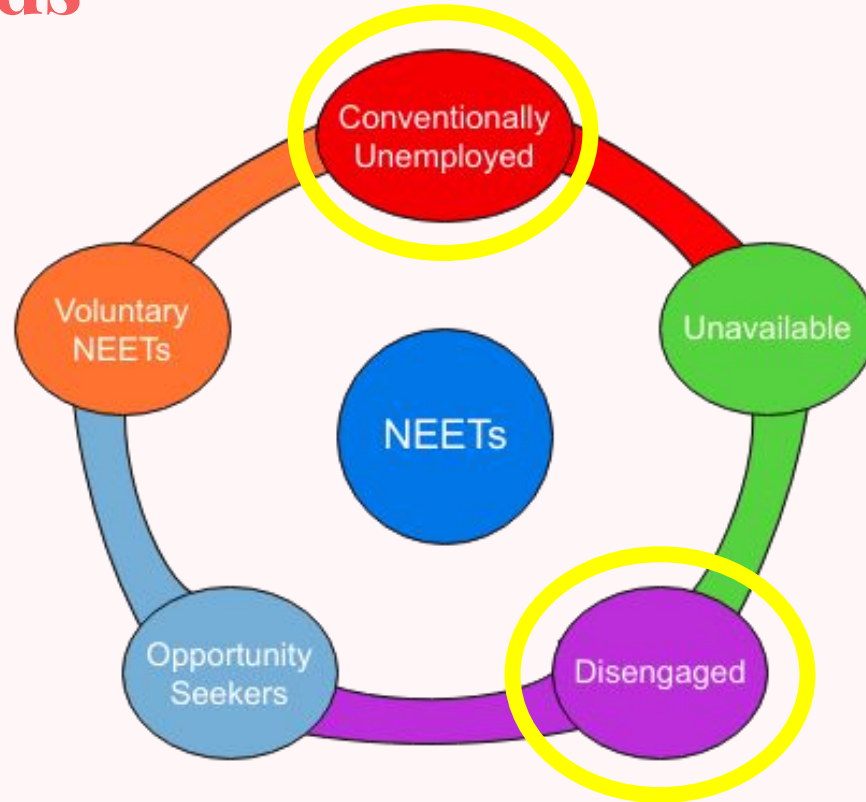


NEET youth pose a threat to the Danish welfare system

~170,000 Kroner
Per NEET youth



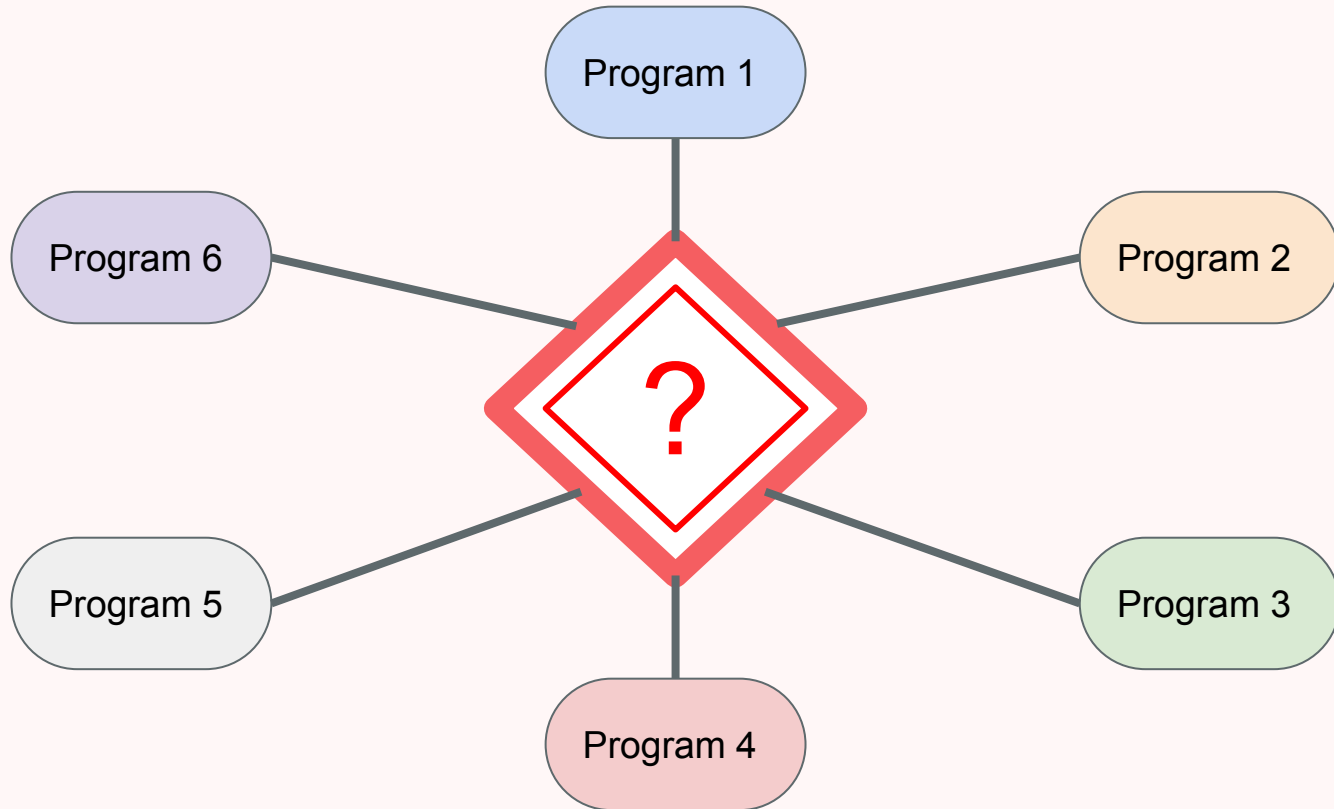
NEET youth come from vastly different backgrounds



Behavioral skills are a key factor of educational engagement



Current behavioral skill programs lack a unified model for NEET reform



Theory of Change helps define well-structured reform programs

Long Term Goal:

Final goal for social change

Outcome:

Intermediate steps towards the long term goal

Indicator:

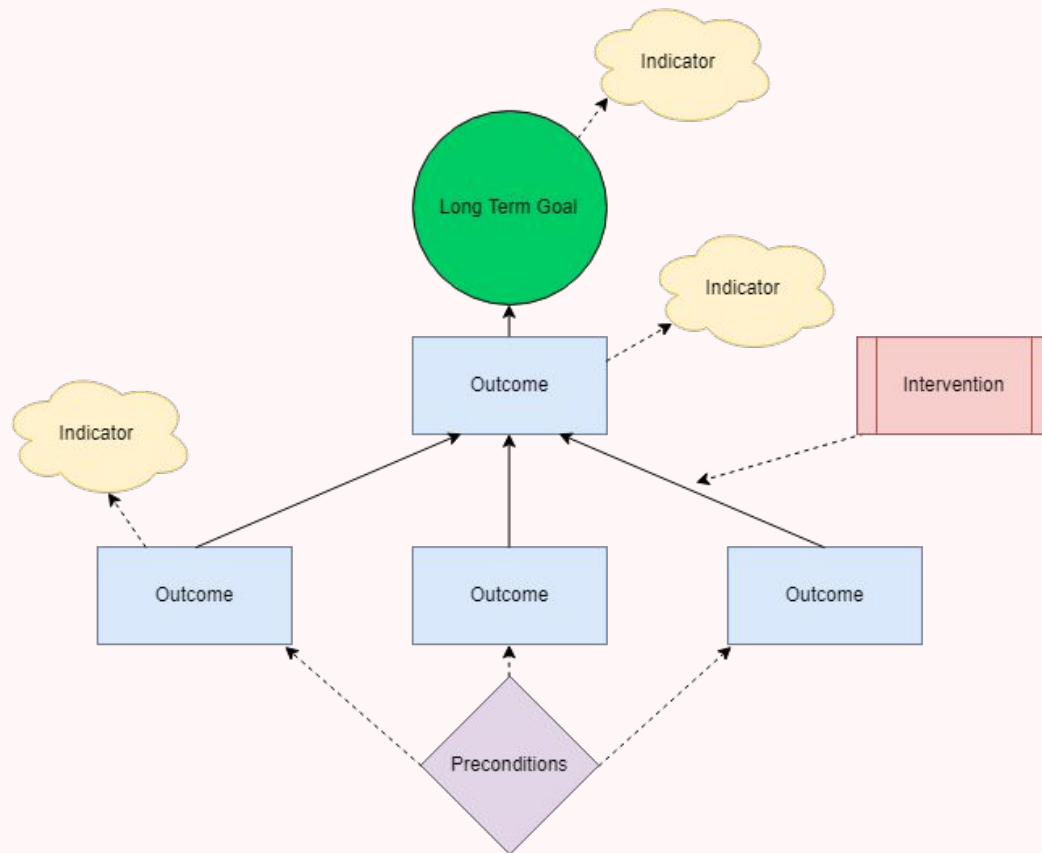
Metric for measuring an outcome

Intervention:

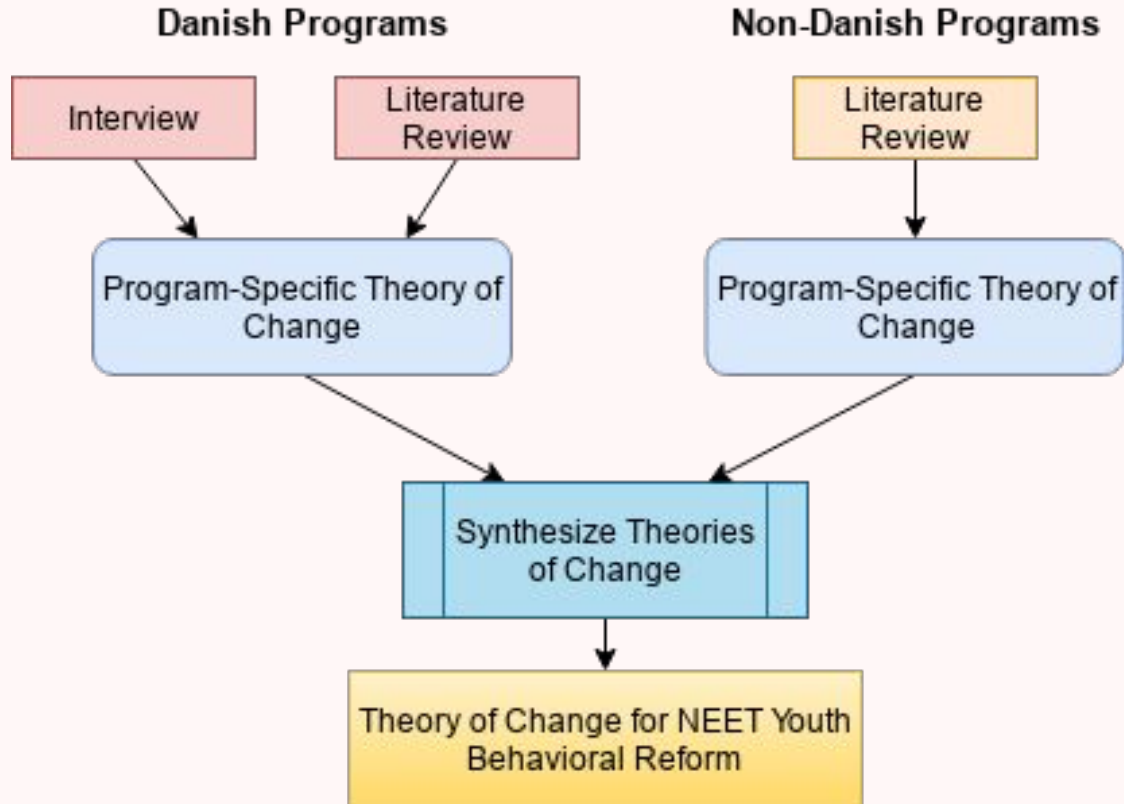
A method of causing progress between outcomes

Assumption:

Additional details about the Target group and available resources



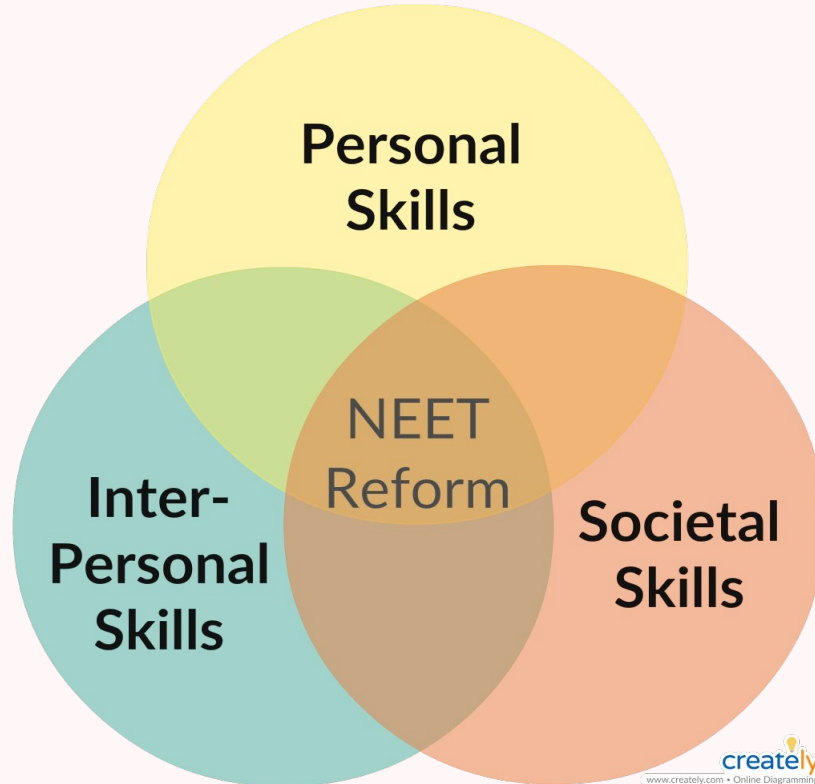
A general model for behavioral skills reform was derived from multiple ToCs

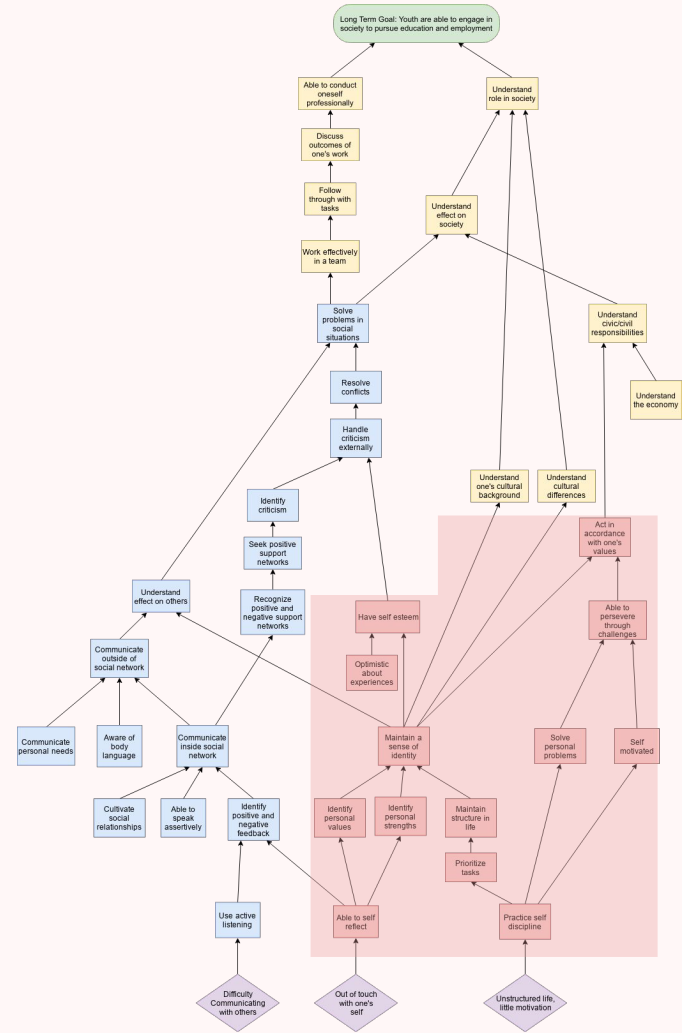


Current programs target a mixture of behavioral skills and traits

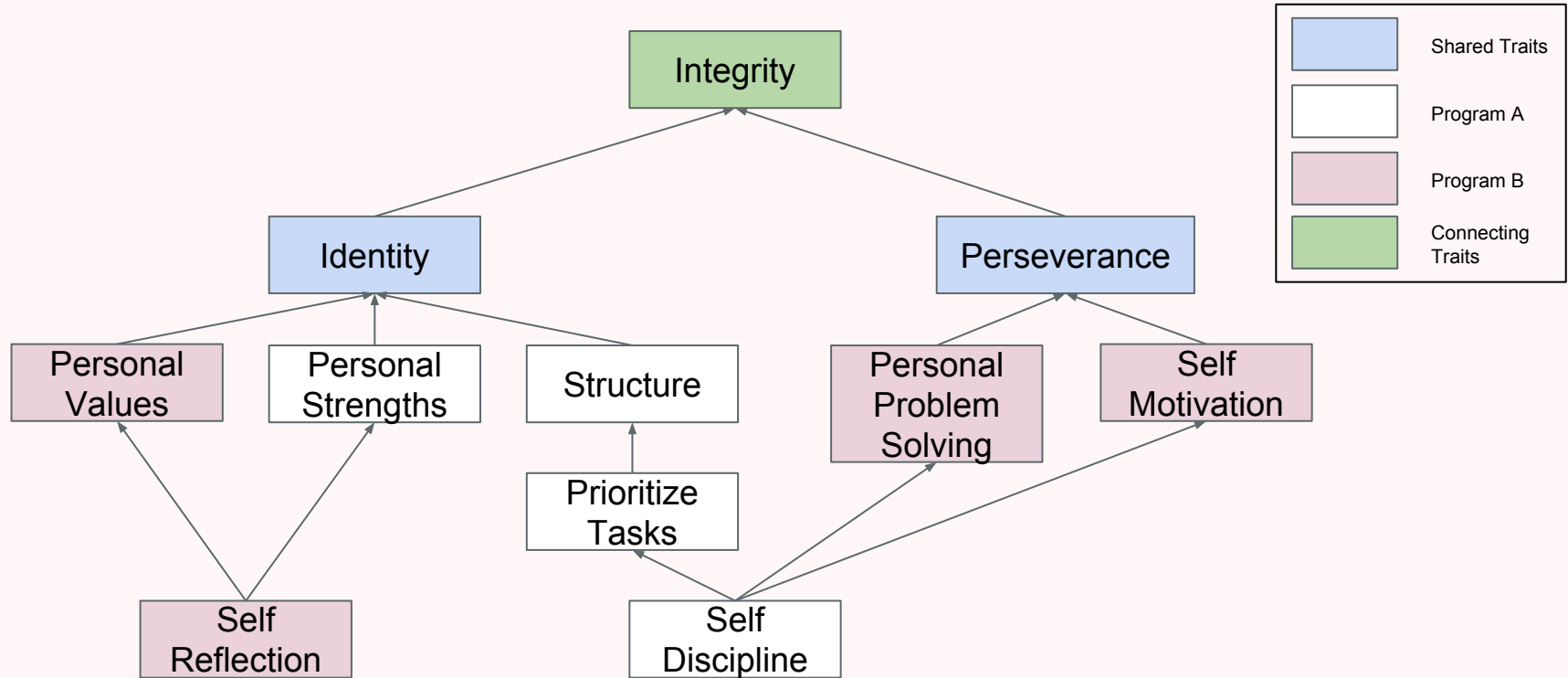
Teachable Outcomes	
Behavioral Traits	Behavioral Skills
<ul style="list-style-type: none">● Cumulative, abstract outcomes in models● Composed of multiple skills● Hard to measure	<ul style="list-style-type: none">● Specific outcomes in models● Shown by one's actions● Measurable

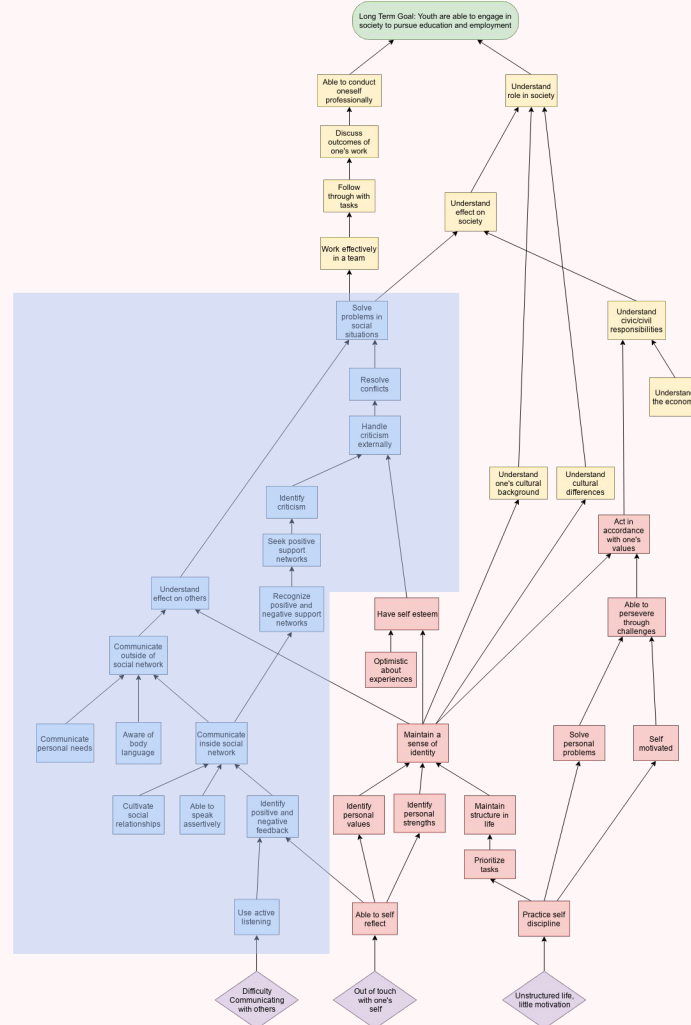
Personal, interpersonal & societal awareness are key for NEET Reform



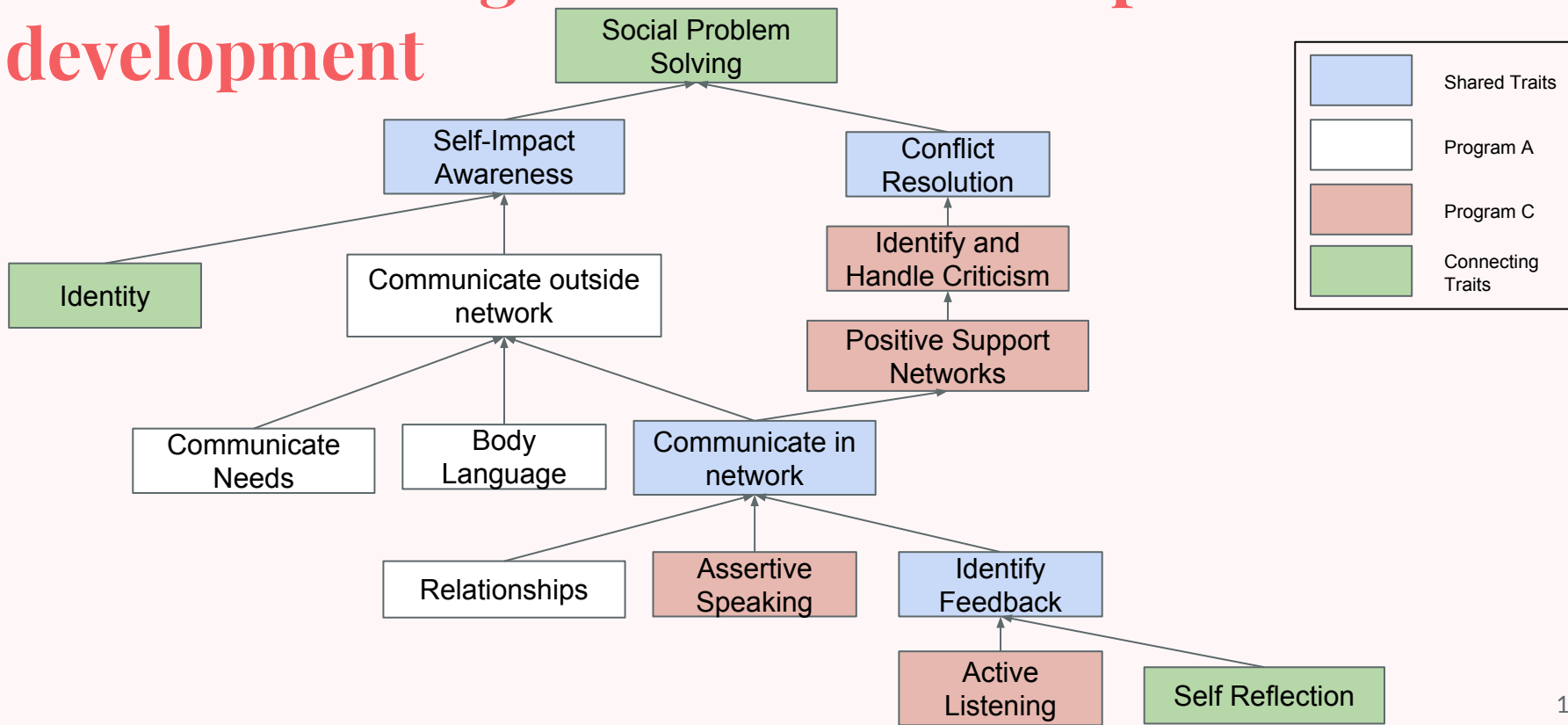


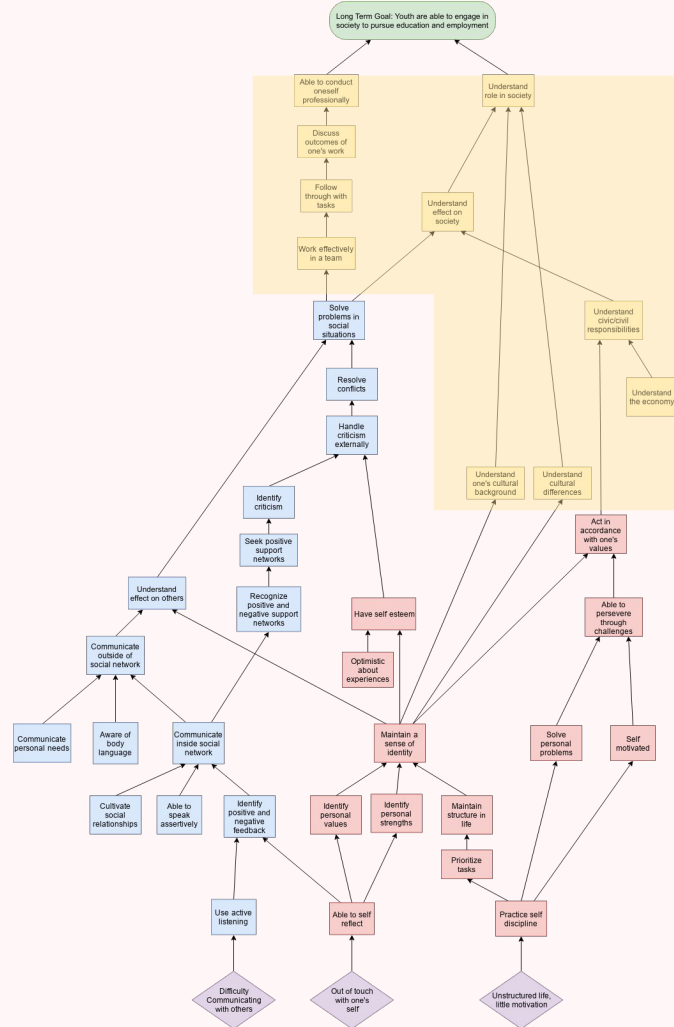
Identity and perseverance are culminating traits within personal development



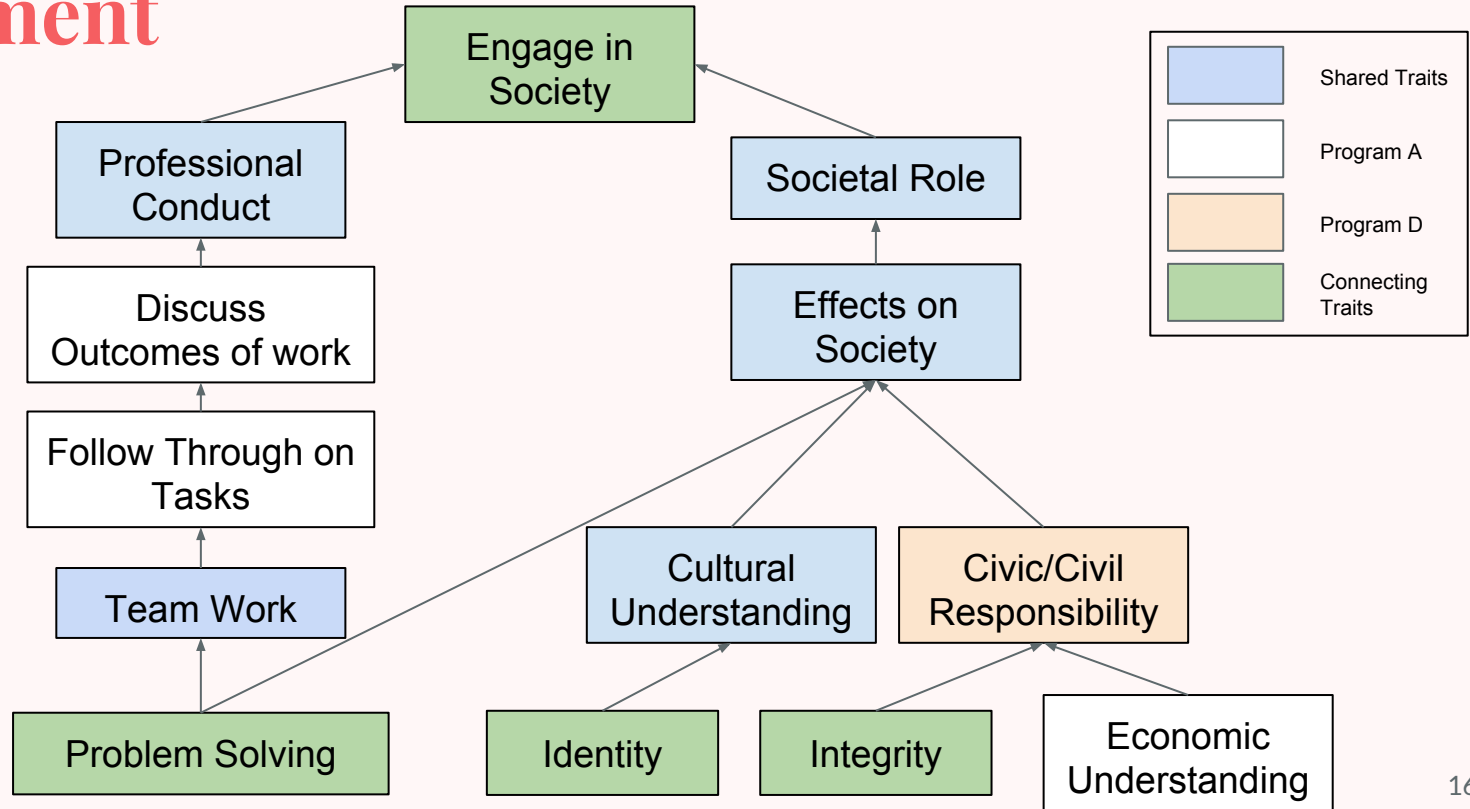


Conflict resolution and self-impact awareness are culminating traits within interpersonal development

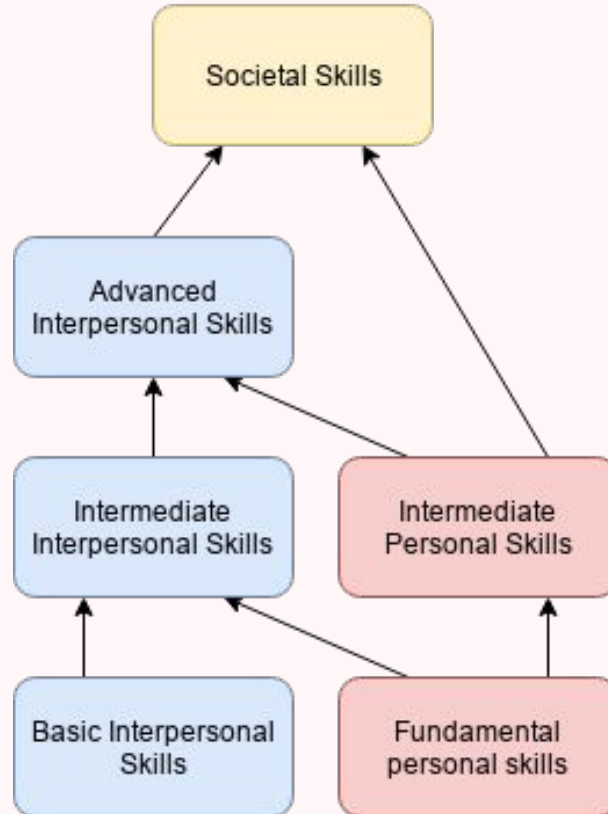




Professional conduct and understanding role in society are culminating traits within societal development



Theme development and connection through key outcomes are the strong suit of our model



Our model is most effective when programs define a context

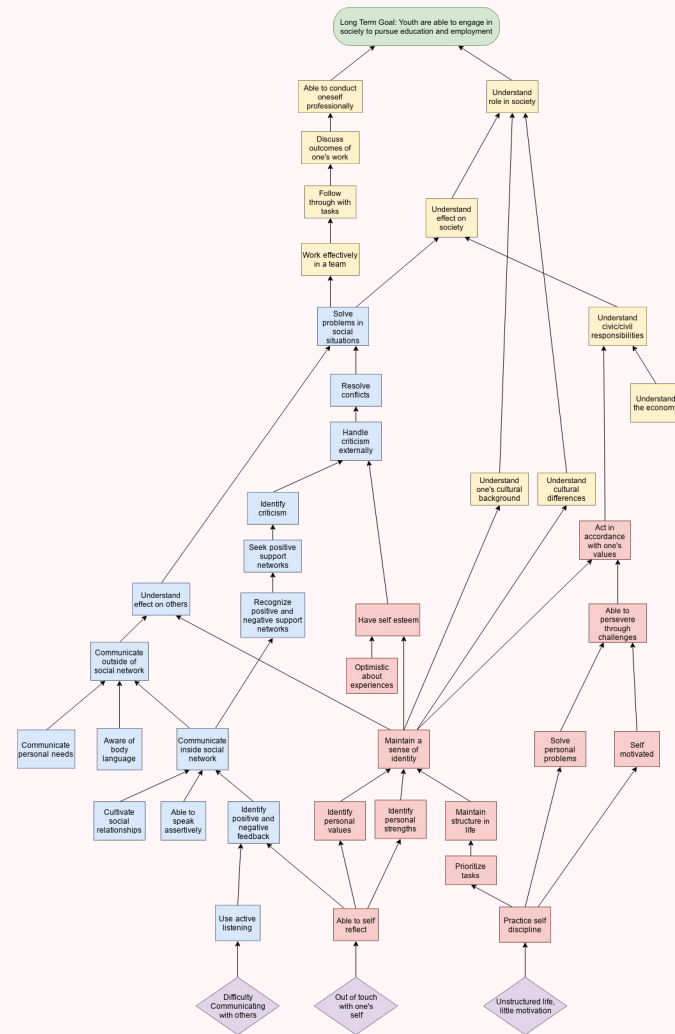
Benefits of using this model

- Coverage of currently-addressed skill areas
 - Well-structured skills development
 - Skills confirmed by past research

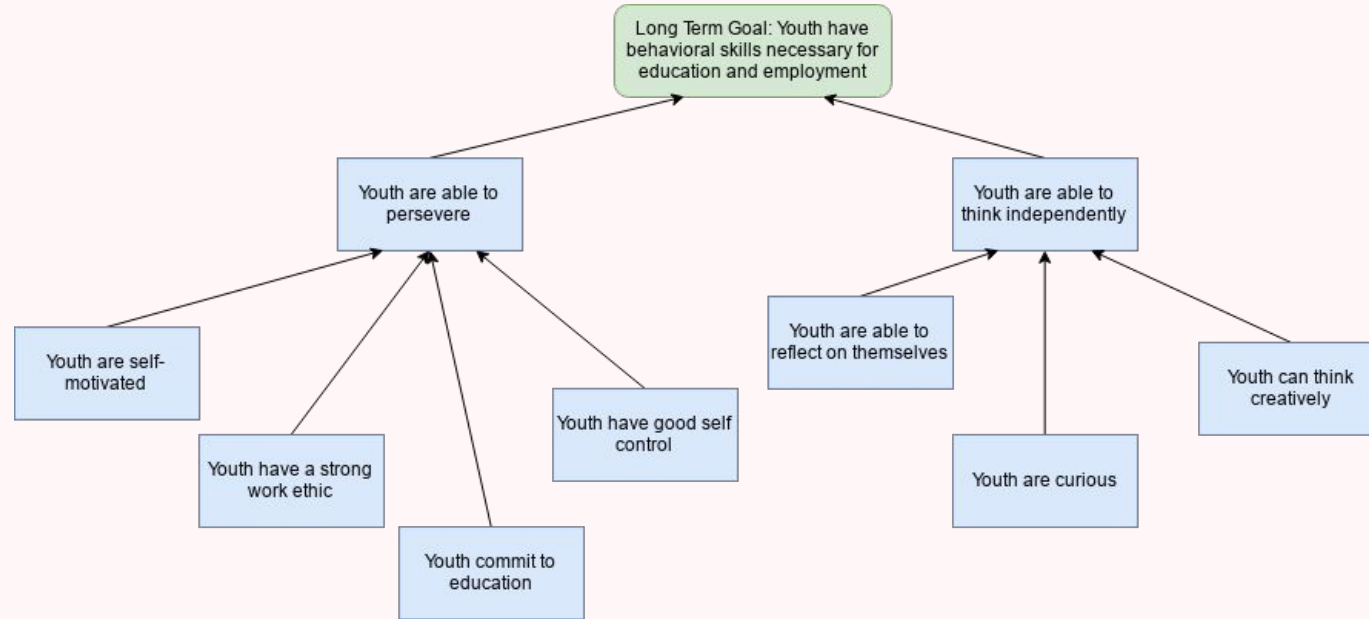
Considerations when using this model

- Developers should define their context
 - Skills manifest differently across contexts
 - Behavioral skill measurement is challenging

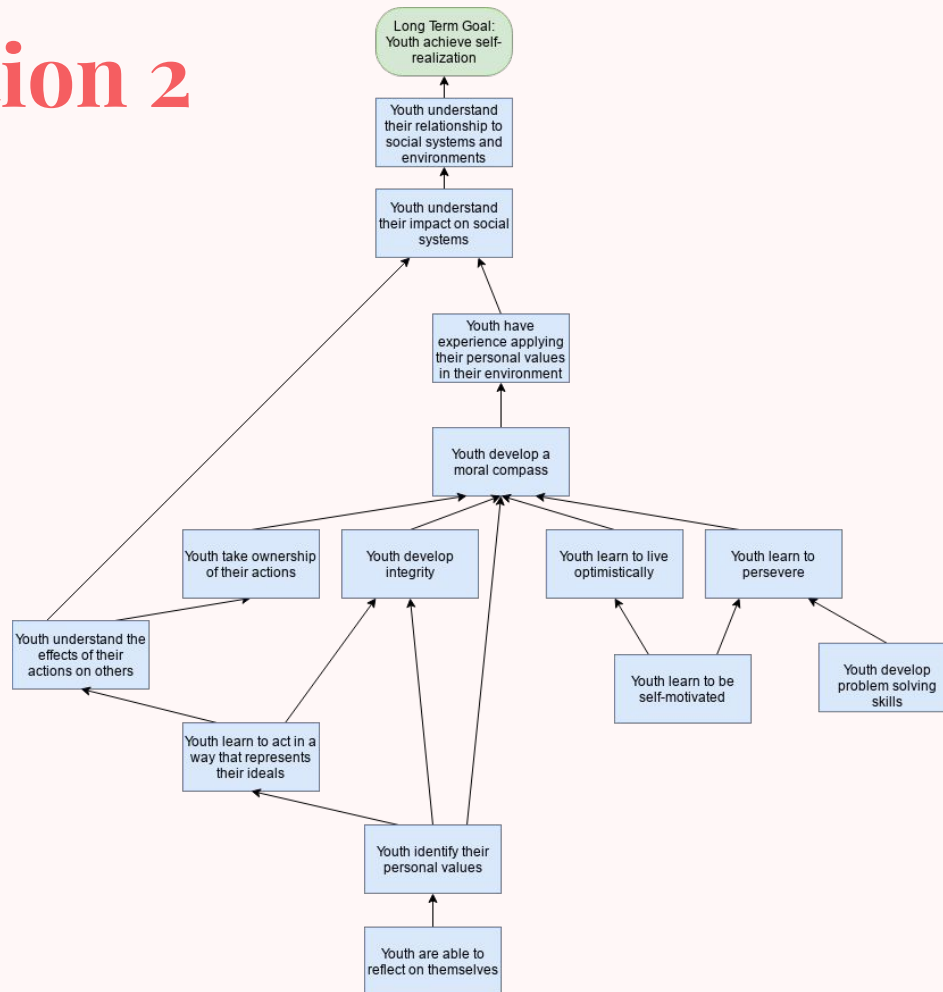
Acknowledgements



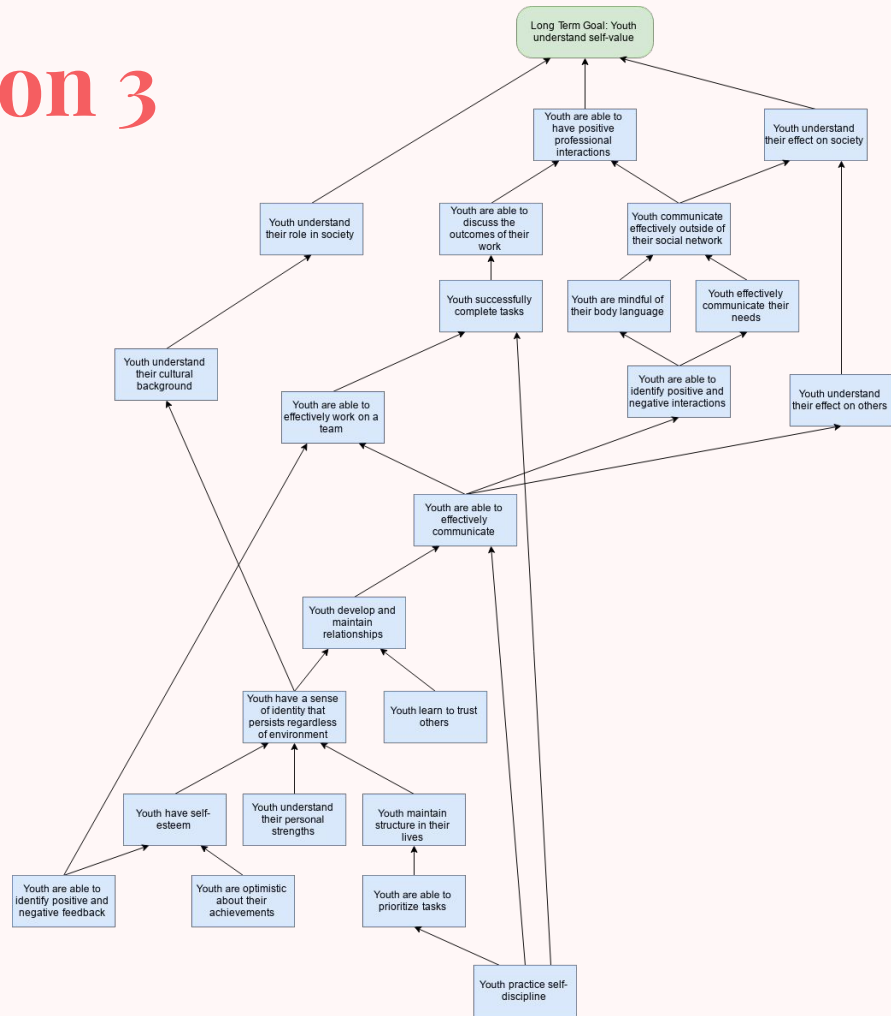
Organization 1



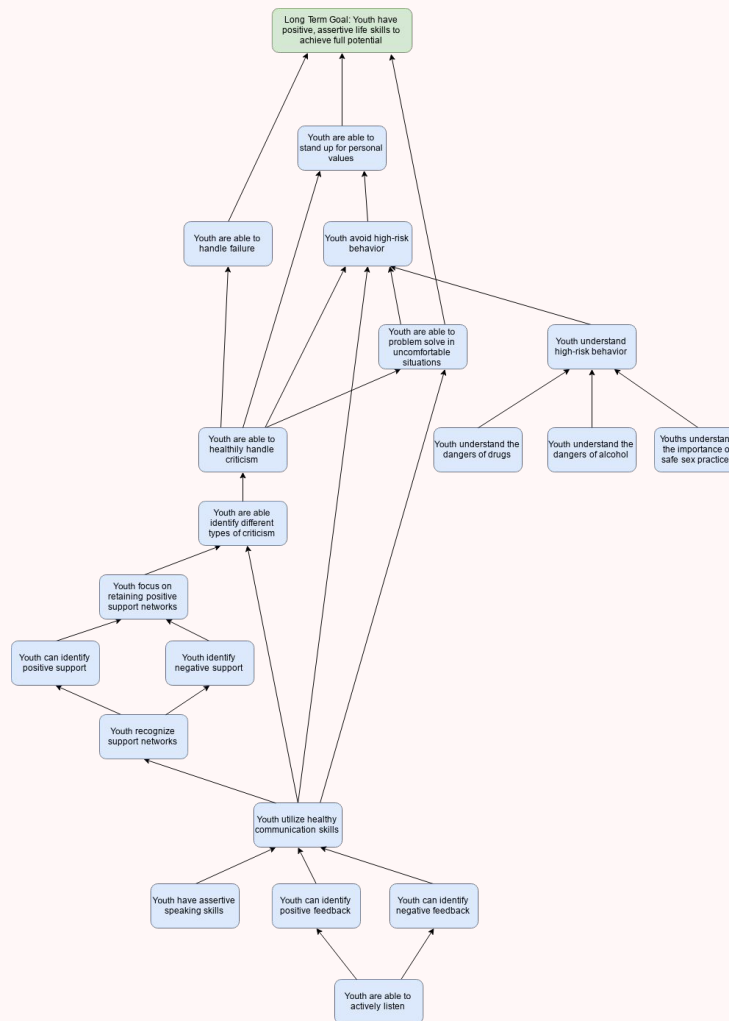
Organization 2



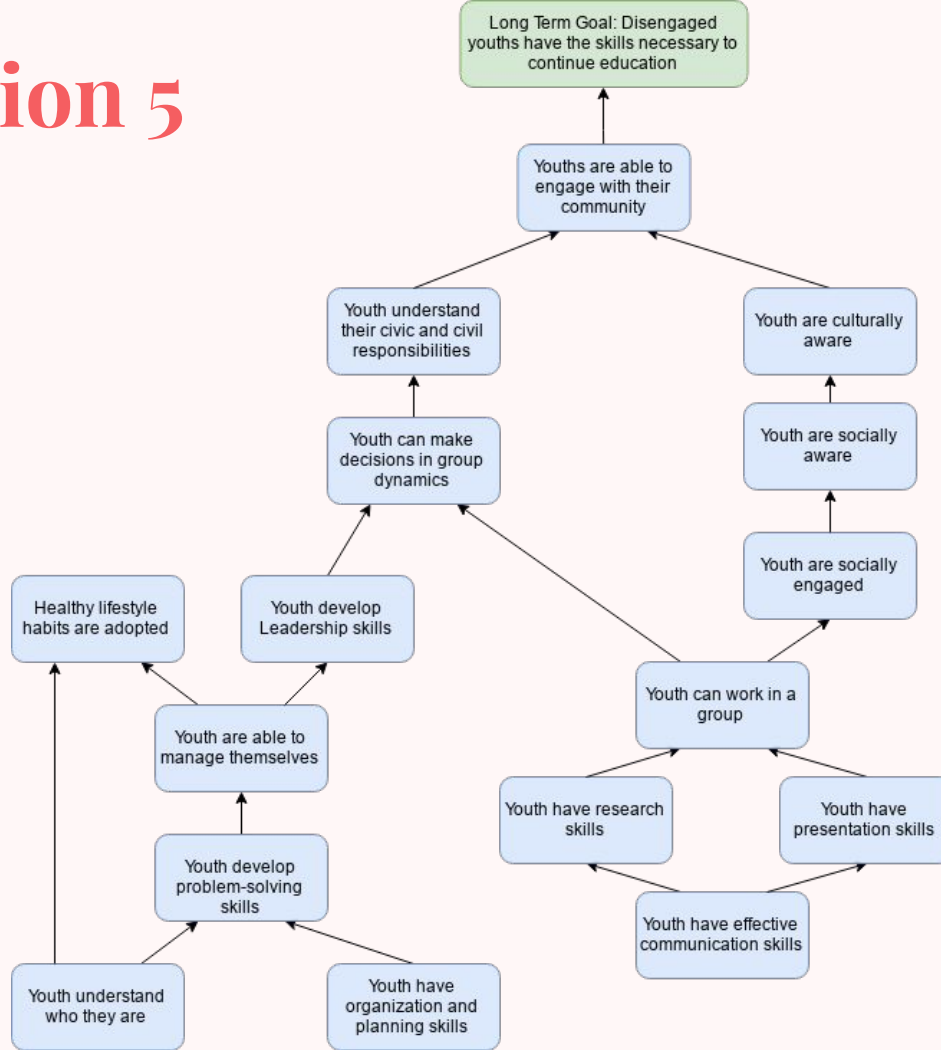
Organization 3



Organization 4



Organization 5



General Model

