

## **Rabtt Summer Camp 2016**

### **Impact Evaluation Report**

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#### **Karachi**

### **Objectives**

This report outlines the qualitative and quantitative findings of the impact evaluation conducted for the Rabtt Summer Camp. This is one of the components of the year long Rabtt Scholars Program, in Karachi. The impact evaluation is designed to measure each Scholar's score on a number of psychometric tests, to gauge the impact of the Rabtt Scholars Program. The findings of the evaluation conducted every year guides the curriculum development for the Rabtt Scholars Program throughout the year to ensure that the content development is informed by research.

### **Program Structure**

- Rabtt Summer Camp

The four week intensive Rabtt Summer Camp is the first component of the Rabtt Scholars Program. Rabtt Fellows, selected from universities and colleges, are trained to work with the Scholars on the following subjects: Philosophy, World History, Public Speaking, Art, Dramatics, Mathematics and English. The Summer Camp aims to provide a holistic learning experience by creating an environment that fosters empathy, creativity, critical thinking and the confidence to self-actualize.

- Rabtt Workshops

Four Rabtt follow up workshops are conducted in a span of four months after the summer camp.. These workshops incorporate the knowledge Scholars have gained during the summer camp to ensure that Rabtt Scholars retain and fully understand the core competencies of empathy, critical thinking, creativity and self-confidence.

## **Learning Model:**

Modules for the Rabtt Scholars Program are developed in accordance with *Howard Gardner's Theory of Multiple Intelligence*, *Bloom's Taxonomy* and *Gordon Allport's Social Contact Theory*.

### Learning Model In Action

*Howard Gardner's Theory of Multiple Intelligence* is used to devise and offer a diverse range of subjects including **Art, Dramatics, Public Speaking, World History, Philosophy, Mathematics** and **English**. These subjects cater to and cultivate a diverse range of talent and intelligence a student may have.

The curriculum of the Rabtt Scholars Program and the follow up workshops encourages Rabtt Scholars to engage in critical thinking, focusing on the cognitive domain of the in *Bloom's Taxonomy*. This is achieved through encouraging students to develop both lower and higher-order thinking skills.

*Gordon Allport's Social Contact Theory's* core principles are used to create a place of mutual respect and learning during the Rabtt Summer Camp and the follow-up workshops. The Scholars and Fellows come together to learn from each other, understand each other's experiences and overcome prejudices they may hold about each other.

## **Research Methodology:**

The impact evaluation is conducted thrice during the year long Rabtt Scholars Program: once before and once after the four week long Rabtt Summer Camp, and the last one after the fourth workshop. This evaluation includes both quantitative and qualitative data. Quantitative part of the evaluation includes five psychometric scales that measure two of Rabtt's core competencies: empathy and self-confidence. The psychometric scales used are:

### *1) Basic Empathy Scale*

- It has a total of 20 items comprising of two sub-scales for measuring affective and cognitive empathy.

### *2) Davis Interpersonal Reactivity Index*

- For the purposes of the impact evaluation conducted by the Research Department at Rabtt, 7 items related to perspective taking are included from this index. This scale measures the dispositional empathy

### *3) Rosenberg Self-Esteem Scale*

- A 10-item scale to measure self-esteem. It is one of the two components for the self-confidence score

### *4) Schwarzar-Jerusalem General Self-Efficacy Scale*

- A 10-item scale to measure the self-efficacy score. This is the second component of the total self-confidence score.

The statistics of the pre and post camp impact evaluation are obtained by running a Paired Sample T test. This test is best suited for our purposes because we conduct the pre and post camp evaluation on the same individuals. The difference between the pre-camp and post-camp average score on each scale, and the statistical significance of this difference is obtained by running the t test. This is to check if there has been any improvement in the average score on each scale before and after the Rabtt Summer Camp.

## Impact Evaluation

### Sample:

This report includes the findings from the pre-camp and post-camp evaluation conducted in Rana Liaquat Girls Secondary Government School, Ibrahim Hyderi in Korangi and DCTO, Kiran Foundation in Lyari, Karachi.

*Data from the Social Bond School was excluded from the analysis due to lack of post-camp data.*

The total number of respondents was **147 students, 96 females and 51 males** from **Grade 6 to Grade 10** who participated in the Rabtt Summer Camp this year.

Due to incomplete data, some of the cases were omitted from the analysis of the scores on each scale.

- **69 cases** were considered for pre-camp and post-camp Affective Empathy Score,
- **90 cases** were considered for pre-camp and post-camp Cognitive Empathy Score,
- **99 cases** were considered for pre-camp and post-camp Dispositional Empathy score on the Perspective Taking scale,
- **54 cases** were considered for pre-camp and post-camp Self-Confidence Score.

## Findings

### Observations

Rabtt Summer Camp was conducted in Ibrahim Hyderi in Korangi and Lyari. These are underserved areas populated by people belonging to a low socio-economic background. Quality of education is poor in these areas with a low literacy rate.

### *Behavioral and attitudinal changes*

- Self-confidence and Critical Thinking
  - Students showed a lot of enthusiasm for the Rabtt Summer Camp at the beginning of the camp
  - A significant increase in level of confidence was observed: students who did not participate in class at the beginning of the camp, participated in public speaking and debated on a range of topics in front of a crowd of 400 at the Rabtt Graduation Ceremony.
  - Parents and administration of the school observed positive changes in confidence and critical thinking as well.
  - At the beginning of the summer camp, students had exposure to a limited set of subjects, e.g. Mathematics and Science. By the end of the camp an increased interest in a wide range of fields other than these two was observed. They questioned the Rabtt Fellows about the various fields they could pursue and the various opportunities that were available outside their localities.
  - A higher level of ownership of their school was observed among the Rabtt Scholars
  
- Empathy
  - Despite studying together since a long time, students were not well-acquainted with each other. By the end of the summer camp, Rabtt Scholars were able to understand each other better. An

increase in helping behavior was also observed among the Scholars.

- Rabtt Scholars were able to understand a situation from different perspectives
- An increase in understanding of the Rabtt Scholars' lives was observed in Rabtt Fellows. A better conceptual understanding of empathy, self-confidence, creativity and critical thinking was observed in Rabtt Fellows.

### Statistics

The following table summarizes the findings of the evaluation:

<b>Paired Samples T test Statistics</b>			
Scale	N	Mean	Sig.
Pre camp Affective Empathy	69	36.8551	.350
Post-camp Affective Empathy	69	37.6087	
Pre camp Cognitive Empathy	90	30.1556	.643
Post camp Cognitive Empathy	90	30.4222	
Pre camp Dispositional Empathy	99	24.4343	.001*

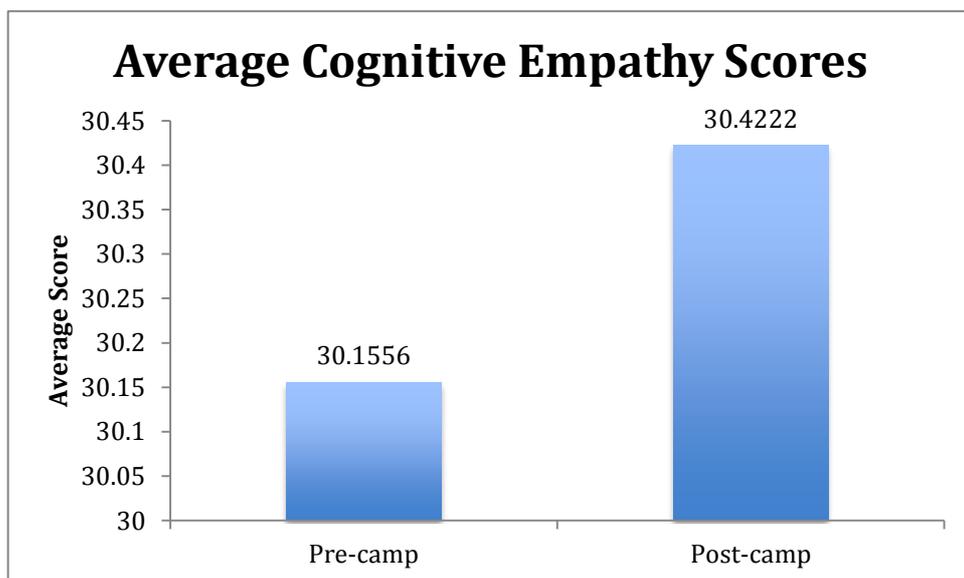
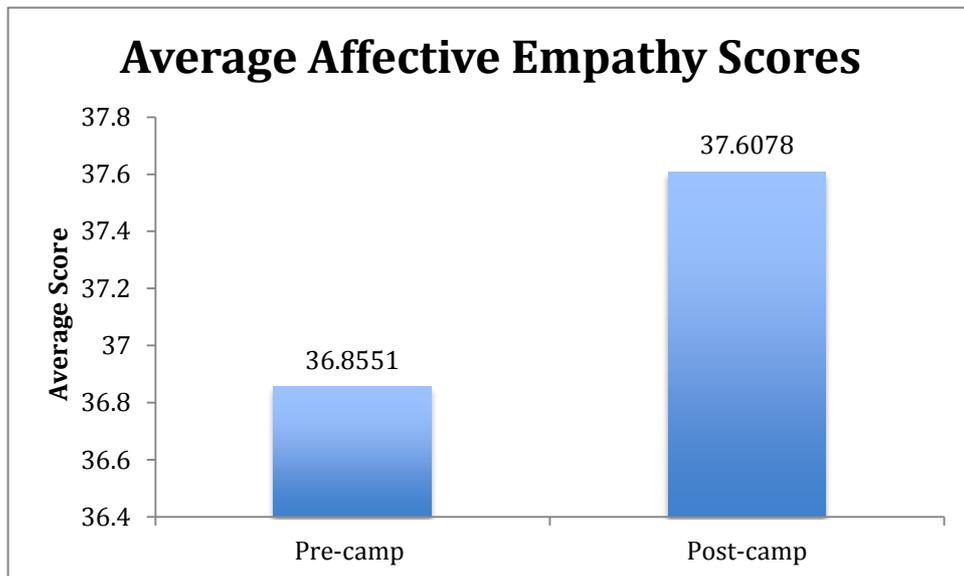
Post camp Dispositional Empathy	99	21.4848	
Pre camp Self-Confidence	54	41.7222	.436
Post camp Self-Confidence	54	40.7407	

Table 1. \*Difference between pre-camp and post-camp mean is statistically significant.

*Individual performance on each scale:*

- 31 out of 69 students (44% of cases) showed a slight increase in their post-camp scores on the Affective Empathy scale,
- 41 out of 90 students (45% of cases) showed a slight increase in their scores on the post-camp Cognitive Empathy scale.
- 34 out of 99 (34% of the cases) students showed a slight increase in their post camp scores on the Perspective Taking scale that measures dispositional empathy.
- 25 out of 54 students (46% of cases) showed a slight increase in their post-camp scores on the General Self Efficacy and Rosenberg's Self Esteem scales that measure self confidence.

Graphical Representation



### Interpreting the data:

Overall, the data shows that there hasn't been significant improvement in scores on four scales, while the difference in pre-camp and post-camp average score is significant on only Dispositional Empathy, which is measured by Perspective Taking subscale. However, the values for pre-camp and post-camp on this scale shows that the effect has been opposite to what we hoped to achieve: average pre-camp score on Perspective Taking is higher than the average post-camp score.

### Analysis:

The statistics do not reflect the positive behavioral and attitudinal changes that were observed during the Rabtt Summer Camp in Karachi. This can be seen from the discrepancy between the anecdotal evidence and the statistics.

The quantitative results can be skewed due to a number of factors including incomplete data, design and language of the survey, and omitting of the sample from one school that participated in the Rabtt Summer Camp.

The research department at Rabtt has been involved in devising a more rigorous process of impact evaluation and is currently working on improving the scales we are currently using. This will ensure that the scales are more suitable to our socio-cultural context of Pakistan. The findings of this evaluation has identified areas that the Rabtt Scholars Program will be focusing on during the follow up workshops throughout the year, and the findings have provided us with the tools to reevaluate and improve the modules used in the Rabtt Scholars Program.