

## **Rabtt Summer Camp 2016**

### **Impact Evaluation Report Lahore**

#### **Objectives**

This report outlines the qualitative and quantitative findings of the impact evaluation conducted for the Rabtt Summer Camp in Lahore. This is one of the components of the year long Rabtt Scholars Program. 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 guide the curriculum development for the Rabtt Scholars Program throughout the year to ensure that the content development is informed by research evidence.

#### **Program Structure**

- Rabtt Summer Camp

The four week intensive Rabtt Summer Camp is the first component of the Rabtt Scholars Program in Lahore. This year the duration of the Rabtt Summer Camp was shorter in Lahore because the schools were closed due to security reasons. 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: 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 Practice

*Howard Gardner's Theory of Multiple Intelligence* is used to design 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 *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 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 the same sample is used in both pre and post camp evaluation. 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 6 schools in Lahore. Duration of the Rabtt Summer Camp was shorter than the usual four weeks because schools were shut down on government's notice due to security reasons. Schools that participated in the Rabtt Summer Camp in Lahore were **Sanjan Nagar, National Institute of Education, Ghauri Wisdom School, Saint John's Boys High School, Cecil and Iris Chaudhry Academy and Allied School, Defence View Campus.**

The total number of respondents was **167 students. 82 were male and 85 were female students** from **Grade 7 to Grade 10** who had participated in the Rabtt Summer Camp this year in Lahore. Out of the total number of respondents, **46 were Muslim** and **117 were Christian. 4 respondents** did not mention their religion.

*Due to lack of pre-camp data from Cecil and Iris Chaudhry Academy, **all** the responses from this school were omitted.*

*Due to missing data from the surveys in the remaining 5 schools, some of the responses were omitted from the analysis of the scores on each scale.*

### Number of Responses

- **60 responses** were considered for pre-camp and post-camp Affective Empathy Score,
- **75 cases** were considered for pre-camp and post-camp Cognitive Empathy Score,

- **79 cases** were considered for pre-camp and post-camp Dispositional Empathy score on the Perspective Taking scale,
- **45 cases** were considered for pre-camp and post-camp Self-Confidence Score.

## Findings

### Observations

Out of the 6 schools, 5 of the schools namely, Sanjan Nagar, National Institute of Education, Saint John's Boys High School, Ghauri Wisdom School, and Cecil and Iris Chaudhry Academy are located in and adjacent to Youhanabad on Ferozpur Road. Youhanabad is a predominantly inhabited by the Christian community and it is the largest Christian residential area in Lahore.

Allied School, Defence View Campus is located in the Punjab Cooperative Housing Society, behind Lahore University of Management Science (LUMS).

5 of the schools in our sample, including National Institute of Education, Ghauri Wisdom School, Sanjan Nagar, Allied School, Cecil and Iris Chaudhry Academy are low cost private schools while Saint John's Boys High School is a public school, operating under the Catholic Church in Lahore.

### *Behavioral and attitudinal changes*

#### ➤ Self-confidence and Critical Thinking

- A sharp increase in class participation was observed. This change was most apparent in some students who were shy at the beginning of the Rabtt Summer Camp and ended up performing at the Showcase event in front of around 400 people.
- Public Speaking was one of the most popular subjects among the Rabtt Scholars.

- Parents and the school administration, for example at the Saint John’s Boys High School, also observed positive changes particularly in levels of confidence.

➤ Empathy

- Rabtt Scholars were able to understand a situation from different perspectives

➤ Creativity

- Scholars showed a lot of interest in drawing during Art class, one of the most popular subjects during the Summer Camp. Their creativity was demonstrated by their ability to create pieces of abstract art.

Statistics

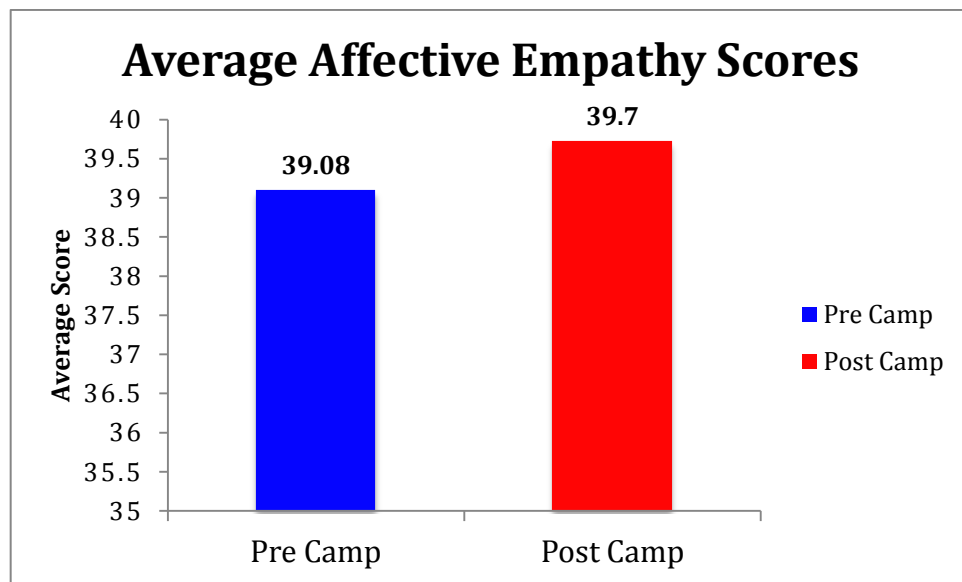
The following table summarizes the findings of the quantitative impact evaluation:

Paired Samples T test Statistics			
Scale	Number of responses (N)	Mean	Sig.
Pre camp Affective Empathy	60	39.08	.403
Post-camp Affective Empathy	60	39.70	
Pre camp Cognitive Empathy	75	30.12	.982
Post camp Cognitive Empathy	75	30.13	

Pre camp Dispositional Empathy	79	24.28	.024*
Post camp Dispositional Empathy	79	22.51	
Pre camp Self-Confidence	45	41.31	.491
Post camp Self-Confidence	45	40.67	

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

Graphical Representation



Graph 1. Overall average affective empathy scores have increased post-camp

### 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 show 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.

This opposite effect is also seen for the average scores on Self Confidence. However, the change in pre camp and post camp average scores on this scale is not statistically significant. On the other hand, average scores on scales measuring Affective Empathy and Cognitive Empathy have improved but this positive change is not statistically significant.

### Analysis and Conclusion:

The statistics do not reflect the positive behavioral and attitudinal changes that were observed during the Rabtt Summer Camp in Lahore. 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 issues in delay in post camp data collection, incomplete data, shorter duration of the Rabtt Summer Camp in Lahore this year, and design and language of the survey.

Rabtt Summer Camp was conducted Lahore's six low cost private and public schools. Although the findings of the qualitative data collected are encouraging,



there is room for improvement in our research methodology and curriculum as shown by the quantitative data.

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. This will ensure that the scales are more suitable to the socio-cultural context of Pakistan. The findings of this evaluation have 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.

Overall, the experience of the Rabtt Summer Camp in Lahore has been enriching for the Scholars, Fellows and the Rabtt team. Appreciation from the parents and school administration has been testament to this. We hope to see a continued positive behavioral and attitudinal change in our Scholars and Fellows alike.