

# Summary Results measurements WE CAN Young campaign 2012-2014

The Netherlands



Netherlands centre  
for social development

## Summary results measurement WE CAN Young

WE CAN Young is a *peer to peer* campaign aimed at increasing the sexual resilience of young people. It is financed by the Dutch Ministry of Education Culture and Science.

The campaign ran from May 2012 until the end of 2014 in 15 municipalities, supported by a national campaign team from Movisie. The results measurement covers this period. The campaign continues in 2016. The outcomes and recommendations from the results measurement may be used to design follow-up activities and to contribute to improving and securing quality improvement.

In WE CAN Young (WCY) active young people – change makers – step by step engage to strengthen the knowledge and the attitude of other young people concerning sexual and relational resilience, gender inequality and gender-related violence. Leading themes are peer education, peer activation and peer mobilisation. An independent Movisie research team looked into the results of WE CAN Young.

This results measurement of local activities<sup>1</sup> investigated in how far WCY objectives have been reached and which effective mechanisms contributed. The report responds to the following research questions:

- What is the reach of WCY (numbers of change makers and young people reached, activities)?
- What kinds of activities have taken place in the framework of WCY?
- What are the effects of WCY that change makers and young people experienced?
- What are the effective mechanisms in WCY?

The results measurement was conducted by means of questionnaires and interviews among change makers and young people, observations of activities, a monitor among local project leaders and study of the work reports of project leaders.

### *Reach*

Over the period 2012-2014 WCY reached a large number of change makers and young people. The monitor employed indicates that more than 1,800 change makers have been instructed to carry out activities for WCY. Well over 11,000 young people have been reached directly through activities. In addition an estimated 90,000 young people have been reached through various social media.

### *Activities*

Change makers and young people carried out (change makers) or participated in (young people) a large number (3,139) of activities. These vary from ultrashort activities such as handing out flyers, to debates, performances and elaborate information sessions.

The activities are based primarily on the ideas and capacities of the change makers and are developed with them. This means that almost every activity is unique in shape and content. The intensity and duration of specific WCY projects also differ. Some change makers are only involved in a single activity, others participate in a range of activities. The same goes for the young people. However, young people are more often than change makers involved in limited short-term projects aimed at education and less often in intensive projects.

The key issues in the activities are: gender inequality, sexually unacceptable behaviour, setting boundaries and respecting them, (gender) abuse and the wide theme 'dealing with sexuality'.

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<sup>1</sup> Reach and effect of activities taking place at national level have not been included in this evaluation.

### *Effects*

The intended results of WCY are that young people know and understand the themes sexually unacceptable behaviour, sexually resilient attitude, gender inequality and gender abuse, to ensure that ultimately they are able to demonstrate resilient behaviour. Questionnaires and interviews have been used to determine the effect.

The response to the questionnaire was too low to allow us to determine whether the campaign had an effect on respondents with a view to change of attitude and consciousness based on the various scales. Self-reporting however, on the question whether respondents experience change themselves, demonstrates that 38 percent (1<sup>st</sup> measurement) and 42 percent (2<sup>nd</sup> measurement) of the change makers find that their ideas and/or behaviour have changed because of WE CAN Young. Of the young people almost one third (1<sup>st</sup> measurement) to almost half (2<sup>nd</sup> measurement) feel that they have learned something from the campaign.

In the interviews a majority of change makers and young people indicate that in their view they have obtained new knowledge on the WCY issues. More than a third of the change makers and half of the young people observed changes in their attitude or opinion. Slightly less than half of the young people and approximately one third of the change makers indicate that changes have taken place with regard to social impact, meaning that they have started to discuss WCY issues with other people. Some of them indicate that they have gained additional competences and expect to behave differently owing to WCY.

### *Effective mechanisms*

- Intensive, interactive activities containing good content and transfer of information and proper coaching with attention being paid to education, activation and mobilisation, are potentially most successful.
- Change makers and young persons who have been intensively active in WCY over a longer period, experience more effects themselves in the field of knowledge, attitude and personal effectiveness.
- Short-term once-only activities are relatively frequent and popular. These activities may be useful to call attention to WCY themes, but expectations should not be too high with regard to knowledge, attitude, and personal effectiveness.
- Activities with substantive content and an educational approach, for instance information on sexually unacceptable behaviour, provide more knowledge than activities in which education is less relevant, such as handing out flyers.
- The young people underline the added value of peer education: young people like to listen to other young people.
- It is important that the education is in synch with the knowledge level of young people and is adjusted to their experience and environment.
- Actively working with WCY subjects is of great added value compared to passive transfer of knowledge. Young people like to do something with the WCY subjects e.g. through games, visual utterances, preparing a debate, etc. and through such activities knowledge is more easily mastered and enriched.
- Local project leaders who are well instructed are crucial in recruiting, educating, activating and mobilising change makers and young people. The art is to find the proper balance between direction and freedom. Direction relates to providing the right basic knowledge and materials, setting goals and stimulating participants to organise activities. Freedom offers young people the space to start to work themselves, and to do things that match their capacities and interests and that they enjoy doing.
- Cooperation with various partners and connecting with existing (school) projects and methods may facilitate forces being joined and will benefit from mutual knowledge and expertise.

- The design of WCY varies between municipalities, activities, and change makers and young people. The objectives of the activities differ also. So what works in specific activities will differ per situation.

#### *Recommendations*

- Currently the WCY campaign is aimed at a variety of themes and has broad objectives. By aiming the campaign at a more limited theme and objective, it will be possible to give more direction to the support, knowledge on effective mechanisms can be put to use in a more targeted way and activities can be more clearly directed.
- The support and execution of activities could be improved by formulating objectives on the level of activities and evaluating these. In this way activities may be supported and executed in a more targeted way, and evaluation will provide feedback to project leaders and change makers on what does and does not work.
- It makes sense to use existing tested (learning) methods that connect to the WCY objectives.
- It is advisable to use the above mentioned knowledge on effective mechanisms and what is known about it from literature. Actively transfer this knowledge through the national toolkit and working sessions with local project leaders so that they in turn can use it to support change makers.
- We see from practice that short-term once-only activities occur relatively often. The recommendation is to expand these using other activities to create combinations of education and activation.
- Active processing contributes to effect. Therefore offer occasions to go deeper into themes where young people can ask questions and exchange ideas.
- Research into this kind of campaign calls for research tools that are closely connected to the young people involved, to the activities that take place and the themes.

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