

Indicator: # of youth with increased knowledge and appreciation of environmental issues (ENV_005)**ENVIRONMENT SECTOR** **Type:** Outcome**Unit of Measure:** Youth**Disaggregation:** Male, Female;
Age: 0–9, 10–14, 15–19, 20–24, 25+**Outcome Measured:** Youth increase their knowledge and appreciation of environmental issues**Precise definitions**

Environmental issues: Peace Corps Volunteers work on a large variety of environmental issues, examples of which include global climate change and its effect on the country; biodiversity loss; deforestation; soil erosion and depletion; water pollution and shortages; air pollution; misuse of pesticides; environmentally damaging and unsanitary management of solid waste; unsustainable harvesting of plants and animals; disruption of significant ecological processes and services; and lack or deterioration of parks and nature reserves.

Data collection

Tool: Given the wide variety of ages, settings (schools, camps, clubs, etc.), and topics with which PCVs work, there is no standard tool for this measurement. Rather, PCVs will need to create pre-/post-assessments that are appropriate for their particular context using the “Guidelines for Developing an Environmental Knowledge and Appreciation Pre-/Post-Assessment”.

Frequency of data collection and tracking:

Time 1 (T1)—Beginning of the unit on environmental issues, whether delivered in a youth club or in a school setting: At the beginning of the unit, each youth that the Volunteer expects to work with over the course of the club or each student in the class will complete the assessment developed by the PCV (pre-assessment) to establish a baseline. Record the youth’s name, age, and T1 scores in the Environmental Knowledge Tracking Sheet below. If a youth answers all required questions correctly at T1, this youth should not be included in the measurements, as this individual already meets the definition of having knowledge and appreciation of environmental issues. This youth should not be further recorded on the tracking sheet.

Time 2 (T2)—Completion of the unit on environmental issues: Each youth who meets the minimum requirements described below (see “Who to measure”) should complete the same assessment (post-assessment). Record the T2 scores in the tracking sheet.

Time 3 (T3)—End of subsequent youth club or end of the subsequent school-based curriculum, if applicable: Some individuals may not increase their knowledge and appreciation of environmental issues after only one youth club or school-based curriculum. If the individual has not increased his/her knowledge at T2, and if the individual meets the minimum requirements described below (see “Who to measure”), the PCV may assess the individual again and record the T3 score in the second tracking sheet below.

Who to measure: Volunteers should only include youth for this outcome measurement with whom they have worked in one or more of the following activities focused on environmental issues:

1. Teach environmental education in primary and secondary schools
2. Organize environmental education clubs and/or camps for youth (e.g., building gardens, litter clean-up, Earth Day events)



Reporting

Measuring progress toward the outcome, by sex and age: A youth is considered to have increased his/her knowledge and appreciation of environmental issues if the youth’s score is higher at T2 than T1, or higher at T3 (if applicable) than at T2. **Note to post staff:** Posts will need to establish the minimum increase in score they feel reflects a meaningful increase in knowledge/appreciation of environmental issue.

1. For each individual who increased his/her knowledge, place a Y in the cell that corresponds to the individual’s age and sex.
2. For all those who did not increase their knowledge of the environmental topic covered at T2, place an N in the cell that corresponds to the youth’s age and sex.
3. Record the sum of all Ys + Ns in the row titled “TOTAL REACHED” and the sum of Ys only in the row titled “TOTAL ACHIEVED.” Report both column totals in the VRF.
4. If an individual did not increase their score at T2, use the second tracking sheet with the T3 column to repeat the assessment and reporting process for that individual at the end of the subsequent year of working with the Volunteer.
5. Record the sum of all Ys + Ns in the row titled “TOTAL REACHED” and the sum of Ys only in the row titled “TOTAL ACHIEVED.” Report both column totals in the VRF.

Note: Individuals may only be counted once as part of the “TOTAL ACHIEVED” in a Volunteer’s service for this indicator. If the same individual is eligible for measurement for another indicator, he/she may be counted for that indicator according to the guidelines in that indicator’s definition sheet.

How to report missing values: If a youth does not have a score at T1, *do not* include this youth in the measurement or on the tracking sheet. If a youth has a score at T1 but does not have a score at T2, record NA in the final column and do not include this youth in the totals reported in the VRF.

