

HOW MOT EVALUATES

PREREQUISITES AND PRECONDITIONS IN THE EVALUATION OF MOT

MOT directs its effort towards youth who are in their development and identity-shaping phase in their lives. During this phase, parents become a less dominating influence while other youth become more important. During adolescence, youth experience great changes in attitudes and behaviour. If MOT's effort can be part of slowing down a negative development during this phase, it would be deemed a great result. This would be important knowledge during the evaluation work.

"The development must be seen in relation to the pupil's age – they are in puberty and experience much uncertainty and doubt. One of the MOT programme's objectives is to counteract or reduce this development and help make the pupils better equipped to handle a difficult time in life. Seeing how 'a lot has become worse' among both pupils in MOT schools and pupils in control schools, a less negative development would be a positive effect of MOT." Proba Research

"It appears as though the pupils in MOT schools are more critical; they assess their environment more critically than the pupils in the control schools." Proba Research

"MOT works towards making youth more aware of how they are influenced by others and how their behaviour can influence others. It is possible that this makes the MOT pupils more aware of such influence, thus making them more aware of negative aspects than pupils in the control group. This could complicate the process of interpreting the effects of MOT – for example, an increase in reported bullying could be the result of an increase in bullying or it could mean that the youth are more aware of behaviour that can be classified as bullying." Proba Research

When measuring MOT's impact, it can sometimes be more important to avoid strong *disagreement* to statements rather than *agreement*. For instance, happiness and well-being during recess is great, but the most important measuring parameter is to avoid severe unhappiness or discomfort.

The negative aspects of adolescence often lead to the most negative consequences for a person – at the time when it is happening, but also in the future. The number of friends we have, whether it is three or twenty, will most likely not make a difference in terms of negative consequences, nor will a negative comment once a month. However, having zero friends or being bullied several times a week could severely increase the risk of negative consequences. This can be further reinforced if we have low self-esteem and courage and receive no support from the people around us.

Research shows that people who take the wrong paths in life, and who have ruined their own and other people's lives often have the following characteristics in common:

- a hostile mindset
- had a strong sense of internal vulnerability at a young age
- have little or nothing positive to say about themselves – would often feel like a failure
- experienced less support from friends and family than what most people do
- been exposed to an overdose of external risk factors
- experienced an overdose of negative reactions at a young age – experienced a lot of social rejection at school
- have been part of social environments with negative and exclusionary group mechanisms
- their behaviour is founded on the desire to be accepted, to belong and to be seen regardless of the costs

From a social perspective it is important to prevent the most negative aspects of adolescence, and to enter the picture at an early stage to prevent the activation of the destructive side of high-risk people. MOT does this through strengthening youth's robustness, class environments, school cultures and local communities where *everyone* is included (robust cultures).

From the very first day, MOT has been concerned with being a modern organisation open to learning new things, and which continuously develops in line with the target audience and the needs of society. MOT has had a consistent focus on making sure decisions are made on the right basis in terms of achieving goals. Evaluations have helped in the work of assessing quality and adjusting the direction of the organisation.

MOT was founded in February 1997, but the project preceding it started in April 1994. MOT has been evaluated ever since. MOT's work has been assessed and analysed by internal experts and external academic communities.

To ensure that MOT's impact on youth and society is continuously developing, it has been necessary to make use of various evaluation platforms. Impact evaluations, comparative studies, preliminary and follow-up studies and youth's voices in the form of feedback have been important tools in the evaluation work. Data collection, documentation of numbers, brutal facts and interviews have been important elements in MOT's development and evaluation work.

When evaluating MOT, it is of vital importance that MOT is evaluated correctly:

- Strengthen youth's robustness!
- Class environments, school cultures and local communities where everyone is included (robust cultures and relations)

It is of vital importance that the correct measuring parameters are used in the evaluation work. Through our experience with the top-level athletic community we know that many Olympic winners and World Champions have received poor test scores before the championships because the tests measured other things than they would be competing in. MOT has developed measuring parameters to be used in the evaluation work to make sure MOT is measured on what it is supposed to accomplish.