



IMPACT Clubs

The Handbook

The **IMPACT Club Handbook** provides step-by-step guidance to implementing the six phases of the **IMPACT Club** model. The Handbook contains practical instructions and tools for project staff and **IMPACT Club Facilitators**.

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About this handbook

THE PURPOSE OF THIS HANDBOOK IS TO:

- 1) Provide step-by-step guidance to assist IMPACT Club Facilitators or Youth Development Practitioners to implement an IMPACT Club project.
- 2) Provide essential tools to implement an IMPACT Club project.

HOW TO USE THIS HANDBOOK:

The Handbook is not meant to be read in entirety before commencing the IMPACT Club project. The Handbook is meant to provide guidance for Facilitators to implement the IMPACT Club project in their ADP. At the start of each phase, read through the appropriate section carefully. IMPACT Club Project Model Champion, Kate Williams, is available to answer questions at any stage: kate.williams@worldvision.com.au

EACH PHASE INCLUDES THE FOLLOWING HEADINGS AND SECTIONS:

Outcomes

At the beginning of each phase, there is a list of outcomes for that Phase. The outcomes provide an overview of the coming phase and what IMPACT Club Facilitators can expect to do and learn.

A Step-by-Step Guide

The Step-by-Step Guide is the main part of each phase and contains links to tools available for download.

Tools and Resources

At the end of each phase, there is a table with the tools and resources to help complete that phase.

Tools may include a checklist, template, survey, or monitoring tool.

Title	Description
IMPACT Club Leader: Example Position Description	This document is a position description for an IMPACT Club Leader. It is suggested that the Leader sign this when they are recruited as an informal agreement.

Resources may include guidelines, examples, more information, or further reading.

Learning Checklist

At the end of each phase, there is a Learning Checklist for reflecting on and assessing what has been learned. For example:

After reading Phase 1 ...	✓
I understand how to use the IMPACT Club Curriculum	

Phase I: Preparation

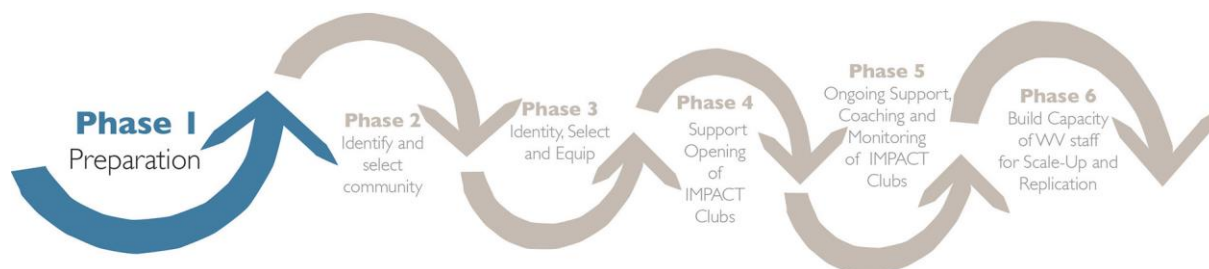
This phase contains information about the IMPACT Club model philosophy, methodology and logic, and how this contributes to achieving specific learning and life outcomes for adolescents.

It introduces the suite of IMPACT Club Learning Tools that have been produced for IMPACT Club Leaders and members, and shows how these should be used.

This Phase also outlines the structure of the IMPACT Club model, the minimum quality standards IMPACT Club Facilitators should be aware of while implementing the program, and the role of the IMPACT Club Facilitator in delivering the program. There is also guidance around building knowledge, skills and confidence as an IMPACT Club Facilitator.

Process

Time frame: this phase will take approximately one month to complete.



Phase I: Step-by-step guide

1.1 The “6 W’s” of IMPACT Clubs: An introduction to the IMPACT Club project model

1.1.1 WHY IMPACT CLUBS?

In many of the communities where World Vision (WV) works, the lives of young people are severely affected by lack of access to education, few prospects for engagement in meaningful activities, and a limited sense of belonging or contribution to their community. These young people need support to foster the individual competencies necessary for safe and successful transitions into adulthood.

Competence is the proven capacity to appropriately use skills, knowledge, values, and attitudes in order to act effectively in a situation.

Adolescents require multi-dimensional programs that improve confidence and cultivate vital life skills and work readiness. Evidence shows that there is a clear connection between holistic programs that foster the development of these skills and positive life outcomes, including “labor-market outcomes, family life, conflict resolution, civic engagement, and health behaviors.”¹

¹ M McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK
McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK

The Involvement, Motivation, Participation, Action, Community, Teens (IMPACT) Club model was developed in Romania by the New Horizons Foundation (NHF) to address these needs, creatively combining fun in the form of adventure education, stories to shape character, and adolescent-led community service.

1.1.2 WHERE DID IMPACT CLUBS COME FROM?

The IMPACT Club program was developed by WV's partner, NHF, in rural Romania.

NHF began the first IMPACT Club as a follow-up to its summer Viața Program. Viața is an adventure education camp that provides youth with five days of adventurous activities (rock climbing, orienteering, hiking, and low and high ropes course elements). These activities teach participants important social skills while improving self-esteem and testing personal limits. To enable Viața participants to live out the values they learned in their week of camp, NHF started IMPACT Clubs as a year-round youth development program.

NHF developed both the Viața and the IMPACT Club programs in Romania's Jiu Valley. The Jiu Valley is a mono-industrial coal-mining region in Hunedoara county. Mine closures have caused unemployment levels in the Jiu Valley to dramatically increase, and the Romanian government recognizes the Jiu Valley to be one of its most economically depressed regions. A number of serious social problems rose with the region's economic difficulties. Alcoholism, domestic violence, and debilitating apathy run rampant. The region has one of the lowest levels of social capital in all of Romania. Corporations have little desire to work in the Jiu Valley because of its lack of adequately-skilled labor, infamously poor business ethics, and high level of corruption. The inability to collectively self-organize and work together for the common good also hinders small and medium-sized local business development. These factors perpetuate poverty in the Jiu Valley, preventing the region from sharing in any economic progress felt in other areas of Romania. IMPACT Clubs therefore began in a region desperately in need of social capital, marketable job skills, and youth opportunities.

Social capital refers to the networks of relationships among people who live and work in a community, enabling that community to function well.

The first IMPACT Club began in 2002 in Lupeni with a small group of adolescents and youth. While it took time for the first club to gain focus and momentum, after a year and a half its numbers were so large that the



An IMPACT Club meeting in Armenia.

leaders created a second club from the first. Participants in both clubs learned important values and skills while completing valuable community “service-learning” projects. Successful first projects included the following:

- > Organizing a large and highly successful Children’s Day Carnival
- > Building an ecologically-friendly toilet at the entrance to a nearby national park
- > Hosting a ball for local senior citizens
- > Creating an annual Community Clean-Up Day, environmental education campaign, and a “Clean-Up Contest” among local schools
- > Performing a community theatre for anti-corruption education

Since its inception in Lupeni, IMPACT has expanded from two clubs meeting in an apartment block to many clubs meeting all across the country, in local schools, churches, and non-profit organizations. The Lupeni clubs’ first participants, upon graduating from high school, became leaders in new clubs throughout the Jiu Valley. IMPACT’s overwhelming success in developing social capital and capabilities in the youth of the Jiu Valley gave NHF the vision to expand IMPACT Clubs throughout Romania. After many years of growth throughout Romania, the model began to expand internationally, through partnerships with like-minded organizations such as WV.

1.1.3 WHAT ARE IMPACT CLUBS?

The IMPACT Club model is an integrated approach to adolescent (young people aged 12-17 years) engagement that fosters the skills, behaviors, and attitudes necessary for participation in social, civic, and economic life. The model encourages male and female adolescents to think critically and actively address the structural issues and social and cultural barriers faced by girls and women to participating in their community and the labor market.



An IMPACT Club in Yerevan, Armenia..

IMPACT Clubs, at their core, are simply a group of 10-25 female and male adolescents who meet once or twice a week, led by two or three adult Leaders. Their goal is to become agents of change in their communities and for members to develop competencies to become leaders, active citizens and entrepreneurs, with special emphasis on life skills and employability.

The IMPACT Club model encourages the development of confident, self-aware and resilient young people who contribute positively to their communities via adolescent-led community “service-learning” projects. By participating in social action, adolescents become constructive and independent thinkers. As a result, they have a greater impact in their communities as they develop into young adults, stepping up to leadership roles, with improved pathways to obtaining sustainable livelihoods. The promotion of women and girls’ participation and decision-making in IMPACT Clubs fosters female leadership and promotes men’s engagement and support for gender equality.

***Service-learning** is a teaching and learning strategy that combines meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.*

The IMPACT Club program is built on the methodology of “experiential” education, a learn-by-doing approach that allows for the transformation of character, attitudes and values, as well as growth in knowledge and skills.

Designed to run on a 36-month cycle, the IMPACT Club model includes a set of learning tools to help provide a holistic, standardized, and easily-adapted program for use in a wide variety of contexts:

- > IMPACT Curriculum, for use at weekly IMPACT Club meetings
- > IMPACT Journal, for individual reflection by IMPACT members outside of meetings
- > IMPACT Passport, for evaluation of learning during special evaluation meetings

The IMPACT Club methodology, learning tools and learning objectives are described further in this phase.

1.1.4 WHAT IS THE IMPACT CLUB MODEL PROJECT LOGIC?

IMPACT Clubs aim to help young people contribute positively to their community as active citizens, and equip female and male adolescents to transition well to adulthood. In order to achieve this, clubs cultivate three indicators that will show when young people are adequately equipped for this:

- 1) Female and male adolescents will have a positive self-concept² and future orientation³.
- 2) Female and male adolescents will have the capacity to engage with their community⁴.
- 3) Female and male adolescents will have the capacity to engage in economic opportunity.

These changes are achieved through the two key interventions of IMPACT Clubs:

IMPACT Club Meetings: IMPACT Clubs are groups of adolescents who meet weekly for two to three hours to have fun, learn and serve together. The clubs are led by volunteer IMPACT Club Leaders, who are selected from the community. These Leaders use a curriculum based on “experiential” learning methods to help adolescents in the club cultivate competencies in active citizenship, leadership, employability, and social entrepreneurship. WV supports this activity by hiring a staff member known as an IMPACT Club Facilitator. The role of the WV IMPACT Club Facilitator is to recruit, train, coach, and support the volunteer IMPACT Club Leaders as they lead weekly meetings and help the adolescents in their clubs to develop.

² Positive self-concept is defined as a realistic awareness of oneself and one’s abilities that reflects an understanding of his or her strengths and potential.

³ Future orientation consists of two distinct but closely related skills and dispositions: 1) The ability to set goals and monitor progress toward their achievement; and 2) hope and optimism regarding one’s future potential, goals, and options.

⁴ The capacity to engage with community can include knowledge of community issues, understanding how to assess and analyze community issues, how to design and implement solutions to community issues, how to communicate community issues/projects and mobilize key stakeholders. It should also include the desire and motivation to act on community issues.

Community service-learning projects are a form of service-learning where participants learn and develop by identifying, planning and implementing a project (or activity) that meets the needs of a community.

Social entrepreneurship-learning projects are community service-learning projects that apply business principles to generate an income for the club

Community Service-Learning Projects: At meetings, IMPACT Club members work together to identify community problems, brainstorm possible solutions, identify community resources, and plan and implement community service-learning projects. Adolescents undertake two to three projects each year. Each project is increasingly complex, delves deeper into community issues, and fosters greater leadership, project management and business development skills. These projects are the IMPACT Club project model's main learning tool and serve multiple purposes, including:

- > bringing social change to the community; and
- > applying skills learned in meetings to consolidate new behaviors and life skills.

IMPACT Club Simplified Project Logic			
Goal: Female and male adolescents are empowered as active citizens, and equipped to transition well to adulthood.			
What adolescents have and do Outcomes	Improved self-concept and future orientation	Improved capacity to engage with community	Improved capacity to engage in economic opportunity
	Improved competency in the areas of active citizenship, leadership, employability and entrepreneurship		
What World Vision does Activities	Support IMPACT Clubs to implement community service-learning projects		
	Support Leaders to hold IMPACT Club meetings on the topics of active citizenship, leadership, employability and entrepreneurship		
	Support Leaders to open IMPACT Clubs		
	Recruit and train female and male IMPACT Club Leaders		

1.1.5 WHY WAS THE IMPACT CLUB MODEL CHOSEN?

IMPACT Club model are best implemented in areas that have some of these characteristics:

- > There are high numbers of adolescents in the community⁵
- > Young people have limited opportunities to engage in out-of-school activities
- > Adolescents have limited opportunities to gain important life and work skills
- > There is evidence that few adolescents and youth in the area are going on to work or further education after school
- > There is evidence that adolescents and youth in the area are engaging in risky behaviors such as stealing, violence, gangs, drugs, sex work etc.
- > There are structural barriers that affect girls' and women's ability to equitably engage in community and/or livelihood activities

Please note: While the model can reach high-risk adolescents, the strength of the IMPACT Club approach is that it reaches "middle kids" who are already motivated but don't have the opportunity to develop competencies, gain experience, or contribute to their community. Participating in an IMPACT Club provides young people with meaningful engagement, purpose, a network of young people, and adult

⁵ Over 35% of the population is aged between 12-17 years.

mentors. Through participation in an IMPACT Club, evidence suggests that young people are less likely to engage in risk-taking behaviors.

The IMPACT Club model is adaptable to both rural and urban contexts, however it is more likely to be effective if there are the following conditions:

- > The area has stable community structures to partner with such as schools, churches and community-based organizations
- > The geographical area is small enough to ensure that IMPACT Club members are willing and able to participate in the club on a weekly basis
- > There are adults in the community willing to volunteer their time to be IMPACT Club Leaders
- > There is no active conflict in the area

1.1.6 WHO IS THE IMPACT CLUB MODEL FOR?

The IMPACT Club project model targets adolescents aged between 12 and 17 years old who are interested and motivated to learn new skills and contribute to their community, and who are committed to gender equality.



The IMPACT Club model targets young people who have basic literacy, and who are interested in learning new skills and contributing to their community such as the members featured in this photo installing park benches in their community park

The IMPACT Club program is accessible to most adolescents, including those who:

- > have a basic education;
- > are disabled;
- > are engaged in risky behaviors;
- > experience social inequality, such as female adolescents; or
- > are members of minority groups.

The IMPACT Club model is flexible, and can be adapted for the needs of particular contexts, for example Roma (gypsy) adolescents in Romania. If an IMPACT Club project is targeting a specific vulnerable group, it is suggested that the WV project team work with a specialist who is knowledgeable about the group in order to contextualize the approach to meet the target group's needs.

1.2 The IMPACT Club methodology

This section explores the concepts of adventure education and service-learning, providing some background to these disciplines. Both adventure education and service-learning fall under the broader category known as experiential education, the methodology that underpins the entire IMPACT Club program.

1.2.1 WHY EXPERIENTIAL EDUCATION?

Experiential education transforms participants through learning. Unlike traditional forms of formal education, experiential education engages the learner's heart, mind and body in tangible ways. This provides the basis for ongoing reflection, new learnings, and for application of the learnings to their own life. This "learning through experience" requires active involvement from the learner, because it is based entirely on the learner's experiences. This means that the learner cannot be simply a passive receiver!

Based on these ideas, in 1970 David A. Kolb developed the Experiential Learning Cycle, which integrates the following four stages:

1. Concrete experience
2. Reflection and observations about the experience
3. Lessons learned as a result of the experience and observations
4. Active application and further experimentation of the lessons

This process happens in a natural cycle, which leads learners into deeper reflection on their experiences, learning from that experience, and applying their learning to the future. In this way, experiential learning can lead to holistic, sustainable behaviour change and life transformation. The following section will explore these stages in more detail:

1. Concrete experience

The first step of the Experiential Learning Model is "Experience." The learner must engage in an activity to learn from it. Quite often the learner has never done this activity, or is doing it in a new or different way. An example of this might be making a repair or solving a problem the learner has never encountered, trying a new recipe, or creating a project out of materials with which they have never worked. Instead of giving the learner a step-by-step plan, the facilitator allows the person to try different



Adolescents gain knowledge, abilities, and values through guided experiential learning activities.

methods to reach the desired results.

2. Reflections and observations about the experience

To process the experience, facilitators support learners to reflect and try to identify what was important in what happened (the experience). At this point, learners reflect on what happened, why it happened, and if the end result was the desired result. Through the support and guidance of the facilitator, the learners begin to explore and understand the experience – for example, was there a relationship between what was done and what happened? Were their actions modified throughout the experience to achieve the desired result? How were issues or problems addressed?

At this point facilitators might ask learners to share their experiences in carrying out the activity and tell the rest of the group about their successes and failures. For some activities, facilitators might ask if the learners would have gained as much by reading or hearing about something as opposed to actually experiencing it.

3. Lessons learned as a result of the experience and observations

The next step is to generalize the experience. Learners try to find common themes or trends in the execution of the activity. For example, learners might explore whether a certain repeated behavior affected the outcome of the activity. Was this positive or negative, and how should it be applied in the future? Facilitators might also ask learners to relate the experience to the their lives and other similar experiences they may encounter in a “real world” environment. This is also the time for learners discuss the major lessons from the experience, and identify terms to relate to the experience.

4. Active application and further experimentation of the lessons

The fourth step of the experiential learning cycle is to explore how the lessons learned may be applied elsewhere or in the learners’ own lives. Facilitators will support learners in exploring how they might do this through asking open ending questions such as “How will the lessons learned be useful in the future?” Facilitators should also guide learners through a discussion about how behaviours and actions can be modified to improve the results of their experience (project or activity) or how the results can be accomplished more efficiently.

In the IMPACT Club program, IMPACT Club Leaders take on the role of the facilitator as described in this section. IMPACT Club Leaders guide the members (learners) through the experiential learning cycle, ensuring that learning opportunities (experiences) are explored from the member’s perspective. The learning process is centered on each person as an individual, and each will draw something unique from the experience.

IMPACT Club Facilitators’ role in this process is to support and coach Leaders as they build their confidence facilitating their club and their ability to guide members through the experiential learning cycle. The role of an IMPACT Club Facilitator and Leader are described further in this section.

IMPACT Clubs use two types of experiential education throughout its programming: adventure education and service-learning.

1.2.2 WHAT IS SERVICE-LEARNING?

Service-learning is a unique discipline that uses community service projects to achieve specific learning objectives and foster the development of social responsibility and good moral values. Service-learning is the foundation of the IMPACT Club program.

Every IMPACT Club Leader must understand the objectives and methodology of service-learning in order to be effective in their role. There are three main objectives of service-learning:

1. Empower female and male adolescents to help their community through meaningful service projects
2. Teach female and male adolescents important practical skills that they can use while doing the project
3. Enable female and male adolescents to gain moral values through individual and group reflection on the service experience.

The Alliance for Service-Learning for Education Reform (ASLER), a leading American service-learning organization, provides the following definition of service- learning:

“Service-learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences: that meet actual community needs, that are coordinated in collaboration with the school and community, that are integrated in each young person’s academic curriculum, that provide structured time for a young person to think, talk, and write about what he/she did or saw during the service activity, that provide young people opportunities to use newly-acquired skills and knowledge in real life situations in their own communities, that enhance what is taught in the school by extending student learning beyond the classroom, and that help to foster the development of a sense of caring for others.”⁶



IMPACT Club members clean plot of land in preparation for their community garden project.

Service-learning is rooted in the belief that youth are “capable, productive, and essential contributors in their communities.”⁷ Students are able to perform valuable, significant, and necessary service projects that provide real benefits to the community. Service-learning inverts traditional stereotypes that young people “take from society” and instead helps young people give back. Youth working on service-learning projects identify community problems and collaborate with others in the community to create lasting and meaningful solutions. Service-learning teaches youth that they can take responsibility and are capable of improving their society.

Service-learning is very different from just doing community service projects. Learning new skills, applying them immediately, and then reflecting on them differentiates service-learning from simple community service. Service-learning provides students with opportunities to use new skills and knowledge (e.g. computer skills, project management, and communication skills) in real-life situations. There is a reciprocal relationship between its two key terms: the service reinforces and strengthens the learning, and the learning reinforces and strengthens the desire to serve. Service-learning also focuses on personal and group reflection, also known as (inter)personal development. Through the reflection process, students internalize important moral values, social participation, and empathy for others. In addition, service-learning recognizes the important lessons that students have to learn from their fellow community members. This approach helps them to approach the community humbly, as learners and fellow servants, rather than in the imperious, paternalistic, or judgmental way so often seen in bad community development practice.

1.2.2.1 How do IMPACT Clubs use service-learning?

Service-learning is the backbone of the IMPACT Club model. IMPACT Clubs are structured as service-learning clubs, using community service-learning projects to impart vocational skills and an attitude of good citizenship.

⁶ Wade, Rahima (Ed). Community Service-Learning. Albany: State University of New York Press, 1997, p. 19.

⁷ Wade, p. 20.

A large section of the IMPACT Club program is planning and implementing service projects. Every few months, IMPACT Club members choose a new service-learning project to complete. IMPACT Clubs encourage members to look critically at their community's needs and resources; meet with other community members and organizations; choose a community need or issue to address that is of interest; design and implement the project; and follow up with a debriefing and evaluation session. To enable the completion of these projects IMPACT Club Leaders support and encourage the adolescent club members, providing them with mini-trainings on specific learning areas such as financial management, project writing, community relations, or other areas that fit the young people's chosen project. The projects themselves are practical outlets to apply their new skills. In doing the projects, students learn to accept responsibility for themselves and the environment they live in, and learn that they have the power to change themselves and their community.

1.2.3 WHAT IS ADVENTURE EDUCATION?

In addition to the use of community service-learning projects as a way to develop competencies in adolescents, IMPACT Clubs also incorporate fun and adventure into the programming. Adventure education is a valuable non-formal education discipline that teaches important values and skills through fun and adventurous experiences and games.

Adventure education can also be a tool for community development. The American Psychological Association has evaluated and published its results of Adventure Education programs in the United States, and the results show that adventure education is a "proven way of fostering communication, cooperation, and trust."⁸

Adventure education is similar to service-learning in that critical engagement with first-hand, direct experience itself is the teaching tool. While the community service-learning project is the "experience" for service-learning, adventure education uses games and adventurous activities as the "experience" for further reflection, in order to impart important lessons such as teambuilding and interpersonal trust. Adventure education is unique in the emphasis it puts on participants drawing conclusions from fun experiences; Leaders act only as facilitators of that process. Project Adventure, a world leader in adventure education explains:

*"The field of adventure [education] is different from traditional physical education activities, from traditional methods of counselling, from traditional styles of teaching, and from the 'old school' of training and professional development. What's the difference? Two things: first, the leader/facilitator doesn't provide all the answers to the group; primarily the participants learn from each other. Second, adventure experiences intentionally contain a certain amount of spontaneous unpredictability. Spell that F-U-N."*⁹

Adventure activities give participants a sense of healthy risk while asking them to reflect on their own abilities. They learn to trust themselves and their team, and thus the importance of community. Adventure education creates a foundation for discussion and action, resulting in change through common agreement and consensus. Rather than a top-down, disempowering approach to community development, adventure education promotes teamwork, trust, cooperation, increased self-confidence and communication through experience and discussion – all of these being necessary ingredients for active citizenship.

Adventure education also includes elements of spontaneity, fun and risk. Fun and spontaneity keep participants interested in the activities. While safety is always a number one priority in adventure education, its activities let participants feel a certain level of risk. This risk can be either a social risk or a physical challenge. Activities are designed to push participants out of their comfort zone. They force participants to rely on others as well as their own untapped strength. However, the risk is always voluntary. One of the rules of adventure education is "Challenge by Choice." Challenge by Choice means that each student has the chance to try difficult or frightening challenges in an atmosphere of support and caring. They can "back off" when performance pressures or self-doubts become too strong, knowing that an opportunity for a future attempt will always be available. While participants are strongly encouraged to try an activity, it is always a choice.

⁸ Monitor, Journal of the American Psychological Association, September 1994, pp. 48-49.

⁹ Rohnke, Karl and Butler, Steve. Quicksilver. Dubuque, IA: Kendall/Hunt Publishing Company, 1995, p. 5

1.2.3.1 How do IMPACT Clubs use adventure education?

IMPACT Clubs use adventure education to develop character through exploring social values. IMPACT Clubs include a game or other fun activity in every meeting. The game provides elements of fun, risk, cooperation and teamwork. The goal of the game in IMPACT Clubs is to energize participants while teaching cooperative moral values through the game experience. Games should foster the development of teamwork, communication, respect and participation. IMPACT Club Leaders act as facilitators of games and debriefing discussions. The Leaders' goal is to enable participants to know themselves and their group better from the experience of playing the game, in order to help participants understand what behaviors promote teamwork and what behaviors harm it, as well as to draw lessons about real life which can be learned from participating in the game.

IMPACT Clubs also can, and should, include regular fun projects. These fun projects may also include components of adventure education. Whether it is a camping trip, a hiking excursion or a big game night, all IMPACT Club experiences offer members the opportunity to learn moral values and practical skills, and help youth to be able to contribute to the common good. Fun projects can grow members' trust, teamwork, interpersonal communication, ecological responsibility, compassion and courage.

1.3 The IMPACT Club 4 Pillars: General Learning Objectives

Young people around the world find themselves in an emerging global economy requiring flexible skills, dynamic and team-oriented leadership, and an increasing level of technological competence. The traditional educational system is unable to keep up with the pace of change, and new educational methods are needed for society's adolescents and youth to develop the skills necessary for success. IMPACT Clubs were designed to fill this educational gap. Using the non-formal education disciplines of service-learning and adventure education, they help adolescents learn the necessary competencies for living in a democratic society and within a competitive marketplace.

IMPACT Clubs helps young people learn these skills through its weekly meetings and service-learning projects. The IMPACT Club model is structured across four general learning objectives, five core competencies, and six foundational values. The learning objectives, competencies, and values are presented in the IMPACT Club Learning Structure on the following page and are explored further in this section.

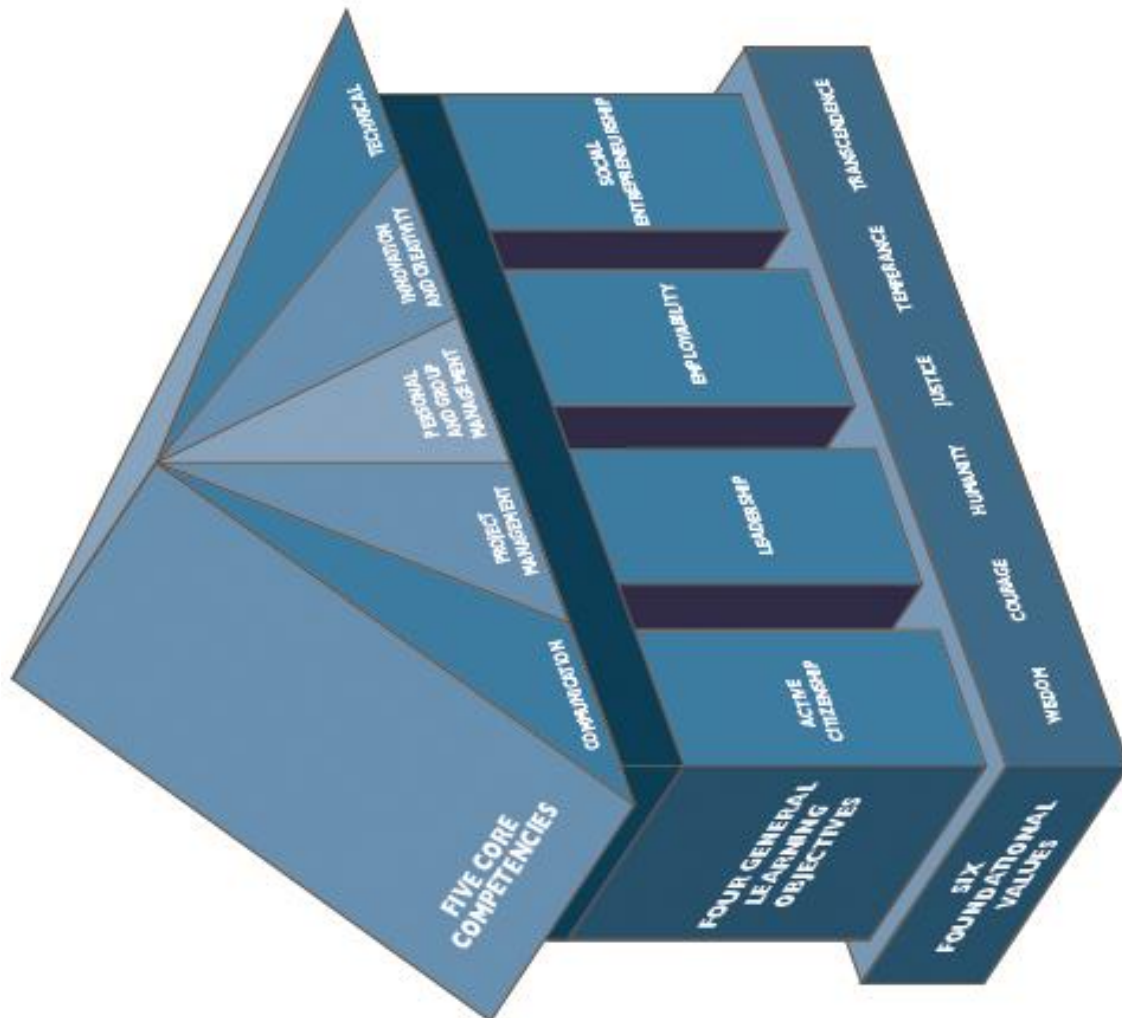
IMPACT Club Learning Structure

The *IMPACT Club* program is structured across four general learning objectives, five core competencies, and six foundational values.

Six Foundational Values: Moral development is vital to the *IMPACT Club* model. The model intentionally strengthens *IMPACT Club* members' values in order to ground their own personal development, but also to help them create an environment where they can find or create meaningful work, and participate constructively in their communities.

Five Core Competencies: In *IMPACT Clubs*, the goal is for holistic competency development – the combination of skills, knowledge, and attitudes that result in long-term behavioural change. The *IMPACT Club* program aims to develop five transversal core competencies. "Transversal" means that these competencies are developed throughout the entire program – the five core competencies are woven into the entire *IMPACT Club* curriculum and learning activities, continually built and reinforced over and over again.

Four Pillars: General Learning Objectives: The *IMPACT Club* program has four general learning objectives. These learning objectives are the pillars of the model, providing an important structure that ensures that the *IMPACT Club* program prepares young people to enter the workforce, gain decent and durable employment, and participate constructively in their communities.



1.3.1 THE IMPACT CLUB 4 PILLARS: GENERAL LEARNING OBJECTIVES

The IMPACT Club program has four learning objectives, which are crucial to helping prepare young people to be social, economic and active citizens in their communities. These learning objectives are:

- > **Active Citizenship:** IMPACT Clubs use community service-learning projects to help female and male adolescents develop skills that will enable them to become responsible, trustworthy citizens of integrity who contribute to the common good.
- > **Employability:** IMPACT Clubs allow female and male adolescents to develop the social, organizational, and technical skills that will increase their chance of success in a competitive marketplace.
- > **Social Entrepreneurship:** IMPACT Clubs encourage entrepreneurial thinking and support female and male adolescents to develop commercial behaviors that can be used for social and profit purposes.
- > **Leadership:** IMPACT Clubs offer opportunities for female and male adolescents to engage in facilitating or coordinating activities within the club to develop specific skills that will enable them to pursue the long-term welfare of their communities.

From these general objectives, the IMPACT Club program aims to develop five core competencies in adolescents.

1.3.2 THE IMPACT CLUB CORE COMPETENCIES

The IMPACT Club program aims to develop five transversal core competencies. “Transversal” means that these competencies are developed throughout the entire program – not just in one small part of the curriculum or activities. These five competencies are woven into the IMPACT Club program, continually built and reinforced over and over again.

In IMPACT Clubs, “competence” has three parts: knowledge, abilities, and values or attitudes. Without any of these facets, it is likely that the knowledge will not “stick” or be transformed into daily behaviors. Ideally, the competencies that IMPACT Club members develop would be applied throughout their lives, transforming them.

COMPETENCE = knowledge + abilities + values/attitudes		
Competence is the proven capacity to appropriately use knowledge, values, and attitudes in order to act effectively in situations		
Knowledge is familiarity with a set of facts, principles, theories, and practices gained through experience.	Values/Attitudes An attitude is the way an individual responds to aspects of life emotionally, cognitively, and through behavior. Values are the principles that define what is important and valued in life, determine appropriate behavior, and enable a person to assess situations, events, and people in order to respond in an appropriate way.	Ability represents the capacity to apply and use knowledge in order to perform tasks and solve problems.

Often, students in traditional school settings gain knowledge but do not develop competencies that practically connect to a set of skills, values, and attitudes¹⁰. For example, a person might learn road rules (knowledge) in a driving school class – but this does not mean that they are a competent driver. It is not until an individual applies that knowledge through a driving lesson with an experienced instructor supporting them that they begin to develop the ability (or skill) to steer and park a vehicle, understand why it is important to respect other drivers, and value the safety of themselves and others while driving. It is the combination of knowledge of road rules, developing the skill or ability to drive a vehicle, and combining that with the values and attitudes that

¹⁰ Bricoe J.; Pitofsky J.; Willie, J.; and Regelbrugge, L. Service- Learning and School-to Work: A Partnership Strategy for Educational Renewal. Alexandria, VA: National Association of Partners in Education, Inc., September 1996

ensure that they are safe and respectful of others on the road, that we would consider a person a 'competent' driver.

In IMPACT Clubs, the goal is for holistic competency development – the combination of skills or abilities, knowledge, and values or attitudes that result in long-term and sustainable behavioral change.

The IMPACT Club program is designed to develop competencies in the following five key areas:

- > **Project management:** Knowledge, abilities, and values needed for IMPACT Club members imagining, planning, resourcing, carrying out and measuring community service-learning projects, social entrepreneurship projects, and personal business plans.
- > **Communication:** Knowledge, abilities, and values needed for IMPACT Club members to express themselves well, understand others, and respond appropriately to different people in different situations.
- > **Technical:** Knowledge, abilities, and values needed for IMPACT Club members to use different tools and methods in order to communicate and implement a community service-learning project, social entrepreneurship project, or personal business plan.
- > **Personal and group management:** Knowledge, abilities, and values needed for IMPACT Club members to evaluate themselves, manage their personal resources and education, develop a personal and group learning plan, set goals, and work together for a common purpose.
- > **Innovation and creativity:** Knowledge, abilities, and values needed for IMPACT Club members to gather and evaluate information and develop creative and innovative ideas to solve different problems.

1.3.3 THE IMPACT CLUB VALUES

Moral values serve as the basis for social capital growth and civil society development. When club members develop trust, responsibility, respect, and teamwork, they can contribute to a healthy, flourishing society. These values also underpin a healthy marketplace – without them, business partnerships, cooperation for innovation, and collaborative projects are impossible. This is why moral development is such an important part of IMPACT Clubs.

The IMPACT Club model is also committed to gender equality. By fostering values in male and female adolescents, the model supports young people to:

- > be aware of power imbalances in social relationships;
- > treat everyone with respect, including marginalized groups such as girls and women, people with disability, the aged and minority groups;
- > promote respect for boys, girls, men and women, and challenge norms which reinforce gender inequality;
- > challenge harmful stereotypes and practices, particularly gender-based violence; and
- > promote gender equality and equal opportunities for boys, girls, men and women.

Informed by the work of the VIA Institute on Character (VIA),¹¹ the IMPACT Club model intentionally seeks to help adolescents develop the values and character strengths necessary for working with others toward common community purposes.

As recognized by VIA, “character strengths are the psychological ingredients for displaying human goodness and they serve as pathways for developing a life of greater virtue. While personality is the summary of our entire psychological makeup, character strengths are the positive components — what's best in you.”¹²

The model includes values and character strengths in order to ground the IMPACT Club members' own personal development, but also to help them create an environment where they can find or create meaningful work, obtain sustainable livelihoods, and participate constructively in their communities.

The IMPACT Club model has adopted VIA's Character Strength Framework, which offers standardized definitions of character strengths (or values) and a way of assessing, measuring, and evaluating the development of young people.

¹¹ The VIA Institute on Character: <http://www.viacharacter.org/www/>

¹² The VIA Institute on Character: <http://www.viacharacter.org/www/>

The 24 VIA Character Strengths are universal across all aspects of life: work, school, family, friends and community. The 24 character strengths fall under six broad virtues and include the capacity to help ourselves and others. The character traits and virtues are described in detail below:

- > **Wisdom and Knowledge:** Cognitive strengths that involve the acquisition and use of knowledge.
 - Creativity [originality, ingenuity]: Thinking of new and productive ways to imagine and do things; includes artistic achievement but is not limited to it.
 - Curiosity [interest, novelty-seeking, openness to experience]: Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering
 - Judgment [critical thinking]: Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly
 - Love of Learning: Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally; related to the strength of curiosity but goes beyond it to describe the ability to add systematically to what one knows.
 - Perspective [wisdom]: Being able to provide good advice to others; having ways of looking at the world that make sense to oneself and to other people.
- > **Courage:** Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal.
 - Bravery [valor]: Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it.
 - Perseverance [persistence, industriousness]: Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks.
 - Honesty [authenticity, integrity]: Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions
 - Zest [vitality, enthusiasm, vigor, energy]: Approaching life with excitement and energy; not doing things halfway or half-heartedly; living life as an adventure; feeling alive and activated.
- > **Humanity:** Interpersonal strengths that involve tending and befriending others.
 - Love: Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people.
 - Kindness [generosity, nurturance, care, compassion, altruistic love, “niceness”]: Doing favors and good deeds for others; helping them; taking care of them.
 - Social Intelligence [emotional intelligence, personal intelligence]: Being aware of the motives and feelings of other people and oneself; knowing what to do to fit into different social situations; understanding how other people think.
- > **Justice:** Civic strengths that underlie healthy community life.
 - Teamwork [citizenship, social responsibility, loyalty]: Working well as a member of a group or team; being loyal to the group; doing one's share
 - Fairness: Treating all people the same according to notions of fairness and justice; not letting personal feelings prejudice decisions about others; giving everyone a fair chance.
 - Leadership: Encouraging a group of which one is a member to get things done, and at the same time maintaining good relations within the group; organizing group activities and seeing that they happen.
- > **Temperance:** Strengths that protect against excess.
 - Forgiveness: Forgiving those who have done wrong; accepting flaws in others; giving people a second chance; not being vengeful.
 - Humility: Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is.

- Prudence: Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.
- Self-Regulation [self-control]: Regulating what one feels and does; being disciplined; controlling one's appetites and emotions.
- > **Transcendence:** Strengths that make connections to the larger universe and provide meaning.
 - Appreciation of Beauty and Excellence [awe, wonder, elevation]: Noticing and appreciating beauty, excellence, and/or skilled performance in various domains of life, from nature to art to mathematics to science to everyday experience.
 - Gratitude: Being aware of and thankful for the good things that happen; taking time to express thanks.
 - Hope [optimism, future-mindedness, future orientation]: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about
 - Humor [playfulness]: Liking to laugh; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes.
 - Spirituality [faith, purpose]: Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort.

1.4 The IMPACT Club Learning Tools

This section provides an overview of the learning instruments used in the IMPACT Club program. This includes the IMPACT Club Curriculum, Passport, and Journal.

1.4.1 THE IMPACT CLUB CURRICULUM

The IMPACT Club program is built on non-formal and experiential education methodologies, as explained in the first sections of Phase I: Preparation. Why then, in a program designed to be participant-driven and flexible, is there a written curriculum? What is the role of the IMPACT Club curriculum, and what does it contain? These are the questions this section will address.

The **goal of the IMPACT Club program** is to equip female and male adolescents with work-readiness, technical and life skills and capabilities, using a combination of service-learning and experiential education.

The IMPACT Club curriculum is a planned educational experience. Its purpose is to provide guidance for Leaders as they work to develop competencies in IMPACT Club program members. The curriculum addresses topics in four main learning areas: active citizenship, employability, leadership and social entrepreneurship.

The IMPACT Club curriculum uses non-formal educational activities to creatively engage the whole person in the learning process. The activities in the IMPACT Club curriculum are designed to be experiential and participant-guided, in keeping with the core IMPACT Club methodologies. These activities use various methods including service-learning projects, videos, role-playing, energizers, guided discussion, and many others. Each meeting is designed to include a wide variety of activities so participants with different learning styles can all be engaged and learn at their own pace. Many activities are accompanied by debriefing questions, to help guide the IMPACT Club members in reflection on and application of the lessons learned during the activity.

The curriculum is designed as a useful tool to help make IMPACT Club Leaders' lives easier, and to ensure some standardization of the IMPACT Club program from club to club. The IMPACT Club curriculum provides IMPACT Club Leaders with a pre-designed set of activities that meet particular learning objectives – the same learning objectives being pursued by members of the IMPACT Club program in other cities, regions and countries. The curriculum gives Leaders a basis, which they can then adapt – a starting point to give them ideas and insights as they adjust each meeting to suit the particular needs and interests of their own clubs.

Leaders should use the curriculum for planning purposes before weekly club meetings. The curriculum is not meant to be read “word for word” or given to IMPACT members, but rather to help the Leader prepare for and facilitate quality learning experiences at every IMPACT Club meeting.

The IMPACT Club curriculum aims to:

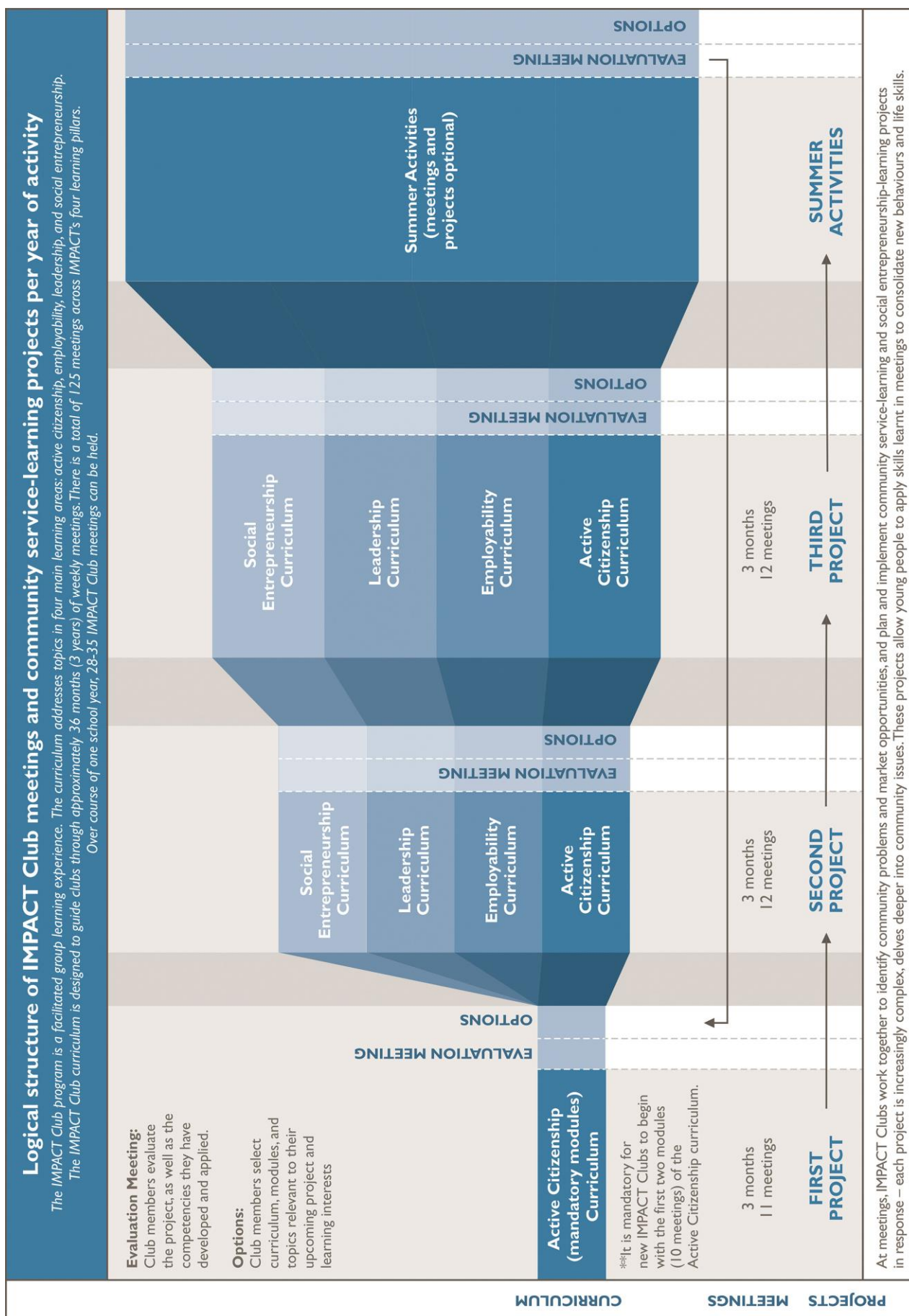
- > Provide an age-appropriate learning experience for adolescents between 12 to 17 years old
- > Be a flexible, easy-to-use yet well-structured tool to aid Leaders in their planning and implementation of weekly IMPACT Club meetings
- > Meet the educational objectives of the IMPACT Club program
- > Comply with WV's goals and mission
- > Develop holistic competencies in IMPACT Club members (knowledge, abilities, and attitudes) which lead to changed behaviors in and outside of the IMPACT Club program
- > Use resources efficiently in order to apply to a wide variety of contexts
- > Emphasize depth of learning and competencies acquired (quality) over the amount of material covered (quantity)
- > Provide adolescents the opportunity to demonstrate what they have learned
- > Promote gender equality and support equitable participation and opportunities for female and male adolescents

1.4.1.1 How should the IMPACT Club curriculum be used?

The IMPACT Club curriculum is designed as a guide to help IMPACT Club Leaders plan for and implement fun, engaging, and high-quality meetings, which achieve the learning objectives of the IMPACT Club program. It is also designed with the intention of standardizing the program from club to club so that the impact of the program can be measured more effectively.

When IMPACT Club Facilitators look at the curriculum, they should consider these principles:

- > The IMPACT Club curriculum is designed to guide clubs through approximately 36 months (three years) of weekly meetings. Over the course of one school year, 28-31 IMPACT Club meetings can be held according to IMPACT Club quality standards (see Logical Structure of IMPACT Club meetings below).
- > It is mandatory to begin with Active Citizenship, as the first two modules will set the stage for what IMPACT Clubs are and what members can expect from the program.
- > The curriculum is divided into four major learning objectives and many smaller modules, which flow naturally from one to another. However, within each major learning objective clubs are free to pick and choose the order in which they want to complete the modules, depending on the interest of the group members, their learning style, group dynamics, stage of group development, and flow of activities.
- > The lessons in the curriculum often include multiple activities, which cannot all be completed within the time allotted for a single club meeting. Leaders are free to pick only some of the activities in the curriculum to complete in the meeting, or extend the topic into two separate meetings. In addition, Leaders can substitute activities in the curriculum for activities they find more suitable, so long as the same learning objectives are achieved.
- > Every meeting should include time to work on community service-learning projects. The projects often take a few months to complete, and some space should be left in each meeting to work on whatever stage of project development the club is at.
- > Every few months, or upon the completion of every service-learning project, an evaluation meeting should be held. The evaluation meeting is the third module of the Active Citizenship curriculum. Leaders can use different parts of the meeting each time they return to it, or design their own reflection methods, but it is extremely important to take time every now and then to pause and reflect as individuals and as a group on the learning and development that has happened so far in the IMPACT Club.
- > The curriculum is designed to help IMPACT Club Leaders, not hinder them. If there are activities that do not seem to be a good fit for the group, there is freedom to adapt or replace them! Not every club is the same, and the curriculum is meant as a guide, not a rigid doctrine. Leaders may also let the members choose which modules seem interesting to them.



1.4.2 THE IMPACT CLUB JOURNAL

The IMPACT Club Journal is a tool for IMPACT Club members – it is a personal, detailed record of a member's learning and growth.

The IMPACT Journal should be used at regular Evaluation and Reflection Meetings, which are held after the completion of service-learning projects (approximately every three to four months).

Every IMPACT Club member should have their own Journal, which (depending on the responsibility of the club members) they can keep at home and bring when needed, or the IMPACT Club Leader can keep the Journal and only pass it out for use during Evaluation and Reflection Meetings.



The Journal is a 15-page book (A4/8.5" x 11" pages) that should be printed and spiral-bound or placed in a binder so that new pages can be added periodically. The Journal includes the following elements:

- > **About Me** should be filled out the first time the IMPACT Club member receives the Journal.
- > **My IMPACT Projects** should be filled out after every service-learning project. The Journal has only one copy of this page, but additional copies can be made and inserted after each new project so that the Journal contains a growing record of the member's projects.
- > **What Have I Learned in IMPACT?** explains the five core competencies of the program and lays out the rules for self-evaluation on the subsequent pages.
- > Five pages with "competency indicator" lists. On these pages, the members have the chance to read through the indicators for each of the five core competencies and check off the ones that they have achieved. This is a chance for honest self-evaluation and goal-setting for future learning. Their achievement will be rewarded with stickers in the **IMPACT Club Passport** according to the number of indicators they checked.
- > **My Role Model in Life** can be filled out privately by the IMPACT Club member or can be used by the Club Leader at an appropriate time. Extra copies can be made of this page in case the IMPACT Club member wants to add additional role models to his or her Journal.
- > **My Personal Learning Plan** should be filled out at every Evaluation and Reflection Meeting to help members set goals for future learning. There is only one copy of this page in the IMPACT Club Passport, but again, additional copies should be made and inserted when needed.
- > **My Thoughts** contains blank space for the IMPACT Club member to write down memories or lessons learned, while the **Memories and Notes** page gives space for other members of the club to write kind words to the member who owns the Journal.
- > **The IMPACT Club Commitment** page is a reminder to the member of the values and lifestyle of IMPACT Club. They should sign and date this page when they feel truly committed to the IMPACT Club and program.

1.4.3 THE IMPACT CLUB PASSPORT

The IMPACT Club Passport is a small rewards system – a pamphlet that presents in a clear visual way the levels of achievement of an IMPACT Club member.

Like the Journal, it should be used during Evaluation and Reflection Meetings, based on the work done in the Journal (namely, based on the indicators checked on the five competency indicator lists).

Every IMPACT Club member should have their own Passport, which (depending on the responsibility of the Club members) they can keep at home and bring when needed, or the IMPACT Club Leader can keep the Passports and only pass these out for use during Evaluation and Reflection Meetings.



The Passport is a six-page book (A5/5.8" x 8.3" pages) that should be printed and bound. It is accompanied by stickers for the Club Leader to keep and put in the members' Passports when appropriate. The following pages comprise the Passport:

- > **About Me and My Activity in IMPACT Club** are places for members to write about themselves and mark the months they have been active in IMPACT, so as to have an easy-to-read record of their time and activity in the program.
- > **My IMPACT Club Projects** is a simple list of the service-learning projects that were written about in more detail in **the IMPACT Club Journal**. Here a simple, short list helps present an easy-to-read record of their projects. Members should add a new project to this list every time they complete a project page in the Journal.
- > **What I've Learned in IMPACT Clubs** is a short description page of the meaning of the stickers shown on the following page. The awarding of stickers is based on the indicators checked off in the **IMPACT Club Journal** according to the following scheme:
 - 4 indicators = basic level (blue sticker)
 - 8 indicators = proficient level (orange sticker)
 - 12 indicators = advanced level (green sticker)



Stickers go on this page according to the level achieved by the member.



Please note that if a club does not have access to stickers, members can color in the appropriate sticker spot with crayons or markers to show their progress instead. Below are sample stickers from Romania for the Communication competency, but each country can make their own.

- > **The IMPACT Club Commitment** is the final page of the Passport and is a simple reminder, once again, of what it means to be an IMPACT member.

1.5 The IMPACT Club Meeting Structure

The purpose of IMPACT Clubs is to creatively combine fun, learning, and service as a means of continuously improving its members and society. Rooted in the non-formal educational disciplines of adventure education and service-learning, IMPACT Clubs offer a unique structure for its weekly meetings and regular service-learning projects. This section will focus on the IMPACT Club weekly meetings.

1.5.1 BASIC MEETING STRUCTURE

Most IMPACT Clubs meet once a week, for two to three hours per meeting. The IMPACT Club curriculum contains enough meetings to support 36 months (three years) of weekly meetings of this length, or 42 months (three and a half years) of meetings excluding the summer holidays for clubs that meet during the school year. Clubs also often gather together outside of their regular weekly meetings to do extra work on their service-learning projects (e.g. visiting potential donors) or to gather for fun, informal bonding activities.

Every IMPACT Club meeting should begin with a brief introduction, to help members know what to expect during that meeting. In addition, many IMPACT Club meetings contain an energizer or short game in order to unite the group and get them excited and focused for the time together. After that, the IMPACT Club meetings contain a variety of non-formal activities designed to help IMPACT Club members fulfill the learning objectives of the program in a fun, engaging, and transformative way. Meetings are laid out step-by-step in the IMPACT Club curriculum but can also be planned individually by IMPACT Club Leaders when need be. When planning meetings, be sure to take into consideration the elements below.

1.5.2 COMPONENTS OF A MEETING

The IMPACT Club simplest meeting structure almost always includes a fun team-building game, a story and discussion about moral development, and time to work on a community service-learning project. These three cornerstones of IMPACT Club meetings are further explained below.

1.5.2.1 Games

If IMPACT Club is an educational model, why do games play such a key role? The most obvious answer is that games fulfill one of the key elements of the IMPACT Club mission statement: fun. Games energize each meeting and maintain participants' excitement. From qualitative studies done of IMPACT Club program, games and the fun that accompanies them prove to be the initial attraction for many members. Using adventure education's philosophy of learning through fun and adventure, games also have an important educational purpose. In addition to promoting group participation and inviting greater community involvement, IMPACT Club games are powerful tools for learning and internalizing moral values.

The time dedicated to a game within the structure of a meeting depends on the purpose of the game. For example, 10 to 15 minutes is enough for a game intended to energize a group, introduce a topic, create unity or simply have fun. For a role-play or more challenging problem-solving initiative designed to build teamwork and teach moral values, 30 minutes to an hour would be appropriate. There are practical examples of each of these types of games, with detailed facilitation instructions, in the IMPACT Club curriculum.

1.5.2.2 Stories

Stories fulfill another learning purpose of IMPACT Club by helping to teach moral values that are critical to improving trust and relationships across the community. Although the value of story is not well understood in modern education, many outstanding teachers have demonstrated its worth as a way of imparting moral lessons. By demanding that listeners actively form their own thoughts and conclusions, stories invite learning through vicarious experience of characters and events. Stories also activate the moral conscience. While traditional education typically informs students how to behave and what to think, IMPACT Clubs use stories to promote discussion and to lead participants to form their own conclusions.¹³ IMPACT Club stories may be tailored to meet the specific needs of the target group. For example, a church group might use stories from the Bible or another religious tradition, whereas a secular NGO using the IMPACT Club model may choose a different story set. "Stories" may also take the form of film clips, readings from current events, or role plays – any narrative that provokes discussion of morality and life choices.

The time allowed for discussing a story depends upon the length of the story, the activities planned in conjunction with the discussion, and other meeting goals. An average story reading and discussion will probably be at least 25 to 35 minutes in length.



The IMPACT Club model uses games to engage participants while teaching them new knowledge, skills and behaviours through fun activities

¹³ Kilpatrick, William. *Why Johnny Can't Tell Right From Wrong: And What We Can Do About It*. New York: Simon & Schuster, 1992



IMPACT Club members repair their school's basketball court as a community service-learning project.

1.5.2.3 Community Service-Learning Project

The moral values taught through IMPACT Club stories and community service-learning projects are essential to healthy personal development, while the practical skills developed by IMPACT Club trainings are invaluable to adolescents' employability and economic opportunities. Many IMPACT Club meetings include chances for the participants to learn technical and leadership skills, and it is critical that both female and male participants are supported to build these skills. Technical learning activities include project writing, project management, financial management, and budget writing. Because such skills are vital for adolescents and youth in today's ever-changing global economy, each project should be approached as an opportunity to learn skills. IMPACT Club meetings also focus on leadership development. Leadership activities include lessons on communication, teamwork, conflict resolution, servant leadership, democratic processes and community relations. By promoting social and civic participation of both female and male adolescents, IMPACT Club equips adolescents to become community leaders committed to gender equality and social inclusion. While meetings can be tailored to meet specific project needs, technical lessons and leadership activities also teach skills that are critical to participants' future career opportunities.

The process of choosing, planning, and implementing community service-learning projects is the cornerstone of every IMPACT Club. As well as being the most visible aspect of the model and an effective form of public relations, service-learning projects are central to the purpose and mission of IMPACT Clubs. However, IMPACT Club Facilitators and Leaders must remember that IMPACT Club is not just community service program, but rather service-learning. Projects are not ends in themselves but are practical teaching tools for skills such as teamwork, budget planning, and project management. Though IMPACT Club Facilitators and Leaders may be tempted to accomplish project activities alone rather than to empower participants to apply what they have learned, Leaders must again remember their role as facilitators, not key players. Thus, Leaders must regularly clarify their position as guides and helpers rather than traditional "leaders."

The amount of time necessary for planning and implementing a service-learning project depends on the project's scope, and the amount of time devoted to a project at each meeting can vary. Some meetings may only require a brief 10-minute brainstorming session for a future project, while a project in the final stages may take an entire two-hour meeting. However, Leaders must remember that project work should also occur outside of regular meetings. Club meeting times are best used to assign different project responsibilities to small groups or individuals, review completed tasks, or work together on facets of the project that require a large group. Individual work time or outside parts of the project – talking to community partners, fundraising activities, etc. – will probably need to take place outside of the regular IMPACT Club meeting. Phase 4 will go into further detail about how IMPACT Club Facilitators can support Leaders and clubs to identify, plan and implement community service-learning projects.

1.6 The IMPACT Club Minimum Quality Standards

So, how will IMPACT Club Facilitators know when an IMPACT Club is healthy and performing well? What are the critical success factors that contribute to an IMPACT Club being successful and reaching its learning objectives? WV and NHF have created the following "Minimum Quality Standards" that WV staff can use to ensure that their clubs are on the path to success.

IMPACT Club Facilitators should regularly check their clubs against this to avoid potential challenges that can arise with poor performing clubs.

Quality Criteria	Quality Indicator(s)	Minimum Quality Standard
IMPACT Club Members	> IMPACT Club members	<p>1st year: Minimum of 10 members; maximum of 20 members Medium number reached: 15</p> <p>2nd year: Minimum of eight members; maximum of 25 members Medium number reached: 13</p> <p>It is important to ensure that IMPACT Club membership is gender-balanced with equal opportunities for female leadership and decision-making. However, there may be occasions where it is appropriate to have female-only groups. This is necessary to consider in contexts where female adolescents will experience barriers/gender based violence if there is not strong social support for their participation in mixed forum.</p>
Age Category	> Age interval	<p>A club can only* work with IMPACT members who belong to the same age category:</p> <ul style="list-style-type: none"> > Category A: (11) 12-14 years old > Category B: (14) 15-17 years old <p><i>*Rare situations may occur when children from elementary or middle school attend a high school club or when 11-year-olds participate in clubs of Category A, but generally clubs are age-specific.</i></p>
Meeting Space		<p>Requirements for an IMPACT meeting space:</p> <ul style="list-style-type: none"> > A safe space (particularly for girls and people with a disability) that can comfortably accommodate large groups; > At least minimum furnishings: (20 chairs and 2 tables which can be moved and arranged) > Storage space for club materials (otherwise materials can be brought each time by Club Leaders) > Controllable temperature which allows activities to take place throughout the year > Available for IMPACT meetings at least once a week for a minimum of two hours or a maximum of four hours (including meeting preparation) > Provided through partnership with school or other institution which is hosting the IMPACT club
IMPACT Club Leaders	> Number of Club Leaders	<ul style="list-style-type: none"> > Minimum of two IMPACT Leaders; maximum of four Leaders* > IMPACT Leaders must be at least 18 years old (except the junior Leader, who may be under 18)** > One Leader from the leadership team must be designated as the club coordinator and primary contact person for the club > At least one Leader must be a teacher if the club is located in a school > At least one Leader must be from outside the school > For clubs that function in non-school locations, there are no restrictions concerning the professional qualifications of the Leader <p><i>*There may be exceptional situations when a club has more than four Leaders or when only one Leader remains. In the latter case, the Leader will have to recruit at least one more Leader and train him or her in the IMPACT methodology.</i></p> <p><i>**It is recommended that a club have one junior Leader after two years of activity (an IMPACT member from inside the club or, preferably, from a different club).</i></p>
	> Training level	<ul style="list-style-type: none"> > Each IMPACT Leader must participate in at least two of three IMPACT trainings. If a new Leader is unable to attend the required training sessions, he or she must be willing to learn by working alongside the other Club Leaders.

Quality Criteria	Quality Indicator(s)	Minimum Quality Standard
IMPACT Community Service-Learning and Social Entrepreneurship Projects	> Number of projects/year	> Minimum of three service-learning or social entrepreneurship projects per year <i>*Some high-functioning clubs may organize five or more projects per year.</i>
	> Project quality	> See the quality standard for a community service-learning project.
Consistency of IMPACT Meetings	> Number of weekly meetings > Number of monthly meetings > Balance between different types of IMPACT activities	> At least one meeting per week (duration of at least one hour and 30 minutes, with a maximum duration of three hours) > At least two IMPACT meetings per month* (see table below for the recommended number of meetings per month) <i>*Exceptional circumstances may exist when a club cannot meet twice a month or cannot meet in a certain week. These meetings may be recovered at another time.</i>
Curriculum Implementation	> Number of modules per month > Number of quarterly themes	> A minimum of two meetings per month (see table below for the recommended number of meetings per month) > A minimum of two modules per quarter (a module is composed of a minimum of four meetings) > A minimum number of 28-31 meetings per year for new clubs, or a total of 30-33 meetings for older clubs (see table below) > A minimum of four meetings in the summer holidays > A total of 25-27 meetings over the school year (see table below).
Club Identity	> Identity elements of the club	> IMPACT Club has a specific name associated with IMPACT community initiative clubs > All IMPACT Clubs use the same logo (as seen at top of this document) > All IMPACT Clubs must follow the visual identity elements as stated in the IMPACT visual identity elements manual (under construction)
Club Sustainability	> Efficient allocation of resources > Level of initiative	> An IMPACT Club (members and Leaders) must use financial resources efficiently and submit all project reports according to the reporting procedures of WV > An IMPACT Club must help with co-financing through cash or in-kind support from community sources, to match at least 10 percent of the budget given to an IMPACT Club by WV after six months of activity > After two years of activity, an IMPACT Club must be capable of co-financing from its own sources (social entrepreneurship projects, etc.) or from other grants and community sponsorship
IMPACT Club Budget	> Minimum budget of an IMPACT Club	> Minimum 100 USD for a community service project every four months
Important Documents		Each IMPACT Club should have the following documents organized in one place: <ul style="list-style-type: none"> > Project templates completed after each project > Database of contacts from the club members, updated at least every three months > Attendance sheets for each meeting > Photos (before and after) of each project or IMPACT activity > Archive with any documents that the club produced or used, including articles, posters, success stories, videos, etc.

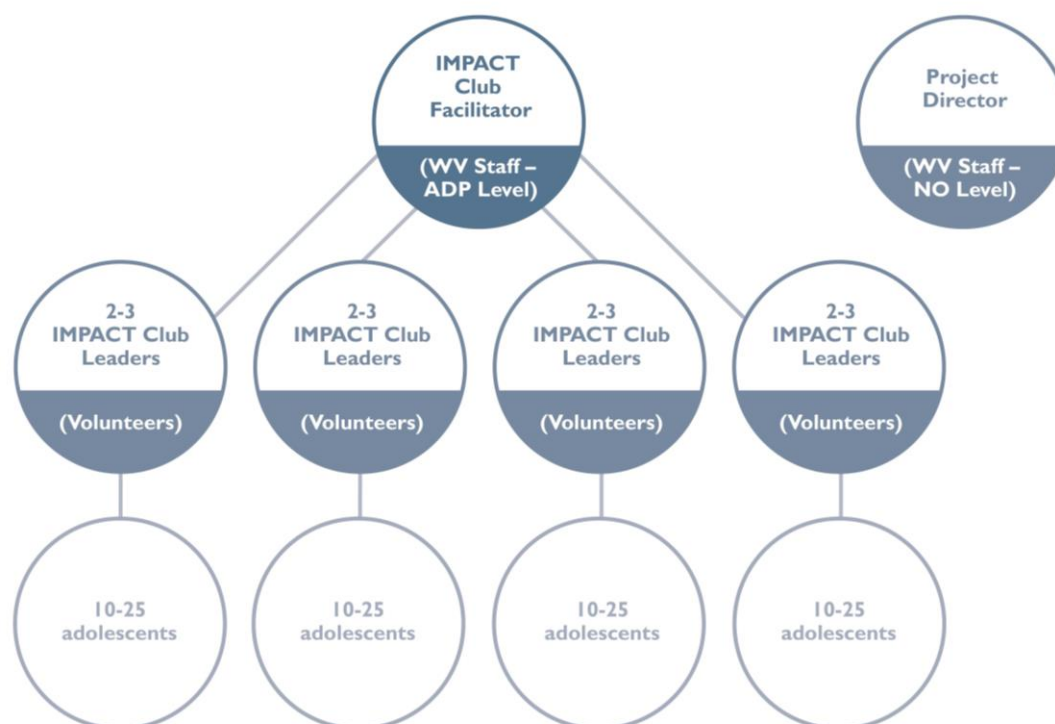
Quality Criteria	Quality Indicator(s)	Minimum Quality Standard
Training Resources for Leaders	> Minimum resources available	> Database with games and stories (online and/or in print) > IMPACT manual, curriculums, Journal, and Passport
(Auto)Evaluation of an IMPACT Club	> Reflection and evaluation	Every three months, each IMPACT Club should take time for reflection and evaluation of the learning process within the club, using the following evaluation tools: > IMPACT Journal > IMPACT Passport

1.7 The IMPACT Club Human Resource Structure

This section explores the IMPACT Club Human Resource Structure that supports, empowers and encourages the clubs to reach their goals.

Below is the in-country human resource structure for IMPACT Clubs. There are three key roles that support the IMPACT Club program. These include volunteer IMPACT Club Leaders from the community, a WV IMPACT Club Facilitator who is generally based out of a WV Area Development Programme (ADP) office, and for WV offices who have multiple IMPACT Club projects there is generally a WV staff member at the National Office (NO) level who is appointed as the Project Director to coordinate activities and consolidate data. The IMPACT Club model promotes equal opportunities for female and male leadership, and encourages male Leaders to act as “champions” and positive role models for gender equality.

IMPACT Club Human Resource Structure



1.7.1 PROJECT DIRECTOR

The Project Director is typically not someone who leads weekly IMPACT Club meetings, but instead serves in an administrative and coordination position. This person helps oversee Facilitators, communicates needs and questions to WV's IMPACT Club Global Champion and/or NHF, collects reports and monitors how IMPACT Clubs are going in their context, and generally serves as a networker, coordinator and administrator. The Project Director should have a thorough understanding of both the IMPACT Club model and the local cultural context in which the program is being run. The Project Director should be organized, responsible, a critical thinker, and must possess strong written and spoken English skills. The Project Director is generally a WV staff member working at the NO level – in past pilots the appointed Project Director has been the WV Economic Development Advisor and the Youth Advisor.

1.7.2 IMPACT CLUB FACILITATOR

The IMPACT Club Facilitator is responsible for the mentoring, coaching and monitoring of IMPACT Clubs in the area. He or she does not necessarily lead weekly IMPACT Club meetings, but does visit clubs periodically and speak regularly with Club Leaders, to encourage and assist the club and to assess the success of the educational program.

IMPACT Club Facilitators are paid WV staff members who are generally based in a WV ADP. An IMPACT Club Facilitator can generally oversee between 5-15 clubs (five clubs if the staff member is part-time, or up to 15 clubs if the Facilitator is full-time). The role of Facilitators with each of their clubs is:

- 1) first, to encourage and assist the IMPACT Club in its work together;
- 2) second, to assess the quality of the educational experience and provide additional coaching or training when necessary; and
- 3) third, to collect data and monitor the results of the program.

Each of these roles is described in greater detail in the following section, “The role of an IMPACT Club Facilitator.”

An IMPACT Club Facilitator should be someone who has a thorough understanding of the IMPACT Club model as well as the local cultural context and community in which the program is running. In addition, an IMPACT Club Facilitator should be an insightful “people person” who is able to assess, through observation and conversation, the strengths, weaknesses, and challenges of an IMPACT Club, and help find solutions to those challenges. Ideally, a Facilitator would also possess strong written and spoken English skills, but this is not mandatory. The Facilitator communicates primarily with the Project Director, who passes on questions, concerns, or additional training needs to the WV IMPACT Club Global Champion and/or NHF whenever necessary. In some circumstances, however, an IMPACT Club Facilitator also communicates directly with NHF.

1.7.3 IMPACT CLUB LEADER

An IMPACT Club Leader is the person who has the most direct contact with the IMPACT Club members. IMPACT Club Leaders work in groups of two or three to oversee and guide a club of approximately 10-25 IMPACT members. They plan and lead weekly club meetings and guide adolescents through the educational process of IMPACT Clubs, including the planning, implementation, and evaluation of community service-learning projects.

IMPACT Club Leaders are volunteers from the community (Phase 3 explores how to identify and recruit Leaders in further detail) and must undergo an introductory IMPACT Club Leaders Training (six days) to ensure they understand the IMPACT Club program, its underlying philosophy, and how to use its many tools.

Ordinarily an IMPACT Club Leader only works with one club.

IMPACT Club Leaders must be responsible adults who have been trained in the IMPACT Club program and methodology, possess a strong understanding of the local cultural context in which their adolescents live, and have demonstrated desire and enthusiasm to work with and empower young people. IMPACT Club Leaders communicate directly with Facilitators when they need assistance, encouragement, or have questions about various aspects of IMPACT Clubs.

1.8 The role of World Vision IMPACT Club Facilitator

What does it mean to be an IMPACT Club Facilitator? What roles and responsibilities does an IMPACT Club Facilitator have? What skills and abilities does an IMPACT Club Facilitator need to develop to accomplish the task well? This section will help answer these questions.

1.8.1 THE DIFFERENT ROLES OF AN IMPACT CLUB FACILITATOR

An IMPACT Club Facilitator is the “cheerleader” and support person of the IMPACT Clubs. He or she does not necessarily lead weekly IMPACT Club meetings, but does visit clubs periodically and speaks regularly with Club Leaders, to encourage and assist the club and assess the success of the educational program. The role of an IMPACT Club Facilitator with each of his or her clubs is three-fold:

- 1) Cheerleader: to encourage and assist the IMPACT Club in its work together.
- 2) Coach: to assess the quality of the educational experience and provide additional coaching or training when necessary.
- 3) Administrator: to collect data and monitor the results of the program.



IMPACT Club Leaders in Yerevan AP are critical to the success of the program.

IMPACT Club Facilitator as Cheerleader

This part of the IMPACT Club Facilitator's job is the most fun. In "cheerleader" mode, the IMPACT Club Facilitator gets to visit clubs, attend their meetings and projects, and hear the members' success stories. In this role, the IMPACT Club Facilitator walks alongside the club and encourages and praises their work. Often in IMPACT Club projects, visits from the IMPACT Club Facilitator are like visits from a beloved big brother or sister – someone who is not there all the time, but who believes in the adolescents, encourages them, and lifts their spirits.

IMPACT Club Facilitator as Coach

This is the most difficult and interesting part of an IMPACT Club Facilitator's job. To do this aspect of the job well, an IMPACT Club Facilitator must have a good understanding of the IMPACT Club program, its underlying philosophy and its tools, and must be able to assess how successfully a club is meeting its educational objectives. If an IMPACT Club Facilitator notices that a Club Leader is struggling in some area, or that the members of the club seem to be "missing" something important, it is the IMPACT Club Facilitator's responsibility to step in and help. This generally starts with a conversation with the Leader about the issue, but may also mean organizing a mini-training on a certain topic or tool.

For example, let's say that an IMPACT Club Facilitator has noticed that club members seem to be unenthusiastic about their community service-learning project. This is a sign that something is going wrong, because the adolescents should feel empowered and excited about their projects in the community, and it is now the role of the IMPACT Club Facilitator to figure out why this isn't the case for this club. Perhaps the club has encountered a lot of barriers as they have tried to do their project, and they are just discouraged. Or perhaps there wasn't buy-in from the members at the beginning of the project, meaning that the Leader chose the project and forced the adolescents to agree to it without really getting their initiative or leadership. Regardless, the IMPACT Club Facilitator should try to uncover the cause through conversations and observation. Once the cause has been discovered, the IMPACT Club Facilitator should assist the club in reaching a solution. If they are simply discouraged, perhaps the IMPACT Club Facilitator could meet with them and their Leader to assess their project so far and re-adjust the goal of the project. If the case is that the Leader chose the project, the IMPACT Club Facilitator should meet with the Leader and re-emphasize the importance of the adolescents' initiative, and then perhaps attend a meeting where the Leader and the club members work together to re-adjust the goal of the project to be more exciting to the members themselves.

This part of the role of an IMPACT Club Facilitator takes some practice. To be a good coach requires having a healthy and trusting relationship with the IMPACT Club Leaders he or she oversees, and takes some initiative and intuition. However, the Facilitator will improve over time, and the Project Director and IMPACT Club Global Champion will be there to offer support and encouragement along the way. They can also put Facilitators in contact with an IMPACT Club Facilitator in another country, who can share tips and lessons learned along the way.

IMPACT Club Facilitator as Administrator

This is a very straightforward part of the role of an IMPACT Club Facilitator, but vitally important. An IMPACT Club Facilitator does a lot of information-gathering for the Project Director in order to produce reports. The reason these reports are important is:

- 1) first, they assess the health of IMPACT Clubs in that ADP and give the big picture of how effective the program is in meeting adolescents' needs;
- 2) second, they provide information for WV and NHF about the variations and lessons learned from IMPACT Clubs in various international locations, which can be useful for partners around the world; and
- 3) third, having gender-sensitive quantitative and qualitative data collected into one place is incredibly important for finding funding, grants and outside support for the IMPACT Club program.

For these reasons, the IMPACT Club Facilitator is vital in maintaining and increasing the quality and sustainability of the entire international IMPACT Club program.

So what does this role entail? It means collecting data. IMPACT Club Facilitators are free to ask Leaders (or energetic Club members) to help them with this data collection; the methods chosen are up to the Facilitator but should equally include the voice of female and male adolescents. It is important to collect this data on a regular basis (every six months, at minimum, or as requested by the Project Director) that it is as accurate as possible. The data collected falls into two categories, quantitative and qualitative. Quantitative data consists of numbers – how many clubs, how many community service-learning projects, etc. Qualitative data is made up of stories – testimonials, success stories, project templates, pictures, etc. The Project Director will provide the Facilitator with the necessary forms for the collection of both of these types of information.

1.8.2 TASKS OF AN IMPACT CLUB FACILITATOR

Following on from the three general roles that the IMPACT Club Facilitator will fulfil, here are the general tasks he or she will undertake in order to fulfil those roles:

- > Visit each club once a month (attend a typical meeting) and make observations using the “Coaching & Monitoring Guide.” These visits allow the Facilitator to encourage and walk alongside the club, get to know its Leaders and members, and maintain a relationship with them (cheerleader role) but also allow him or her to make observations about what is going well or not well in the club (coach role).
- > Call a representative of each club once a week (either a Leader or a member) and ask about the club, again using the “Coaching & Monitoring Guide.” These chats allow the Facilitator to maintain a good relationship with the club (cheerleader role) but also to make observations about what is going well or not (coach role) and to collect any information that might be needed for reports, etc. (administrator role).
- > Evaluate a club’s adherence to the IMPACT Club Minimum Quality Standards.
- > Participate in each club’s community service-learning projects (approximately twice per year).
- > Participate in an evaluation and reflection meeting at each club (once a year).
- > Use email, Facebook, or other online tools to communicate with clubs as necessary.
- > Use resources from the online IMPACT Club International community, and participate in discussions there with IMPACT Club Facilitators from other countries.
- > Collect sex-disaggregated quantitative and qualitative data for six-month reports.
- > Organize trainings on particular topics for IMPACT Club Leaders and members.
- > When possible, organize special fun events for IMPACT Club Leaders and members. These events can be a good way to keep the Leaders motivated in their volunteering and can help the IMPACT Clubs interact and collaborate with other IMPACT Clubs in the region or country. Examples of special fun events include volunteer galas, hikes, picnics, or small trips... Facilitators are only limited by their imaginations (and their budgets!)
- > Communicate with Project Director about any questions or concerns with the IMPACT Clubs the Facilitator oversees.
- > Submit information to the Project Director and/or NHF IMPACT International Coordinator when necessary.
- > Assist IMPACT Clubs in financial reporting when they receive money from the partner organization and/or other donors.

1.8.3 ATTRIBUTES OF AN IMPACT CLUB FACILITATOR

An IMPACT Club Facilitator should be someone who has a thorough understanding of the IMPACT Club model, experiential education, and the local cultural context in which IMPACT Clubs are being run. In addition, an IMPACT Club Facilitator should be an insightful “people person” who is able to assess, through observation and conversation, the strengths, weaknesses and challenges of an IMPACT Club, and help find solutions to those challenges. Ideally, an IMPACT Club Facilitator would also possess strong written and spoken English skills, but this is not mandatory. The attributes of a good IMPACT Club Facilitator can be summarized in the following list:

- > Ability and experience working with female and male adolescents and youth

- > Responsibility and moral character (to serve as a role model for adolescents)
- > Strong understanding of experiential education and the IMPACT Club model
- > Knowledge of how to use a computer and the internet
- > Communication, interpersonal and negotiation skills
- > Commitment to gender equality, and supporting economic and civic participation of female and male adolescents
- > Positive role model in terms of championing social norm change to address discrimination and gender based violence
- > A spirit of initiative and a problem-solving attitude
- > Capacity to analyze and systematize information and data
- > Experience in project management (this is ideal, but not necessary)
- > Teachable attitude and desire to help empower young people to make a positive change in their communities

1.8.4 BREAKDOWN OF IMPACT CLUB FACILITATORS' WORKING HOURS

There is no perfect way for an IMPACT Club Facilitator to structure their working hours, however the below table does provide suggestions on how an IMPACT Club Facilitator might want to consider breaking down their activities per month and year. This table is based on a full-time IMPACT Club Facilitator's (overseeing 15 IMPACT Clubs) workload.

Working hours of an IMPACT Club Facilitator	
Working months per IMPACT Club Facilitator per year	Weeks per year
Number of weeks per year	52
Annual leave weeks	4
Number of working weeks per year	48
Number of weeks in non-IMPACT Club activities; ADP and WV activities, Training etc.	4
Total number of weeks on core IMPACT Club activities	44
Average number of weeks per month	4
Average number of working months per year on IMPACT Club activities	10
Average number of working days per month	20

Working hours of an IMPACT Club Facilitator		
Activity breakdown for an IMPACT Club Facilitator – days per month	Hours or Days per Week	AND Days per Month
Promotion of the project and building community trust; networking, partner and Government engagement	2 hours a week	1 day/month
Coaching IMPACT Club Leaders	1.6 days a week or 2-4 hours a day on coaching calls	6.5 days/month
Coaching/Monitoring Visits with IMPACT Clubs	1 day a week	4 days/month
Planning and organizing monthly IMPACT Club Leaders Meetings	4 hours divided over a month	0.5 days/month
Planning and organizing training/motivational events for IMPACT Club Leaders	1.2 days every three months	0.4 days/month
Supporting IMPACT Clubs to hold learning events	2 days every 3 months	0.6 days/month

Working hours of an IMPACT Club Facilitator		
Facilitate links: support IMPACT Clubs to organize exposure visits, events and hold masterclasses with guest speakers	4 hours a week	2 days/month
Facilitate IMPACT Club Leaders and youth to connect over social media (across country and internationally)	2 hour a week	1 day/month
Administration, monitoring, other	1 day a week	4 days/month
TOTAL	20 days	

Working hours of an IMPACT Club Facilitator	
Activity breakdown for IMPACT Club Facilitator – days per year	Days per Week
Promotion of the project; networking, partner and Government engagement	10
Coaching IMPACT Club Leaders	65
Coaching/Monitoring Visits with IMPACT Clubs	40
Planning and organizing monthly IMPACT Club Leaders Meetings	5
Planning and organizing training/motivational events for IMPACT Club Leaders	4
Supporting IMPACT Clubs to hold learning events	6
Facilitate links: support IMPACT Clubs to organize exposure visits, events and hold masterclasses with guest speakers	20
Facilitate IMPACT Club Leaders and youth to connect over social media (across country and internationally)	10
Administration, monitoring, other	40
Total	200

1.9 The IMPACT Club Orientation Training

As mentioned in the above sections, it is vital for IMPACT Club Facilitators and WV staff supporting the project to have a sound understanding of the IMPACT Club model, in particular the underlying philosophy, methodology, and supporting tools. To equip IMPACT Club Facilitators and WV project staff with this understanding, as well as the knowledge and confidence to implement an IMPACT Club project in their ADP, NHF and WV have designed a four-day orientation training. This training is generally held in the first month of the project, once the IMPACT Club Facilitator(s) have been appointed.

Similar to the IMPACT Club program itself, the four-day orientation training is based on experiential education methodologies, is application focused, and is tailored for the specific needs and interests of the WV office. After the training, participants will:

- > be able to describe the IMPACT Club model;
- > know IMPACT Clubs' four learning objectives, five core competencies, and nine foundational values;
- > be confident in identifying a well-performing and poor-performing IMPACT Club based on the minimum quality standards;
- > understand the principles of experiential education, as well as the role adventure education and service learning plays in the IMPACT Club program;
- > understand how to use the IMPACT Club learning tools available to Leaders and members;
- > know the coaching, monitoring and reporting tools available to IMPACT Club Facilitators and Project Directors;
- > know the qualities and characteristics of IMPACT Club Leaders, and have an action plan on how to identify and recruit IMPACT Club Leaders in their community;

- > understand the human resource structure of the IMPACT Club program and be confident in their role and responsibilities as an IMPACT Club Facilitator or Project Director;
- > have an action plan for the months following the IMPACT Club program which has been reviewed and ratified by the IMPACT Club orientation trainers; and
- > have a strategy to support the full participation of female adolescents and marginalized groups such as ethnic minorities and people with disability.

For countries piloting the IMPACT Club model for the first time, the orientation training must be delivered by WV's partner, NHF. To organize this training, the Project Director should reach out to the WV IMPACT Club Global Champion.

If the country has already piloted the IMPACT Club program and had staff and volunteers undertake the IMPACT Club Training of Trainers, the orientation training can be organized through the WV NO.

Tools and Resources

Title	Description
IMPACT Club Project Management Tools and Resources	
<u>Phases and Steps in an IMPACT Club Project Implementation</u>	This document outlines the required and suggested phases and steps involved in implementing an IMPACT Club project, as well as providing descriptions of each step.
<u>IMPACT Club Example Concept Paper (including “red flags”)</u>	The example concept paper can be used by NO and ADP staff to think through their IMPACT Club project and how it could be adapted for the country's context.
<u>Illustrative IMPACT Club Project Gantt Chart</u>	The illustrative project Gantt chart provides a timeline for the activities suggested in the Phases and Steps in IMPACT Club Project Implementation resource.
<u>IMPACT Club Minimum Quality Standards</u>	This document outlines the minimum quality standards for the IMPACT Club project model – the quality standards have been identified as critical to the success of an IMPACT Club project and must be respected in order for a project to be recognized and endorsed by WV and NHF.
IMPACT Club Evidence Documents	
<u>IMPACT Clubs: An examination of the evidence</u>	Literature reviewing the evidence that supports the IMPACT Club model as an effective approach to adolescent engagement and programming.
<u>IMPACT: Lessons Learnt</u>	A paper by Yerevan ADP (Armenia) outlining the lessons learnt from piloting the IMPACT Club model. The paper outlines risks and challenges and provides options to address these.
<u>First Signs of Success</u>	A paper by WV Armenia outlining the first signs of success (evidence of impact) gathered by the baseline assessment of IMPACT Clubs.
IMPACT Club Monitoring and Evaluation Tools and Resources	
<u>IMPACT Club Illustrative Log frame</u>	This document provides an example log frame for the IMPACT Club project model. It includes a goal and outcomes as well as indicators for each.
<u>IMPACT Club Illustrative Log frame and Activities</u>	This document provides an example log frame with activities for the IMPACT Club project model. It includes a goal and outcomes, as well as indicators for each.
<u>IMPACT Club Monitoring and Evaluation (M&E) Framework</u>	This document provides an example log frame for the IMPACT Club project model. It includes a goal and outcomes, as well as indicators, indicator definitions, frequency and method of collecting the data, and a suggestion for the person responsible.

Title	Description
<u>IMPACT Club Coaching, Monitoring and Evaluation Tools</u>	This document provides an overview of the various coaching, monitoring and evaluation tools recommended for the IMPACT Club program, as well as who is responsible for each tool and how frequently they are to be used. Data collection instruments contain a narrative that explains the purpose of that tool and how to use it.
IMPACT Club Learning Tools	
<u>IMPACT Club Curriculum Overview</u>	This document provides an overview of the topics covered as part of the IMPACT Club curriculum. The curriculum can be adapted for most contexts, and can be added to in order to reach the learning needs of project beneficiaries.
<u>IMPACT Club Passport</u>	The IMPACT Club Passport is a small rewards system, a pamphlet that presents in a clear visual way the levels of achievement of an IMPACT Club member. Like the Journal, it should be used during Evaluation and Reflection Meetings, based on the work done in the Journal.
<u>IMPACT Club Journal</u>	The IMPACT Club Journal is an evaluation tool used by IMPACT Club members at evaluation meetings to help them assess and understand the competencies they have developed through the program, track their progress, and set goals.
IMPACT Club Human Resource Tools	
<u>IMPACT Club Facilitator: Detailed Position Description</u>	This is an example position description for an IMPACT Club Facilitator.
<u>IMPACT Club Facilitator: Breakdown of Working Hours</u>	This document provides suggestions on how a full-time IMPACT Club Facilitator should allocate their working hours each month.
<u>IMPACT Club Facilitator: Sample Interview Questions</u>	This document provides example interview questions for IMPACT Club projects looking to hire an IMPACT Club Facilitator.
<u>IMPACT Club Project Director: Detailed Position Description</u>	Large-scale IMPACT Club projects (three ADPs or more) require a project director to coordinate ADPs, resources, trainings etc. This is an example position description for an IMPACT Club Project Director.
<u>IMPACT Club Project Director: Sample Interview Questions</u>	This document provides example interview questions for IMPACT Club projects looking to hire a Project Director.
<u>IMPACT Club Leader: Example Position Description</u>	This document is a position description for an IMPACT Club Leader. It is suggested that the Leader sign this when they are recruited as an informal agreement.

End of Phase I Checklist

After reading Phase I ...	✓
I understand the philosophy underpinning IMPACT Clubs	
I am familiar with the IMPACT Club project logic: outputs, outcomes and goal	
I understand the theory underpinning IMPACT Clubs (experiential education)	
I understand why IMPACT Clubs is suitable in my area	
I know who IMPACT Clubs is designed for	
I understand how the IMPACT Club program can promote the economic and civic participation of both female and male adolescents, and promote the principle of gender equality	
I understand the role adventure education and service-learning plays in the IMPACT Club program	
I know and understand the four learning objectives, five core competencies, and nine values the IMPACT Club program looks to cultivate/achieve.	
I am aware of the learning tools available that support IMPACT Club Leaders reach learning objectives	
I understand the human resource structure supporting the implementation of the IMPACT Club model	
I understand my role as an IMPACT Club Facilitator	

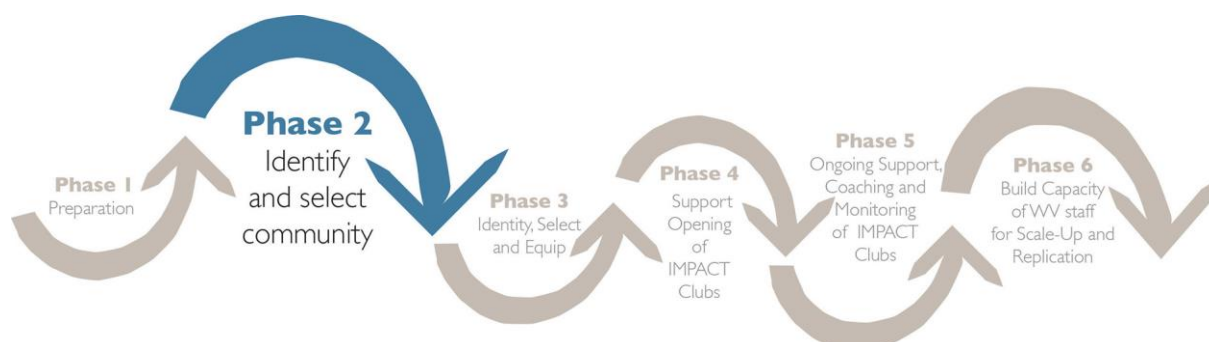
Phase 2: Identify and Select Community Partners

This phase focuses on deepening IMPACT Club Facilitators' understanding of their communities. Specifically, it deals with "community assets" and how to map these in an ADP. It will also develop Facilitators' understanding of how to profile and map adolescents in target communities to participate in the IMPACT Club project.

Finally, this phase is about how to identify and select community partners who can support Facilitators to implement the IMPACT Club program and contribute to its sustainability.

Process

Time Frame: This phase will take approximately two months to complete.



Step-by-step guide to Phase 2

2.1 Scope assets in the target community

The IMPACT Club program is a strengths-based approach to community development and adolescent engagement. This means that the model focuses on what the community already has, and uses these assets to strengthen the IMPACT Club program.

To leverage a community's assets, Facilitators first need to find out what they are. This section focuses on identifying community assets, in particular stable community structures, such as schools, churches and community halls. The mapping process is also an opportunity for the IMPACT Club Facilitator to learn more about the local context, as well as build relationships with community members and potential project partners.

It is anticipated that scoping community assets will take approximately one to two months.

2.1.1 WHAT IS A COMMUNITY ASSET?

The definition is broad. A community asset (or community resource, a very similar term) is anything that can be used to improve or strengthen the IMPACT Club project. This could include:

- > **A person** such as a mom or dad who wants to volunteer their time to support the local school or youth groups; a local priest who is interested in hosting youth clubs as a way of engaging young people and helping them grow; or a the local mayor who wants to support community projects. These people are all community assets that could potentially support the IMPACT Club program: they could be potential supporters or investors in club service-learning projects, a project partner, or serve as volunteer IMPACT Club Leaders.

- > **A physical structure** or place such as a school, community or cultural centers, a church or place of worship, or a government office. Physical structures may also include an unused building at a school or office that could provide a meeting place for IMPACT Clubs. These stable community structures are particularly important to IMPACT Club projects. They may be potential project partners who will help deliver the program, or a space for IMPACT Clubs to meet which ultimately contributes to the sustainability of the project.
- > **A community group** that is active in the local community, such as advocacy groups, youth groups, or groups that try to improve the local economy (producer groups or community business councils). Existing youth groups could potentially be transformed into IMPACT Clubs, or other groups (advocacy groups or producer groups, for example) may wish to partner with IMPACT Clubs to implement service-learning projects.
- > **A business** that is interested in supporting community initiatives. While not all businesses will be able to provide financial support to IMPACT Clubs, many are willing to offer in-kind support (such as time, services or products) for IMPACT Club service-learning projects. Businesses also can be excellent partners for service-learning projects that have a social entrepreneurship component, providing guidance and mentoring to Clubs and Club Leaders.

2.1.2 WHY IS IT IMPORTANT TO THE IMPACT CLUB PROGRAM TO IDENTIFY COMMUNITY ASSETS?

It is important to be aware of community assets for a number of reasons:

- > The success of an IMPACT Club project is largely based on the dedication and motivation of IMPACT Club Leaders and local community members. Through identifying “people” assets, it is easier to recruit dedicated volunteer IMPACT Club Leaders or people of influence (such as community leaders) who will support and promote the IMPACT Club service-learning projects.
- > It is also critical to the success and sustainability of IMPACT Club project for WV to partner with and work alongside stable community structures. These partnerships serve multiple purposes:
 - To gain community buy-in to the IMPACT Club program – community partners will often provide a space for IMPACT Clubs to meet, as well as support as the IMPACT Clubs implement their projects.
 - To receive support in identifying a volunteer IMPACT Club Leader.
 - To support the IMPACT Club Facilitator and Leader to mobilize and supervise young people participating in the IMPACT Club.
- > It is important for IMPACT Club Facilitators to be able to understand the goals and motivations of local community groups so they can identify shared interests and areas for potential collaboration, as well as facilitate connections between these groups and IMPACT Clubs.

2.1.3 HOW DO YOU IDENTIFY COMMUNITY ASSETS?

There are different approaches to identifying community assets, and each can be valid and useful. Below is a basic approach to use in the community to identify both group assets – specifically, associations, organizations and institutions – and individual people.

The main task here is to make a list of all the groups (associations, organizations and institutions) that exist in the community and understand how they might contribute to the IMPACT Club project.

Step 1 Develop a list of groups

The first step to identifying group assets is to make a list. The IMPACT Club Facilitator should start by writing down a list of stable community structures and groups that her or she is aware of in the area. This can be corrected or added to later in the mapping process. Consider whether there are any groups who target or explicitly address the needs of women and girls. The ADP office may also have access to a list of stable community structures that the WV team identified when working through the Development Programme Approach’s critical path. If so, this can provide an excellent starting point.

There should be a number of resources available to help broaden the list. These may include:

- > WV colleagues – hold a workshop with colleagues to map (or verify the list of) local associations, organizations, and institutions.
- > Town or community directories available from the local government office.
- > Lists of local businesses available from the local chamber of commerce.

Step 2 Identify key contacts

Once the Facilitator has a list of groups operating in the area, he or she should reach out by phone or in person to each group or individual on the list to have an initial conversation and to establish the best contact person. The purpose of the conversation is to:

- > Introduce the IMPACT Club Facilitator as a WV staff member
- > Introduce the IMPACT Club project
- > Understand the interests and priorities of the group, as well as get an initial sense of whether there might exist potential for partnering
- > Establish a key contact point

At this stage, the key contacts will be the “people” assets on community asset list; however it is expected that the list of individuals who can contribute to the IMPACT Club project will grow as the club’s relationships with the community and community partners blossom. The Facilitator should be vigilant in finding individuals and connections as he or she has discussions with groups – even asking questions such as, “Can you think of any members of your association who are interested in facilitating groups of adolescents and youth?”

Once the Facilitator has identified key contacts in the groups, her or she can create a table with the information to use as a resource throughout the project (see example below). The list can be revised and refined as needed (for example: alphabetically, geographically, or by function, etc.).

Group Location	Talin
Group Type	High School
Group Name	Talin High School
Group Contact Details (phone/ address)	1 Yerevan Street, Talin, Armenia 093 558 330
Point Person (name/role)	Tatev Grigorian, School Principal
Point Person Contact Details	093 558 330 Tatev@ gmail.com
Group Purpose/ Interests/ Motivations	<ul style="list-style-type: none"> > Offering high quality education to adolescents and youth. > Students learning entrepreneurship and leadership skills. > School graduates are interested in and prepared for receive a higher education.
Potential for Collaboration/ Partnership	<ul style="list-style-type: none"> > Principal is interested in offering IMPACT as a program at the school. > There are parents and teachers who want opportunities to volunteer at the school.

2.2 Understand adolescents in the target community

It is vital that IMPACT Club Facilitators understand the situation of young people in their community – their education levels, how they spend their time, the interests and priorities of both the adolescents and their parents, and what their needs are as well as their strengths. While survey tools such as the Developmental Asset Profile will give a deeper insight to this, the baseline will not take place until after the IMPACT Clubs are established and operating. In the interim, there are methods the Facilitator can employ to gain this knowledge and understanding. One possible way of achieving this is through focus group discussions.

A focus group is a discussion involving a small group of participants led by a moderator, which seeks to gain an insight into the participants' experiences, attitudes and perceptions. Discussions tend to last somewhere between 30 and 90 minutes and are facilitated by a moderator whose goal is to maximize the interaction of group participants in a comfortable environment. It may be helpful to hold separate male and female focus group discussions to ensure women are able to fully express their views, priorities and concerns. If mixed groups are facilitated, women's voices should be equally heard, and both men's and women's priorities considered. Female and male adolescents should have equitable decision-making power in the IMPACT Club model.

The following sections will provide suggestions that IMPACT Club Facilitators may consider when thinking about who they wish to talk to and how they might structure and conduct their own focus group discussions.

2.2.1 WHO DO I TALK TO?

To really understand the situation of young people living in the target community, it is important to ask for the experiences and opinions of various stakeholders. Three groups of stakeholders could be included in focus group discussions:

1. Adolescents: No one is more knowledgeable than the adolescents themselves about their interests, hopes, challenges and needs. It is vital to have discussions with the young people that IMPACT Clubs are targeting to get a better sense of how the program can be adapted and also communicated to gain their buy-in and ensure that it addresses their needs. The voices of male and female adolescents should be equally heard, as well as marginalized adolescents' sub-groups (such as people with disability, youth not attending school and ethnic minority groups).



A focus group discussion engaging key stakeholders in the community.

2. Parents of adolescents: Parents will have valuable insights on their children's situation, including their learning needs. In particular, it is useful to talk to parents to understand what barriers may exist for adolescents participating in the program. For example, are they needed at home after school to help manage the household or run the family business?
3. Teachers and social workers: Teachers, social workers and youth workers are an important resource to understand the situation of adolescents. They are able to provide insights not only on the young people's behaviors, attitudes and values, but also what limitations or challenges may exist when looking to launch a program such as IMPACT Clubs in the community.

If an IMPACT Club Facilitator is based in an ADP that works across several communities (e.g. peri-urban and rural communities) he or she may wish to hold focus group discussions and interviews with each group in each of the target communities. This is because the situation of the adolescents is likely to vary by context and be influenced by community mindsets, community dynamics, resources available and so on.

2.2.2 FOCUS GROUP DISCUSSIONS

What is a focus group discussion?

- > A focus group is a small group of six to 10 people led through an open discussion by a person known as a moderator. The group needs to be large enough to generate rich discussion but not so large that some participants feel left out. Groups may be mixed, but it may be helpful to separate male and female groups to promote full participation by both men and women.
- > The focus group moderator nurtures participants to be truthful, open and spontaneous. The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the time allotted.
- > The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes. Beyond that most groups are not productive and it may be inconvenient for participants.
- > Focus groups are structured around a set of carefully chosen questions – usually no more than 10 – but the discussion is free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others. Some people even find themselves changing their thoughts and opinions during the group.

How do I design focus group questions?

- > Twelve is the maximum number of questions for any one group. Ten is better, and eight is ideal.
- > Focus group participants won't have a chance to see the questions they are being asked. So, to make sure they understand and can fully respond to the questions posed, questions should be:
 - Short and to the point
 - Focused on one thing at a time
 - Clearly worded
 - Open-ended or sentence completion types
 - Non-threatening or embarrassing
 - Worded in a way that they cannot be answered with a simple "yes" or "no" answer (use "why" and "how" instead)
- > There are three types of focus group questions:
 1. Engagement questions: introduce participants to and make them comfortable with the topic of discussion
 2. Exploration questions: get to the heart of the discussion
 3. Exit question: check if anything was missed in the discussion, particularly about different perspectives of male and female participants
- > WV NO's Ministry of Quality Team can help develop focus group questions – they should have access to tools and questionnaires that are appropriate for the group's specific context.

How do I recruit and prepare for participants?

- > In an ideal focus group, all the participants are very comfortable with each other but none of them know each other. However, given the small size of the communities that WV works in, anonymity will be hard to achieve. As such, it is suggested that questions that might be considered sensitive or embarrassing to participants be raised in one-on-one interviews.
- > Focus group participants should be divided into the three specific stakeholder groups (adolescents, parents, and teachers/social workers). To recruit teachers and social workers, Facilitators could reach out during the community scoping process and ask for their interest. Recruiting parents and adolescents is best done through the stable community structures (for example schools or community organizations). Allow the leadership team of that community structure to contact them to explain the purpose of the focus group and assess their interest. They may then wish to pass on contact details directly to the IMPACT Club Facilitator to continue organizing the focus group. For adolescents it will be necessary to receive their parents' consent before participation.
- > Once a group of potential participants has been found, the Facilitator should call each one to confirm interest and availability, give them times and locations of the focus groups and get verbal confirmation. Tell participants that they will receive a reminder call two days before the scheduled focus group.
- > Barriers to attending can be reduced when possible by offering:
 - Evening or weekend groups for those who work during the day
 - Transportation or a stipend for transportation
 - A familiar public setting
- > Tell participants that the focus group will take about one and half to two hours. Give them a starting time that is 15 minutes prior to the actual start of the focus group to allow for latecomers, having a bite to eat, and settling in to the group.
- > Arrange for a comfortable room in a convenient location. For adolescents and parents, this might be a room in a school or a community center, for teachers and social workers it could be the ADP office. The room should have a door for privacy and table and chairs to seat a circle of up to 12 people (10 participants and the moderator).
- > Arrange for food. At a minimum, offer a beverage and light snack.

How do I conduct the focus group?

- > Ideally, the focus group is conducted by the IMPACT Club Facilitator with the assistance of a WV staff member or volunteer. The Facilitator will act as the moderator who is responsible for facilitating the discussion, while the WV staff member or volunteer will act as the assistant moderator and is responsible for taking notes and running a tape recorder (if applicable).
- > The ideal focus group moderator has the following traits:
 - Can listen attentively with sensitivity and empathy
 - Is able to listen and think at the same time
 - Believes that all group participants have something to offer no matter what their education, experience, or background
 - Has adequate knowledge of the topic
 - Can keep personal views and ego out of the facilitation
 - Is someone the group can relate to but also has authority
 - Can appropriately manage challenging group dynamics
 - Can promote and support the voice of girls and women in mixed settings
- > When the participants arrive, the moderator and assistant moderator should welcome participants, offer them food, and help them make their name tags.
- > Once participants have been welcomed and the consent forms collected and reviewed for completeness, the questioning begins. The moderator uses a prepared script to welcome participants, remind them of the purpose of the group and sets ground rules such as:

- We would like everyone to participate
- There are no right or wrong answers; every person's experiences and opinions are important; speak up whether you agree or disagree; we want to hear a wide range of opinions
- This is a private and safe space; what is said in the room will not be told to anyone else
- > The focus group moderator has a responsibility to adequately cover all prepared questions within the time allotted. She or he should get all participants to talk and fully explain their answers. Some helpful probes include:
 - "Can you talk about that more?"
 - "Help me understand what you mean"
 - "Can you give an example?"
 - "Is this the same for females and males?"
- > It is good moderator practice to paraphrase and summarize long, complex or confusing comments. It demonstrates active listening and clarifies the comment for everyone in the group.
- > Because the moderator holds a position of authority and perceived influence, she or he must remain neutral, refraining from nodding or raising eyebrows, agreeing or disagreeing, or praising or denigrating any comment made.
- > If separate male and female groups have been conducted, it may be helpful to bring the groups together to summarize their views and explore whether, and why, there are differences between the views of male and female focus group participants.
- > When the focus group is complete the moderator thanks all participants. Immediately after all participants leave, the moderator and assistant moderator debrief while the recorder is still running and label all tapes and notes with the date, time (if more than one group per day) and name of the group.
- > After the focus group discussions are finished, the IMPACT Club Facilitator should organize and analyze information, presenting the findings in a report for future reference. Findings can be written up in a narrative format that includes an executive summary, background section, methods used, major findings, conclusions and recommendations. It is helpful to reflect on the gendered findings – are there barriers to female participation, and why? Do male and female adolescents prioritize the same issues in their personal lives and communities? How can we promote gender equality and promote female decision-making and leadership?

2.3 PROMOTE THE IMPACT CLUB PROGRAM IN THE TARGET COMMUNITY

Once the IMPACT Club Facilitator has gained a deeper understanding of the assets that exist in the target community, as well as the situation of young people, it is suggested that he or she promotes the IMPACT Club program in target communities in order to identify possible project partners.

Having gained a good sense of the interests and needs of stable community structures and adolescents, the Facilitator is well positioned to hold small events tailored to specific groups. For example, groups of school teachers and principals in the community could gather a small event promoting the program, where they could learn how IMPACT Clubs would meet the needs of the schools and students.

The following section provides ideas on how to structure and promote events for potential project partners.

Step 1 Develop a list of groups

From the table of groups identified through the community scoping exercise, the Facilitator can select possible project partners to work with to open IMPACT Clubs. Suggested stable community structures include:

- > Schools
- > Churches or places of worship
- > Community organizations and youth-focused organizations

Step 2 Inform key contacts

Once the Facilitator has established which groups to work with, he or she can decide whether it is appropriate to hold joint events, or events tailored specifically to the interests of those groups. It is also important to consider how groups would like to receive that information, for example, would it be best to go to individual schools and hold short information or question and answer sessions, or would they be more receptive to larger community events that have people of influence (like local mayors) in attendance?

The best way to make this decision is to talk directly to the key contacts of each group. The Facilitator can meet with the key contacts and share more about the IMPACT Club program; telling them that he or she is interested in exploring a partnership and is hoping to hold information sessions to inform key stakeholder and address any questions that they might have.

After the Facilitator has decided with key contacts how the event should be structured, he or she should confirm with them the location and time of the event that would best suit them and their stakeholders. For example, at a school this may include teachers or parents who are actively involved in the school community.

Step 3 Develop materials to promote the event

Once the time and dates of your events are decided upon, it is useful to prepare promotional materials for the event, as well as information sheets for participants. These materials are best provided to the key contacts so they can socialize at the event according to their position of influence in the group.

Promotional materials that are worth considering include:

- > Posters
- > Drafting emails
- > Drafting Facebook posts for the group
- > Sharing short videos on the IMPACT Club program

Step 4 Hold the event

The IMPACT Clubs Facilitator should confirm the event time, date, and location with the key contact person at the group(s) at least two days before.

The day of the event, the Facilitator should arrive early and prepare the space, hanging posters, pictures and other materials around the room to make the space feel colorful, warm and inviting. An information table with resources for participants to take once the event is over should also be prepared.

WV may provide food and refreshments for participants.

IMPACT Club Facilitator should welcome everyone to the event, sharing their role and the purpose of the event before moving into the main presentation. He or she should make time for questions and answers at the end of the event.

Depending on how the event is structured, an expression of interest form could be made available for partners to fill out once before they leave the event, or for events held for a specific group (like a single school or community organization) a meeting with the key contact person might be arranged to debrief and assess their interest in becoming a partner.

To ensure potential community partners are genuinely invested in working with WV and hosting an IMPACT Club, it is recommended that the potential partner be asked to write a letter expressing their interest and explaining their capacity to do so in order to be considered.

2.4 Select IMPACT Club Community Partners

Once potential community partners have submitted an expression of interest, it is now up to the IMPACT Club Facilitator to select which partners WV should work with. Which partners are selected, and how many selected, depends on the scope of the IMPACT Club project in the ADP. The Facilitator should consider:

- > How many IMPACT Clubs he or she wishes to open in the community
- > How many adolescents WV wishes to reach through the IMPACT Club project over the life of the project.

- > Whether IMPACT Clubs will be mixed groups which include a gender balance between female and male adolescents, or whether separate groups are necessary to support the participation and leadership of female adolescents due to cultural or social barriers. What community partners will be supportive of gender equality and the promotion of opportunities for both male and female adolescents?

If there are many expressions of interest, the Facilitator may wish to set criteria for discernment. These criteria could include:

- > Does WV have a history of working with this community partner?
- > If so, what is state of that relationship? Is the community partner dependable?
- > Does the community partner have experience working for adolescents?
- > Is the community partner open to promoting opportunities for both male and female adolescents?
- > If so, how many adolescents does the community partner work with and how many could be directly reached through the program?
- > Does the partner have experience targeting vulnerable or disadvantaged adolescent sub-groups (such as female adolescents, ethnic minorities, or people with disability)
- > How many IMPACT Clubs does the community partner wish to open?
- > Can the community partner recommend volunteer IMPACT Club Leaders in their networks?
- > Can the community partner provide a space for the IMPACT Club's weekly meetings?
- > Can the community partner offer resources (in-kind or other) to support the IMPACT Club as it develops? This could even be in the form of trainings or mentoring for adolescents.
- > Is the community partner willing to support the IMPACT Club Facilitator by overseeing or monitoring the IMPACT Club on a regular basis to ensure that it is maintaining the minimum quality standards for the program?

After the Facilitator has decided on the community partners, it is important that he or she sit down with the key contact person to again discuss the IMPACT Club program and the commitment that they are making as a partner to WV. They must understand their role and responsibilities, as well the time and resources they are agreeing to commit. The role and responsibilities are to be discussed, agreed upon and recorded by the Facilitator and the contact person – keeping in mind that the roles and responsibilities may look different for each partner.

Once the contact person for the partner organization has indicated that they clearly understand the program and their role and responsibilities, a Memorandum of Understanding (MoU) can be signed between the community partner and the WV ADP office. The MoU should outline the purpose as well as the terms and conditions of the partnership.

End of Phase 2 Checklist

After reading Phase 2...	✓
I know what a community asset is	
I understand the purpose and process of scoping community assets	
I understand the importance of researching the current situation of young people in my community and am aware of key stakeholders I should talk to	
I understand the process of holding focus group discussions	
I understand the need to include the views of males and females in focus group discussions, and their equal voices in decision-making about community priorities	
I know how to promote the IMPACT Club program in my community	
I understand how to select community partners for the IMPACT Club project	

Phase 3: Identify, Select and equip IMPACT club leaders

This phase concerns the role of the IMPACT Club Leadership team, a group of volunteers selected from the community to lead IMPACT Clubs. It outlines what to look for in an IMPACT Club Leader: their knowledge, skills and personal qualities.

This phase also introduces the specific roles and responsibilities of an IMPACT Club Leader and the Leadership Team, and the different processes of identifying, selecting and equipping IMPACT Club Leaders so they are confident in opening their own IMPACT Clubs.

Process

Time Frame: This phase will take one to two months to complete.



Step-by-step guide to Phase 3

3.1 The IMPACT Club Leadership Team

Leadership is essential to any organization – and to every IMPACT Club. A club with dedicated members and a great meeting space but no capable Leaders will struggle to succeed.

This section explores the qualities and conduct of an IMPACT Club Leader, their responsibilities, and how to recruit IMPACT Club Leaders in the community.

This section refers both to IMPACT Club Leaders (individuals) and to IMPACT Club Leadership Teams. This recognizes that the most successful IMPACT Clubs will have a small group of Leaders (usually two or three) who share the responsibilities for running the club. Although sometimes a highly committed, charismatic Leader can maintain leadership of a club on his or her own, the support and role-sharing of a small team is the recommended leadership model for every IMPACT Club.



An IMPACT Club Leader coaching members through developing budgets for a community service-learning project..

3.1.1 QUALITIES OF AN IMPACT CLUB LEADER

How can IMPACT Club Facilitators identify potential volunteer IMPACT Club Leaders? What are the qualities that a dedicated and motivated IMPACT Club Leader will possess? This section will explore the essential characteristics of successful IMPACT Club Leaders as identified by WV and NHF.

Strong Moral Character

The most important characteristic of an IMPACT Club Leader is good moral character. Because IMPACT Clubs seek to teach moral values to adolescents, an attitude of “do as I say but not as I do” is unacceptable in a Leader. IMPACT Club Leaders should be consistently honest, trustworthy, compassionate, respectful, and courageous people who willingly work together as a team, conscientiously carry out their responsibilities, and actively participate in the life of their communities.

Because adolescents desperately need positive role models who desire to make a difference in their communities, it is vital that Leaders model the behaviors and values they teach. No individual can ever perfectly characterize all desired virtues, but each IMPACT Club Leader must believe in these values and work faithfully to live them out daily. IMPACT Club Leaders must be positive role models for male and female adolescents, champions for gender equality and have zero tolerance for gender-based violence.

An Interest in Adolescents

As well as having a strong moral character, IMPACT Club Leaders must also like young people and enjoy working with them. This seems obvious but is worth mentioning, as many individuals who may be interested in the idea of service-learning and community improvement simply do not enjoy working with adolescents. IMPACT Club Leaders must recognize adolescents as the priority of the IMPACT Club program; social change, though important, is secondary to the young people.



An IMPACT Club Leader members through a new topic in the curriculum..

Because adolescents cannot be viewed just as tools for development, a person who only wants to do community service will not make a good IMPACT Club Leader. Rather, a Leader must realize that transformed lives are the foundation of changed communities. Beyond possessing a genuine liking for young people, Leaders must also have the patience to listen to adolescents, the compassion to care about their struggles, and the persistence to encourage them through the challenges they will face while growing into strong IMPACT Club members and good citizens. A person who becomes impatient every time a member fails to complete an assigned responsibility will not be a good Leader. Rather, IMPACT Club Leaders must be willing to permit members to set high goals and attempt seemingly impossible tasks, let them fail, work with them through their mistakes, and be patient and available throughout the growth process.

Desire to Help the Community

Because IMPACT Clubs is a service-learning adolescent development program, an IMPACT Club Leader's passion for young people must be joined with a passion for community service. However, creating positive change is not an easy task, and IMPACT Club Leaders must not only possess a desire to better their community and help young people identify community problems, but must also have the skills and perseverance to carry a project to completion. In addition, IMPACT Club Leaders must be able to affect change "by proxy" – not by doing it themselves but by enabling and empowering young people to become agents of change.

Many young people feel disenfranchised and cynical about service and about their communities, so IMPACT Club Leaders must have a gift for motivating adolescents to serve others. Leaders should be enthusiastic and positive individuals, capable of encouraging young people through the difficult parts of a project and inspiring them to find real solutions for community needs. The Club Leader must also learn to be a facilitator who asks good questions and leads by example and suggestion, not by merely doing tasks alone. Finally, a good Leader must have the organizational skills and personal discipline necessary to help young people coordinate their service-learning projects with clear focus and goals.

IMPACT Club Leaders will likely also have the self-interest to use their time volunteering to gain new skills and experience. It is possible that IMPACT Club Leaders will move on from their IMPACT Club when a new work opportunity presents itself (though it is hoped that they will commit to at least one year). This is not a bad thing, however it must be factored in and planned for.

3.1.2 EXPECTED CONDUCT OF AN IMPACT CLUB LEADER

All IMPACT Club Leaders must conduct themselves in a way that is morally above reproach. The specific commitments of every IMPACT Club Leader are outlined in the IMPACT Club Leader Code of Conduct, which every Leader must agree to and sign. This code seeks to promote trust in Leaders while ensuring a safe environment for everyone involved in IMPACT Clubs. WV reserves the right to dismiss any IMPACT Club Leader who violates any part of this code.

IMPACT Club Leader Code of Conduct
<p>An IMPACT Club Leader must:</p> <ul style="list-style-type: none"> > Be a positive role model for adolescents. > Behave according to the IMPACT Club values of respect, responsibility, integrity, trust, teamwork, courage, compassion, participation, and gender equality. > Be familiar with and supportive of the mission and values of World Vision. > Champion the equal participation and benefit of female and male adolescents. > Demonstrate team spirit and work cooperatively as a team member with World Vision employees and other volunteers, respecting different opinions and different methods of problem-solving. > Communicate clearly with fellow Club Leaders and the IMPACT Club Facilitator regarding any questions, concerns or conflicts. > Follow through and complete tasks. > Show respect and care for the environment. > Seek training by participating in meetings or other training opportunities and pursue continuous improvement in communicational, interpersonal, and vocational domains – the same areas IMPACT Clubs seek to develop in its adolescent participants. > Provide a safe environment by not harming adolescents or adults in any way, whether through discrimination, sexual harassment, physical force, verbal or mental abuse, neglect, or other damaging actions.
<p>An IMPACT Club Leader must NOT:</p> <ul style="list-style-type: none"> > Use vulgar or inappropriate language. > Use or be under the influence of drugs. > Engage in inappropriate relationships with IMPACT Club members.

3.1.3 RESPONSIBILITIES OF AN IMPACT CLUB LEADER

IMPACT Club Leaders must be adept at wearing many different “hats.” Although each individual does not need to be an expert at juggling all these roles, the combined leadership team should have skills in all roles.

It is important for the IMPACT Club Facilitator to keep in mind that when creating a Leadership Team or recruiting new Leaders, individuals with complementary skills sets should be chosen. For example, “Michael” may have great energy for leading games and keeping kids involved, but his debriefing skills may be lacking. On the other hand, “Laura,” a quiet but perceptive Leader, may be excellent in leading discussions. Together, Michael and Laura will make a great complementary leadership team.

The basic responsibilities of an IMPACT Club Leaders include the following:

- > **Forming a leadership team.** Sometimes only one IMPACT Club Leader will be recruited and trained at the beginning of opening an IMPACT Club, or one of the trained IMPACT Club Leaders will drop out. In this case, it is up to that Leader to select one or two “Assistant Leaders” to help him or her lead the club. Recruiting other Leaders is discussed in further detail below.
- > **Choosing IMPACT Club participants.** Although sometimes IMPACT Club Facilitators or community partners will have already recruited adolescents to participate in IMPACT Clubs, most often this is the responsibility of the Leaders themselves. IMPACT Club Leaders should be able to recruit and select adolescents who will be active and responsible members of a club, through public announcements, meetings, and other awareness-raising events.

- > **Preparing for meetings.** Before each club meeting, IMPACT Club Leaders must read the appropriate lesson in the IMPACT Club curriculum in order to be well prepared to lead the activities of the meeting (game, story and project). If the Leader(s) feel that the curriculum does not offer helpful activities, they will need to take extra time to plan alternatives which better meet the learning needs of their club. The IMPACT Club Leaders Manual provides detailed information on how to approach this.
- > **Teaching and modeling moral values.** Not only at club meetings, but also in their daily life, Leaders should be conscious of the moral values that they communicate, through their activities and personal example.
- > **Facilitating the group.** IMPACT Club Leaders need to effectively listen, observe, and form questions in order to learn from experiences and discussions. As a facilitator, the Leader's role is not to dominate, but rather to create a safe and productive environment for open discussion and learning by all participants. In addition, Leaders may also need to facilitate activities or discussions with the group outside of the regularly scheduled IMPACT Club meetings, such as when the group gathers to hold fun activities or events.
- > **Facilitating project management and implementation.** Throughout the entire project planning and implementation process, IMPACT Club Leaders should offer direction, oversight, and guidance for the planning and execution of the community service-learning project, without taking the responsibility and initiative away from the members.
- > **Working with other community organizations and individuals.** IMPACT Club Leaders are not expected to be an expert on every topic in the IMPACT Club curriculum, or know how to accomplish every task in every project. However, both the IMPACT Club Facilitator and the IMPACT Club Leaders serve as "resource point people," linking the IMPACT Club to other organizations or helpful adults in the community, who may be able to help with community service-learning projects, teach specific vocational or technical skills, or otherwise provide assistance throughout the program.
- > **Reporting to the World Vision Office.** One member of each IMPACT Club's Leadership Team should be assigned the task of reporting the club's activities to the WV ADP office via the IMPACT Club Facilitator. In addition to keeping a regular attendance list, one of the IMPACT Club Leaders should also keep track of photographs, testimonials, success stories, project templates, and other documents related to the club's activity. Care should be taken to capture sex-disaggregated data, and include the voices of male and female adolescents in club activity monitoring.

An IMPACT Club Leader must be willing to commit sufficient time to these responsibilities. Most volunteers will need to give a minimum of four hours per week to their IMPACT Clubs. This includes two to three hours of meeting time and one to two hours of preparation. Projects and training will require additional hours of preparation, particularly for projects that involve all-day or overnight events.

Other adult volunteers may also become involved in IMPACT Clubs by volunteering as needed. These volunteers can assist by supervising events and projects, teaching vocational skills in their areas of expertise, and performing various smaller roles that do not require a full-time leadership commitment. Adults who volunteer in this way should be chosen with care and must meet the same standards of moral character and lifestyle as full-time Leaders. Additionally, they should be trained and supervised by the IMPACT Club Leadership Team.

3.2 Forming an IMPACT Club Leadership Team: Identify and Select IMPACT Club Leaders

As mentioned in Phase I: Preparation, IMPACT Club Leaders are critical to the success of the IMPACT Club program. Ensuring that the right Leaders are selected and that they are fully committed to the program is of the most importance. To recruit IMPACT Club Leaders, it is suggested that the IMPACT Club Facilitator works with community partners to identify and recruit volunteers who have the essential characteristics described earlier in this section. This section will suggest steps to achieve this.

Step 1 Meeting with community partners

The IMPACT Club Facilitator should work with community partners to identify suitable IMPACT Club Leaders within the partner's network. These potential Leaders could be staff, existing volunteers, or people wishing to volunteer with the community partner. For example, if the community partner is a school, potential IMPACT Club Leaders could be teachers, student teachers, or parents of students.

Together with the community partner, review the IMPACT Club Leader position description and essential qualities, and list appropriate candidates in the partner's network.

Step 2 Information session with potential IMPACT Club Leaders

The next step is to inform potential candidates about the IMPACT Club program and assess their interest in becoming an IMPACT Club Leader.

It is the responsibility of the community partner to tell candidates about the opportunity and organize an information session. The IMPACT Club Facilitator is responsible for presenting the IMPACT Club program to the candidates, as well as explaining the role and responsibilities of an IMPACT Club Leader. Interested candidates will be invited to submit an expression of interest through the community partner's key contact person.

Step 3 Interviews with prospective IMPACT Club Leaders

It is important for individuals who have expressed an interest in becoming a volunteer IMPACT Club Leader to fully understand the commitment, their role and responsibilities as an IMPACT Club Leader. To ensure this, IMPACT Club Facilitators must hold one-on-one interviews with each potential IMPACT Club Leader to assess their interest and explain what would be required of them. The interview process also improves the candidate's investment in the process and the program, and reduces drop-out rates of IMPACT Club Leaders.

As previously mentioned, Leaders with complementary skill sets create a more equipped and balanced team, so it is important to keep this in mind when selecting IMPACT Club Leadership Teams. Each IMPACT Club should have a minimum of two Leaders.

Step 4 Sign Leadership Agreement

Once candidates have gone through the interview process, the IMPACT Club Leadership Team (there will be a leadership team for each club) should meet together with the IMPACT Club Facilitator and review the IMPACT Club Leadership Agreement and Code of Conduct. If they agree to both the Agreement and the Code of Conduct they will be required to sign both documents.

Once the IMPACT Club Leadership Team(s) have been finalized, the next step is to explain the process of capacity-building which starts with the IMPACT Club Leaders Training.

3.3 Equipping IMPACT Club Leaders: The IMPACT Club Leaders Training

As with IMPACT Club Facilitators, it is vital for IMPACT Club Leaders to have a sound understanding of the IMPACT Club model, in particular the underlying philosophy, methodology and supporting tools.

IMPACT Club Leaders gain the knowledge, skills and confidence to open an IMPACT Club through IMPACT Club Leaders Training, which is held over six days and is based on experiential education methodologies. The training is application-focused and tailored to the specific needs and interests of the community. After the training, participants will:

- > be able to describe the IMPACT Club model;
- > know IMPACT Clubs' four learning objectives, five core competencies, and the nine foundational values;
- > understand the principles of experiential education, as well as the role adventure education and service-learning plays in the IMPACT Club program;
- > understand how to use the IMPACT Club learning tools available to Leaders and members;
- > be confident to facilitate games, teach lessons, lead group reflection conversations, and oversee project implementation;
- > be confident in mobilizing and working with adolescents, with an understanding of how to promote the active engagement of female youth and disadvantaged or vulnerable adolescents sub-groups such as people with disability;
- > know their role as IMPACT Club Leader; and
- > have an action plan to open their IMPACT Club.

At the IMPACT Club Leaders Training, each Leader should be provided with their own curriculum. This is best organized through the Project Director who will be taking responsibility for translating and adapting the curriculum for the WV NO.

After the IMPACT Club Leaders Training, IMPACT Club Facilitator's responsibility will be to provide ongoing training, coaching and support as the Leaders open and manage the clubs.

For countries piloting the IMPACT Club model for the first time, the Leaders Training must be delivered by WV's partner, NHF. To organize this training, the Project Director should reach out to the WV IMPACT Club Global Champion.

If a country has already piloted the IMPACT Club program and had staff and volunteers undertake the IMPACT Club Training of Trainers, the Leaders Training can be organized through the WV NO.



World Visions first IMPACT Club Leaders Training in Yerevan, Armenia..

Tools and Resources

Title	Description
IMPACT Club Leaders Position Description and Agreement	
<u>IMPACT Club Leader: Example Position Description</u>	This is a position description for an IMPACT Club Leader. The Leader should sign this when they are recruited as an informal agreement.
<u>Training Policy for IMPACT Clubs</u>	This document helps staff organizing IMPACT Club Trainings for WV staff or IMPACT Club Leaders. It outlines the minimum quality standards for an IMPACT Club Orientation Training, Leaders Training, and an IMPACT Club Training of Trainers.

End of Phase 3 Checklist

After reading Phase 3...	✓
I understand the role and responsibilities of an IMPACT Club Leader	
I know the essential qualities of an IMPACT Club Leader	
I understand the steps I can take to identify IMPACT Club Leaders in my community	
I understand how to build the competence of IMPACT Club Leaders engaged in my project	

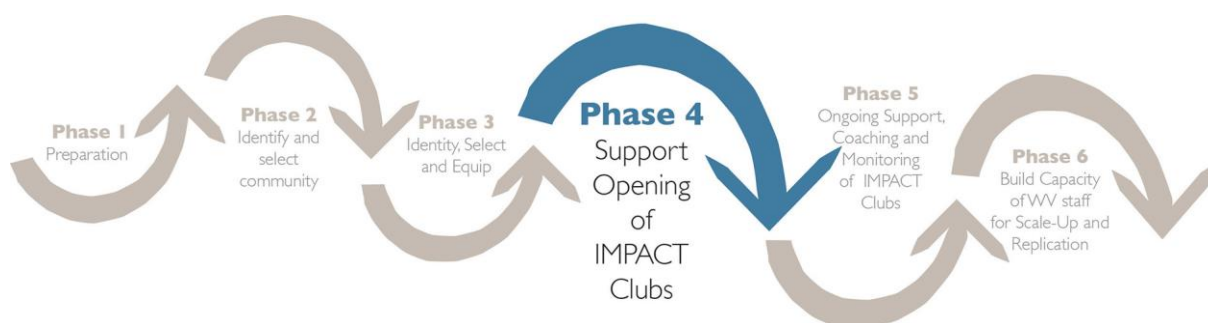
Phase 4: Support opening of IMPACT clubs

This phase introduces the tools, resources and processes to support IMPACT Club Leaders to mobilize adolescents in their community and open their IMPACT Clubs. It covers the important characteristics of an IMPACT Club meeting space and how IMPACT Club Facilitators should help Leaders identify the best meeting space for their club. It also covers the necessary materials required by Leaders when they open their clubs.

Importantly, this phase also introduces service-learning projects – the key concepts, phases and tools – so that the Facilitator can confidently support his or her IMPACT Club Leaders to work with adolescents to plan, implement, evaluate and celebrate their first community service-learning project.

Process

Time Frame: This phase will take three to four months to complete.



Step-by-step guide to Phase 4

Once IMPACT Club Leaders have been trained, the IMPACT Club Facilitator's role as a coach and cheerleader begins. The first two to three months of IMPACT Clubs opening will be the most important – the Facilitator will be required to pay special attention to each Leader and club. The foundations for the entire program will be set in this time, including how the program is received by young people, and the dedication and motivation of the Leaders.

If IMPACT Club Leaders do not feel adequately supported during the first few months of clubs opening, there is likely to be a higher drop-out rate, which can make the IMPACT Club Facilitator's role a lot busier and harder as he or she has to replace and train new IMPACT Club Leaders. As such, it is highly recommended to provide focused, intentional, and intensive support to Leaders and clubs during this time. This will mean:

- > Holding monthly IMPACT Club Leaders meetings to address group interests and concerns.
- > Depending on the confidence and competence of IMPACT Club Leaders, weekly meetings where Club Leaders meet together to talk through and prepare their IMPACT Club meetings may be a good idea. This is possible during the first few months of club activities as each club must go through the mandatory curriculum, so they should be progressing at a similar pace.
- > Calling IMPACT Club Leaders the day before their scheduled IMPACT Club meeting to see how they are feeling and find out what support they might need.
- > Attending each IMPACT Club meeting for every club.
- > Participating in each club's service-learning project planning and implementation (as desired by the club).
- > Attending each club's evaluation meeting.

The following section will explore some of these points in further detail.

4.1 Support IMPACT Club Leaders to mobilize female and male adolescents

4.1.1 MEETING WITH IMPACT CLUB LEADERS

IMPACT Club Facilitator must create a strong support network between him or herself and all of the IMPACT Club Leaders. The first step to achieving this is to hold a meeting a week or two after the IMPACT Club Leaders Training to debrief Leaders.

The training can be an overwhelming and energizing experience for Leaders. After they have had time to process the experience, it is likely they will be both nervous and excited to start their IMPACT Clubs, and also have a number of questions that they need answered. As such, the purpose of the meeting is to understand how IMPACT Club Leaders are feeling, address any questions or concerns that they might have, and support them to create action plans for recruiting adolescents in their network and to open their IMPACT Club.

4.1.2 SUPPORT IMPACT CLUB LEADERS TO IMPLEMENT ACTION PLAN

Once the IMPACT Club Leaders have created their personal action plans, it is up to the IMPACT Club Facilitator to support them to implement the plans. Depending on the Leader or community partner, the support will look different. For example, some Leaders may request that the IMPACT Club Facilitator come and give a talk at their school if they are a teacher or parent, in order to promote the program and gain the interest and investment of adolescents and their parents; other Leaders may feel confident doing this themselves and may just require the Facilitator to phone them occasionally to provide moral support.

As the Leaders are promoting the program and mobilizing adolescents in their community, it is important they be reminded of a few points:

- > IMPACT Clubs have 10-25 members. During the first initial meeting there may only be 10 members, and this number may grow as other adolescents find out about the program – this is fine. It can also work the opposite way: there may be 30 adolescents who wish to join their IMPACT Club initially, but then after the first few meetings some may decide that the program is not for them and choose to drop-out – this is okay too! It is expected that there will be some turnover of IMPACT Club members over the life of the project.
- > IMPACT Club members are self-selecting. The program is adolescent-led so members must choose the program for themselves and not be forced to participate; otherwise it undermines the IMPACT Club program and experience for themselves and other members. The voices of female and male adolescent members should equally be heard regarding their priorities, and both should be actively included in decision-making processes.
- > IMPACT Club members can be of any background. They might be high performing students or at risk-adolescents. IMPACT Clubs are for every young person so long as they have basic literacy and are interested and motivated to learn new skills and participate in their community. Often the healthiest and most vibrant clubs contain a mix of participants from diverse backgrounds – even though it can create challenges, it also creates an incredibly rich learning environment for the members.
- > Once an IMPACT Club member has expressed their interest to the Leader they must have their parents sign an agreement form (or consent form) to allow them to participate in the program.

Once 10-25 adolescents have registered their interest and submitted their agreement form to the IMPACT Club Leaders, the next step is for the IMPACT Club Facilitator to help Leaders prepare for their first meeting.

4.2 Support IMPACT Club Leaders to host meetings

IMPACT Club Facilitators need to support your Leaders to plan their first meetings – they are likely to be both eager and nervous about opening their clubs, so this encouragement will be vital. This section will cover important things to review with IMPACT Club Leaders as they prepare for their first meeting, including:

- > Meeting space
- > Materials
- > Preparation for their first session
- > Their role as a Leader during IMPACT Club meetings

4.2.1 MEETING SPACE

What space and materials are needed to start an IMPACT Club? This is a common question asked by new IMPACT Club Leaders. It is vital to gather the basic materials and secure a meeting space before they begin their club.

Weekly meetings require meeting space. The meeting location must be consistent; constantly changing where the clubs meet will confuse participants and cause them to drop out. It is therefore essential to have a meeting space secured for regular IMPACT Club meetings.

As Leaders look for meeting space, they should take into consideration the basic IMPACT Club meeting structure. They will need a space that can be used for active games, be arranged to foster important group discussions, and be suitable for project planning and group work.

The IMPACT Club meeting space should have the following essential components:

- > Easy access: avoid places that will be difficult to get to on foot or through public transportation
- > Physical security: choose a location that feels safe to the participants; avoid dangerous neighborhoods or buildings
- > Regular availability: make sure the room is available for every meeting
- > Large size: use a room that is big enough to comfortably fit at least 20 people, preferably with enough space for games and not only discussions
- > Heat and ventilation: make sure the meeting room has heat in the winter and the ability to open up windows in the summer or other ways to maintain a comfortable atmosphere
- > Flexible layout: make sure clubs will be able to move furniture around to play games and have discussions, as well as hang visual aids on the wall



The setup of an IMPACT Club meeting space before members arrive.

The list above is the basic criteria for any club. If the meeting space meets the above list of necessities, the Leaders are on the right track for starting an IMPACT Club. There are, however, additional things to think about when choosing a space for club meetings. The list below provides further details to take into account. While it is possible to start an IMPACT Club without these things, the meeting space will be even better suited for hosting an IMPACT Club if it includes the following features:

- > A blackboard or whiteboard for teaching lessons
- > Safe storage for materials throughout the week

- > Computer, projector, screen and speakers for film clips and PowerPoint presentations
- > Internet access

One of the best resources for securing adequate meeting space with computer access is in a local school. Schools often have computer labs, large classroom spaces that can be used during and after school hours, and the ability to store club materials safely. Schools will also likely meet the basic requirements for safety and access, and members will usually feel comfortable there. Other resources for finding appropriate meeting spaces include churches, cultural centers, universities and local foundations. Encourage IMPACT Club Leaders and community partners to explore as many options as possible before deciding on the right meeting location.

One more note about meeting space is that it is very important for IMPACT Club Leaders to set up the meeting room to foster teamwork and discussion. A typical classroom set-up where chairs and tables face the front of the room does not provide for a good IMPACT Club meeting space. Leaders could try moving furniture into a circle or placing chairs around a table. IMPACT Club Leaders must remember that their role is to act as a facilitator of group activities; the focus should be on the group and not on the Leaders. A circular seating arrangement is better for this.

Once IMPACT Club Leaders and project partners have identified a room for their club, the IMPACT Club Facilitator should help them think through the logistics and guidelines for the club using that space. In most cases, it is best to work out a written partnership agreement with the building or organization's manager. Identify the club's responsibilities towards cleaning and securing the room. Ensure that the club will not be paying rent and are not responsible for paying electricity, heat or water bills. If the club or WV is asked to pay something on a regular basis, see if there is another possible location for the club.

4.2.2 MEETING MATERIALS

Once IMPACT Club Leaders have identified and secured the right space, they will need to consider other materials needed for club meetings. Generally, when new clubs open, WV will be responsible for providing these.

To get started, IMPACT Clubs should have access to the following materials:

- > Pens, pencils, and blank paper or notebooks
- > Markers, crayons, colored pencils, and other art supplies
- > A blackboard, whiteboard, or flipchart paper
- > Different colored paper
- > Post-it notes of various colors
- > Tape
- > Scissors
- > Stapler

If possible, it will also be useful for IMPACT Club Leaders and clubs to have access to the following resources:

- > Computer with internet access
- > Printer
- > Camera



An IMPACT Club places a ribbon over the door to their new meeting space to be cut as part of their grand opening..

IMPACT Club Facilitators need to support Leaders to identify and gather non-essential materials for each meeting. These could be resources used for specific games or activities outlined in the curriculum. Leaders should be able to find many of these themselves as the curriculum often calls for common household items such as a bucket, glass, deck of cards or newspaper clipping.

Service-learning projects often require the most material resources and the most creativity in meeting those resource needs. For the first year, WV will provide a small amount of seed funding to support clubs to buy some of the resources necessary. If the seed funding does not meet the projected costs of the service-learning project, clubs will have to revise their budget, fundraise, or find in-kind support from community partners with the support of the Facilitator.

4.2.3 PLANNING THE MEETING

Once a meeting space and materials have been identified, the IMPACT Club Facilitator must support Leaders in planning their first meeting.

Once the meeting location and time have been announced to potential members, Leaders must create a meeting agenda. The IMPACT Club curriculum provides good ideas for an opening the first IMPACT Club meeting, but Leaders should feel comfortable to personalize it in order to fit their own Leadership Team's style and preferences. The Facilitator should sit with the Leadership Team of each club (either together, or with individual Leadership Teams) to go over the first meeting and talk through the learning objectives and activities to make sure that they are comfortable. It might also be useful to have two of the Leaders deliver the meeting to the rest of the group as practice-run, and receive feedback.

A few important objectives for the first meeting are:

- > Acquire contact information from participants
- > Have participants introduce themselves
- > Explain to participants what the IMPACT Club program is about
- > Introduce club values and promote a positive environment for equal participation of all, particularly regarding respect for the views of males and females and the principle of non-discrimination
- > Create an early framework for team bonding

4.2.4 THE LEADERS' ROLE IN EARLY IMPACT CLUB MEETINGS

IMPACT Club Facilitators should sit with Leaders and ensure that they understand their role as a facilitator of IMPACT Club meetings.

The Leaders' role is vital in the first few meetings. Participants may feel alone, shy, fearful, and anxious about their role in the group. The Leaders need to exercise considerable skill to make everyone feel included, but should not push hesitant individuals too far too fast. The Leaders should be aware of power dynamics that often operate in groups, and promote the active participation of female and male adolescents, and the inclusion of marginalized sub-groups.

The first few meetings mark the "forming stage" for IMPACT Clubs. This is usually marked by superficiality in relationships. Participants may be comparing each other's shoes and dress. They may be unable to listen attentively. Though the Leaders may have already explained IMPACT Clubs several times, participants may still have very little understanding about the purpose of the group.

Some of the goals and strategies that IMPACT Club Leaders should exercise during the forming stage include:

Motivating participants through...

- > Fun, energetic, active games
- > Team-building activities
- > Encouragement and praise without favoritism
- > Encouraging them to invite their friends

Reminding them of the benefits of IMPACT Clubs and that they are part of a national and global movement of adolescent and youth service

Including all participants through...

- > Arranging chairs in a circle for discussion
- > Soliciting every member's opinion
- > Providing positive encouragement for the voices of female adolescents and marginalized youth sub-groups (such as people with disability)
- > Varying discussion methods by including active debrief techniques and reflection activities
- > Valuing each individual contribution in discussions and activities, and thanking members for their participation
- > Giving each participant the opportunity to share information, be known by the group, and define his or her role in the group

Developing a group identity by...

- > Clearly and repeatedly explaining the purpose and goals of IMPACT Clubs
- > Giving participants the opportunity to reflect on what IMPACT Clubs means to them, why they want to participate, and what their role and purpose is in IMPACT Clubs
- > Giving the group clear, attainable goals to achieve
- > Accomplishing something tangible for the community that will benefit women, men, girls and boys
- > Celebrating the group and getting to know each other through fun activities
- > Writing and committing to a Full Value Contract



IMPACT Club meeting.

4.3 Support IMPACT Club Leaders and Club to plan and implement service-learning projects

As mentioned in Phase I: Preparation, one of the main learning tools of IMPACT Clubs are service-learning projects. Service-learning projects offer an opportunity for IMPACT Club members to apply new skills and knowledge they have learned through meetings and gain practical, hands-on experience.

At first, IMPACT Club service-learning projects will be very simple and achievable – the purpose of the first project is to give adolescents an understanding of what service-learning projects are, create a strong club culture and develop positive group bonds as they begin to work on projects together.

Projects are key to the identity of an IMPACT Club, and it is important for IMPACT Club Facilitators to support Leaders to introduce, plan and implement projects early in the forming stage – even in the first two or three meetings.

This section will focus on points for consideration as Facilitators help IMPACT Club Leaders and clubs to:

- > Select a community service-learning project
- > Implement a community service-learning project
- > Identify project partners
- > Evaluate the project, particularly assessing whether there was a positive impact on women, men, girls and boys in the community

4.3.1 SELECTING A COMMUNITY SERVICE-LEARNING PROJECT

The first step in creating a service-learning project is choosing the need that the project will address. As the club considers this, it is important to remind IMPACT Club Leaders that projects should be democratically chosen by participants as often as possible, and promote equitable decision-making of female and male members.

Leaders should encourage the IMPACT Club members to come up with ideas and choose projects themselves, taking into account community input. However, especially in the beginning of a club, this may be difficult. It takes time for IMPACT Club members to take notice of important community needs and to think actively how IMPACT Clubs can structure a project to assist in meeting those needs. In the club's beginning, the request for "ideas for service-learning projects" may be met with blank stares and empty silence. This is often the case with new clubs, and it is important that Leaders know this is natural. Especially at the beginning of a club, there's nothing wrong with the Leaders offering the group ideas for projects. The project still needs to win the agreement of the group and encourage participants' creativity in making it happen.

An important note here: although the project idea or topic should be chosen by the IMPACT Club members (perhaps with help from the Leaders), community members are a vital part of this decision. Various parts of the IMPACT Club curriculum, such as community mapping or focus groups, draw on techniques from the field of asset-based community development. Asset-based community development calls for a participatory approach, which involves community members at every stage of the process and sees the community as a place full of important information, resources, and insights. Although this may be difficult or even uncomfortable at the beginning, over time IMPACT Clubs should become more and more comfortable with working directly with community members to identify community needs, select projects, and plan appropriate and effective project activities.



As a community service-learning project an IMPACT Club in Idjevan, Armenia, cleaned local cultural sites and placed signs in the town in English and Armenian for local and international tourists to read.

Even with community member participation, however, IMPACT Club members and Leaders may struggle with ideas for community service-learning projects. Sometimes problems seem so entrenched that solutions seem daunting, if not impossible. It is always important to keep in mind that there are different types of community service-learning projects. Facilitators should consider which level will be most appropriate for their group.

4.3.2 THE 4 TYPES OF COMMUNITY SERVICE-LEARNING PROJECTS

There are four general types of community service-learning projects:

- > direct service;
- > indirect service;
- > advocacy; and
- > social entrepreneurship.

All four are good for different purposes and for different stages in the development of the group. Facilitators and Leaders should ensure that, over time, IMPACT Clubs incorporate aspects of all four types into the projects that the club implements.

The first type of service is **direct service**. A direct service project is one in which those who are serving (the club members) are personally and directly meeting a specific need of those being served (others in the community). For example, if an IMPACT Club plans a day to go out and pick up trash in the park, they are performing direct service. Direct service has the benefit of high visibility and reward. Participants will actually be able to see how much trash they collected, and they'll be able to look at the clean park and see children playing there. Direct service has a one-to-one ratio of effort to impact; if there are twenty members in an IMPACT Club picking up trash for eight hours, they will be able to pick up an amount of trash proportionate to



IMPACT Clubs map go through a community mapping process to identify community assets, issues, and needs.

twenty people working for one day. This type of service is usually the best choice for a newly-formed group. **Direct service meets a new club's needs in providing members the satisfaction of seeing the direct and visible results of their work.**

The second type of service is called **indirect service**. Indirect service projects involve channeling resources to help those being served. For example, if an IMPACT Club raises money to fund trash pick-up (that members themselves are not going to physically pick up) for a poor neighborhood, they are performing indirect service. Indirect service can feel less rewarding in some ways, as it can lack the face-to-face contact with beneficiaries. However, it can also have the potential for a greater effort-to-impact ratio than direct service. For example, IMPACT Club participants may discover that they can raise money for trash pick-up in ten different neighborhoods. They will thus accomplish much more than they could by personally picking up trash in a direct service project. **This level of service is appropriate as an IMPACT Club begins to grow and mature.** It is essential that indirect service always be combined with reflection on the purpose of the activity; intentional reflection and meeting with beneficiaries will prevent the project from becoming merely a charitable act with little impact on the IMPACT Club participants themselves.

Advocacy is the third type of service. An advocacy service-learning project implies members' participation in public education and policy development. Advocacy seeks to eliminate the causes of problems and not just the effects. To continue the example, if an IMPACT Club lobbied to have a law passed that people would be fined for throwing trash on the ground in the park, they would be performing an advocacy project. Advocacy has the lowest level of face-to-face return – frequently the effects are not seen for several years – but it has the highest proportion of effort-to-impact return. One small group of twenty IMPACT Club members could successfully get a law passed that would require cleanliness in all parks within a region. Although it might take a few years for the law to begin having a visible effect, it could easily have a national impact. **IMPACT Club Leaders should know that an advocacy project is the most challenging type of community service-learning project. It has the least visible results, and it should generally not be attempted until after an IMPACT Club has successfully completed several simpler projects.**



Social entrepreneurship is the fourth type of service-learning project. The distinction refers not to the type of service provided (which still can be direct, indirect, or advocacy) but rather to the mode in which the project is paid for. Social entrepreneurship projects set up small, sustainable micro-businesses in order to make money to support the activities of the project and carry them on in a sustainable way. One example of a social entrepreneurship project from the IMPACT program: a club wanted to raise money to buy a cow for a local orphanage, in order to provide the children there with milk. In order to raise the money, they started a small mushroom-growing business, using a special technique to grow mushrooms indoors. They began selling their mushrooms to local villagers, who were happy to pay for the delicious food. They used the revenue from these sales to cover the costs of the mushroom farm, as well as buy a milk cow for the orphanage. In time, the club decided they no longer wanted to run the business, so they trained other village residents in the technique and passed the business on to them. Now those villagers continue to run a profitable small business, thanks to the start made by the IMPACT Club.



An IMPACT Club implements a community service-learning project through a local school that is focused on improving knowledge on local birds and bird protection.



An IMPACT Club hosts a movie night in the local community hall to raise money for their club and support local community initiative .

4.3.3 IDENTIFYING PROJECT IDEAS

There are two main ways that an IMPACT Club can search for an effective service-learning project. The first and simplest is to look at community needs and assets. Leaders, participants, and community members can gather together to brainstorm the needs and assets of the local community and the ways that the IMPACT Club could address the community's needs by tapping into its already-existing assets. Members can use their personal experience and observation to help them identify needs, ask other community organizations for advice, or interview potential beneficiaries of the project to ask what they need. The same is true with assets. For example, if IMPACT Club members want to serve a particular population segment (e.g. the elderly or kindergartners) they can ask members of that subset of the community about their specific needs. In addition, they can identify assets by asking what programs have been successful in the past and what ideas or resources the members of the beneficiary group have to contribute. This research and collaboration with community members can lead to some great project ideas that will have buy-in and support from the very people the projects are meant to benefit.

A second way to approach choosing a project is to look at the IMPACT Club's specific learning objectives and competency development needs. For example, an IMPACT Club may want to learn more about the media and develop their own communication skills, so they might choose a project that includes activities requiring them to engage in public relations and communications activities. Other potential learning objectives include budget writing, petitioning local public officials, or raising environmental awareness. The IMPACT Club can then brainstorm possible projects that would require those skills and achieve those objectives.

Once the club comes up with a list of several potential projects, they can narrow their choices by discussing the positives and negatives of each project. When considering project priorities, they should consider whether the beneficiaries will be women, men, girls or boys in the community – how will each beneficiary group be targeted, and will the impact be equitable? For example, setting up a community sports team may be a proposed activity but it may not be prioritized if it only culturally acceptable for boys to participate in this sporting activity. After discussing how they would carry out the project and its possible outcomes, the group can either vote on projects or seek group consensus. Whatever method the club chooses, it is important for the Facilitator and Leader to ensure that the project has the agreement of the entire IMPACT Club and that each member is dedicated to the success of the new project.



An IMPACT Club designs and paints an art piece at their school to make the area more colourful for other children.

4.3.4 IMPLEMENTING A PROJECT

A service-learning project is more than just a service for the community; it is a tool to help adolescents learn invaluable skills, knowledge, values, and attitudes. In order for an IMPACT Club's project to succeed as a service-learning project, the Facilitator must work with IMPACT Club Leaders to ensure that six components are successfully completed:

- 1) Preparation and Planning
- 2) Project Management
- 3) Necessary Project Trainings
- 4) Reflection
- 5) Project Evaluation
- 6) Celebration

While the participants should perform most of the work on the project, the job of the IMPACT Club Facilitator is to work with the Leader to maximize the learning potential of the project. These six components are discussed below.

1. Preparation and Planning

Before a project takes place, Leaders must consider what effect it will have on three groups of people: the public, partners, and the participants in the project. In preparing the public for a project, Leaders must consider how the community and beneficiaries will view this project. Do they understand the need? Are they also invested in solving the problem the project addresses? Will the project be well-received and supported, or will it come off as paternalistic and self-serving? Is there a need for public education regarding this problem? Has it considered the gendered implications of the project (will it benefit women, men, girls or boys in the community? Will it have community support to involve male and female youth? Are there risks for female youth, or barriers they may experience?)

Will the project be more successful if it includes an awareness campaign or a publicity campaign?

Secondly, Leaders must think about direct and indirect partners. For example, Facilitators might have to work with Leaders to get permission from government officials or the school administration before a project can start. Both IMPACT Club Facilitator and Leaders should search for other local groups who care about this problem and invite them to partner with the club in the project.

Finally, the Facilitator and Leaders should evaluate what preparation the IMPACT Club needs to do before it can effectively undertake this project. Adolescents might need to learn specific skills, such as writing a budget or learning certain construction skills. They might need practice in interpersonal skills such as talking with the elderly. They might just need to reflect on their own assumptions and stereotypes and how the project might change those thoughts and ideas.

2. Project Management

Service-learning is a learn-by-doing methodology for participants. IMPACT Club Leaders should help members plan and manage the project; the Leaders are facilitators for completing the project but should never manage the service-learning projects themselves. Leaders are responsible for ensuring the participants think through all aspects of the project. Leaders provide direction, training and insight as necessary, but one of IMPACT Club's distinctive characteristics is that participants learn to take responsibility for project management.



An IMPACT Club implements a community service-learning project that focuses on improved hygiene in schools.



IMPACT Club youth implement a project that focuses on hygiene in schools.

The first step in effective project management is to identify the goal of the project. The goal is the overall purpose of the project, the reason behind the project. The goal should clearly express the project's need, its beneficiaries, and its motivation. An example project goal might be "to improve the cleanliness and sanitation of the tourist area in Central Park through the construction of a toilet."

After coming to agreement about the goal of the project, club members should write down specific objectives they need to achieve in order to accomplish the goal. Objectives are the broad categories of activities to be performed. For example, to build a toilet, objectives might include:

- > Design plans for constructing the toilet
- > Gather funds and materials needed for the construction project
- > Construct the toilet
- > Promote use of the toilet through public education and advertising

After the participants decide on objectives for the project, they should break down each objective into specific measurable activities. For example, activities necessary for the "gathering funds and materials" objective in the example above may include the following:

- > Create a presentation explaining the need for this project
- > Write a budget for the project
- > Identify possible sponsors and show them the presentation

An activity can further be broken down into tasks. For example, the activity "identifying possible sponsors" above may require the following tasks:

- > Meet with the town hall to inquire about donating tools
- > Meet with the local lumber mill to ask for a wood donation
- > Meet with three local construction firms to ask for the donation of a carpenter's time
- > Meet with the owners of specific food stores to request food or monetary donations

The activities and tasks should be written as specifically as possible. Each task should have a person responsible for performing it as well as a timeframe for accomplishing the activity. Leaders need to allow extra time for tasks that fall outside of their direct control (such as obtaining approval from the mayor for a park improvement project).

Clubs should use a Gantt Diagram like the one below in order to list the project's goals, objectives, activities and tasks with their corresponding timeframes and responsible individuals. The IMPACT Club should review the table at each meeting to ensure that no tasks are overlooked, the project stays on schedule and budget, and the project's goal is attainable. Attention to detail is essential to the successful completion of a service-learning project.

Goal	Objectives	Activities	Tasks	Responsible	Deadline
Project Goal	Objective 1	Activity 1A	Task 1A.i		
			Task 1A.ii		
		Activity 1B	Task 1B.i		
			Task 1B.ii		
	Objective 2	Activity 2A	Task 2A.i		
			Task 2A.ii		
		Activity 2B	Task 2B.i		
			Task 2B.ii		

When supporting the Leaders and club to plan the logistics of a project, the IMPACT Club Facilitator should begin with the end in mind. Rather than starting with a list of all the activities they must complete for the project, instead begin with the ultimate goal. As the club clearly defines its goal and the objectives associated with it, they will be able to list activities purposefully instead of getting caught up in many unrelated tasks.

When the club writes the goals, objectives and activities, Leaders should make the participants consider how they will evaluate success. More information on evaluating success is included in the Evaluation section below.

After the club finishes its initial project plan, two or three IMPACT Club members should write up the project in paragraph/narrative form. This written document should include a plan for all aspects of the project, including the following:

- > Goal, objectives, activities, and tasks
- > Timeline
- > Budget
- > Evaluation criteria

3. Necessary Project Trainings

Service-learning seeks to teach adolescents vocational and life skills as they serve the greater community. One way to accomplish this is to provide lessons and training on topics related to the project. This is an important function of the IMPACT Club Facilitator's role. While IMPACT Club participants will be in charge of the service-learning project, the Facilitator works with Leaders to ensure that members have the necessary skills to complete the project, whether it is a technical competency or the way they will work together to complete the project. Members should apply their training almost immediately after they receive it. For example, if a club's project involves creating a presentation to ask the town hall for help with the project, a lesson on using Microsoft PowerPoint can be taught and then immediately applied. If a club is stuck in a power struggle among participants over who performs certain project tasks, Facilitators may work with Leaders to provide coaching on delegation, teamwork or conflict resolution.

Proper planning of meetings will result in the skills "sticking." IMPACT Club members will be much more enthusiastic about a training on how to write a budget when they know that later that week they will have to put their new skills into practice. IMPACT Club participants are more likely to grasp and retain knowledge that they immediately apply to the service-learning project.

4. Reflection

Reflecting on a service-learning project is like debriefing a game or adventure activity; it helps participants recognize and clarify what they have learned through the experience and apply that learning to future experiences. It is one of the most important as well as one of the most easily neglected aspects of service-learning.

It is important for the IMPACT Club Facilitator to support the Leader to consider how to include reflection during the planning and implementation stages of a project as well as at the end of a project. Structured opportunities for reflection and learning should be built in all the way through the service-learning project cycle.

At the beginning of the project, ensure that the Leaders have club members reflect on their expectations, assumptions and stereotypes. Ask them to consider their goals and what they hope to accomplish through the project. While the act of service is being performed, if possible, Leaders should allow time for participants to reflect on their feelings and experiences. After the project is finished, Leaders should ask participants to draw conclusions and apply their learning to future projects and their own lives. All of these reflections can be accomplished through discussion, writing, art, presentations or other medium.

There are many ways to reflect on a service project, so it is helpful to choose a topic as a focus point, such as:

Reflecting on Events

This helps the participants see the project clearly and enter into deeper reflection.

- > What happened in the project?
- > How has the community responded to the project?
- > What kinds of challenges have we faced in the project? How have we responded?
- > What success have we had in the project?
- > What changes have you seen in the community because of the project? How has it made an impact?
- > How has it benefited women, men, girls and boys in the community?
- > What was the most rewarding moment in the project?

Reflecting on Personal Growth

This helps the participants recognize the ways they have personally grown and/or changed through the project and what weaknesses they would like to address.

- > How did you feel while participating in the project?
- > What knowledge have you used to help others?
- > What new abilities, knowledge, or attitudes/values did you gain from this project?
- > What were the most interesting parts of the project to you?
- > What parts of the project did you find most challenging?
- > What skills or knowledge do you think would increase your ability to make a difference in our community?

Reflecting on Others

This helps the participants develop respect and compassion and reflect on what they learned from/through the community.

- > Who were the people who worked on this project?
- > What are the hopes and dreams of the people involved? What do they believe in?
- > What did you share as a group? What made each individual unique?
- > How did the beneficiaries of this project cope with their needs and problems?
- > What prevents their achievements?

Reflecting on Work

This helps the participants evaluate the effectiveness and impact of their service.

- > What do you gain by helping others?
- > How do others benefit from your effort?
- > Do you find it easy or difficult to “make a difference”? Why?
- > Who or what helps you to make a difference? Who or what makes it more difficult?
- > Do you think everyone should help the community? Why or why not?
- > Do you think our project had any negative consequences or impact?
- > What could have made the impact of this project greater?
- > What values are important when trying to serve other people?

Reflecting on Community

This helps the participants understand their project’s role in the bigger picture of the community.

- > What problem(s) did your project address?
- > If the project was successful, or remains successful, what difference will it make for women, men, girls and boys?
- > What do you think this project brought to the community?
- > Do you think the project offered real and lasting solutions?

- > What historical events are related to the problems our project addressed?
- > What do you think would be the best way to deal with this problem if it re-occurs?

Reflecting on Democracy

This helps participants see the role of volunteering, social service, and community engagement as part of being an active citizen in a healthy democracy.

- > What is a good citizen?
- > How can citizens help their community?
- > What would happen in a democracy if everyone tried to make things better?
- > What would happen if people didn't help each other?
- > What relationship do you see between community service and being a good citizen?

5. Evaluation

As with reflection, there is a temptation to push evaluation of a project to the end, postponing evaluation until after the project is completed. However, effective evaluation must be planned and implemented from the very beginning of a project. It is very difficult to begin evaluating a project after the project is finished, because unless the evaluation criteria are clearly defined in the preparation stage, IMPACT Club Leaders will not have criteria by which to evaluate the success of the project. Success must be defined from the outset; it is then easy to evaluate whether the project has achieved its goals and objectives. The project should be continually monitored and evaluated while it is being carried out, in order to continually improve the project as it goes on.

Just as every activity should include reflection, so every project should include evaluation. IMPACT Club Facilitators should remind Leaders that evaluation should be based on measurable results that were chosen at the start of the project – the desired goals – that highlighted the benefit to women, men, girls, boys and other special interest groups (such as people with disability). Some of these goals may involve an event, such as the participation of at least 50 volunteers in a clean-up day, or a visible result, such as the building of a toilet. In either case, evaluation should include both objective and subjective assessment. Objective assessment is the simple measurement of specific, predetermined goals. These are the tangible goals of the project – the visible results. This type of goal is simple to evaluate; either the result has been achieved or it has not. The second type of evaluation is the subjective assessment of how well those results have been achieved. Evaluating a project from this standpoint is similar to debriefing an activity; IMPACT Club members can consider how well they worked together as a team to achieve the project, how well planned and thought-out the project was, and how they can improve their projects in the future.

The IMPACT Club Active Citizenship Curriculum includes four evaluation meetings that are intended to help guide IMPACT Club Leaders through post-project evaluations. The four evaluations meetings are grouped as two sets of two and set two to three months apart. Each “group” of evaluation meetings has one meeting set aside to discuss the club's community service-learning project and how it is working as a group; the other meeting is focused on individual learning and growth.

6. Celebration

Along with evaluating the project, it is important to celebrate the club members and their accomplishments. At the end of a project, participants may feel an energy loss and lack of motivation to begin another project. The celebration can help prevent this. The celebration can take many forms, such as a movie night, party or hike.

Celebration may be a good time to begin discussing the next service-learning project. The IMPACT Club members are excited about having just completed a project, so maintain this enthusiasm by asking for ideas for future projects. Reflection, evaluation, and celebration can be combined for an effective closure and a good transition to a new project.

4.3.5 IDENTIFYING COMMUNITY PARTNERS

Community support is an essential element of every good service-learning project. There are three levels on which an IMPACT Club should try to gain partners for projects:

- > Among the public of the local community;
- > Among other groups and organizations; and
- > Among financial sponsors.

The IMPACT Club Facilitator can use his or her networks and influence to facilitate links between community partners and IMPACT Clubs.

Here are some points IMPACT Club Facilitators should keep in mind when helping Leaders and members to identify community partners:

- > Members should publicize every service-learning project. Nearly all projects that provide a service to the community are visible to the community, and how the community perceives that project should always be a matter of high importance to an IMPACT Club. For some projects, this may be as simple as a public service announcement on local television or in the local newspaper stating the project and its purpose. Other projects may need brochures, leaflets, posters, and informational campaigns.



An IMPACT Club goes out for pizza at a local restaurant to celebrate the successful implementation of their community service-learning project.

- > Many IMPACT Club publicity campaigns will go one step further and call for members of the public to be involved. Projects that offer the public opportunities to partner with the IMPACT Club promote volunteering and provide the best kind of publicity. However, IMPACT Club projects can also offer involvement on a more formal level by partnering with other organizations such as churches, NGOs, and other youth organizations in order to accomplish a specific project. WV highly encourages formal and informal partnering with other organizations and individuals as it supports young people to develop networks and relationships among different individuals and groups.
- > The final way in which IMPACT Clubs can partner in the community is through fundraising. Although it can be very difficult to raise funds at first, many sponsors will quickly become enthusiastic as they see the effects of the IMPACT Club in the community and the evidence of concrete projects being achieved. As an IMPACT Club group gains a presence and becomes more recognized in a community, it will become easier to get business donations, grants and even donations from individual sponsors.

4.3.6 PROJECT QUALITY CHECKLIST

The following checklist provides general guidelines for clubs choosing and designing service-learning projects. Although not all of these characteristics need to be met during every project, they should be kept in mind in the decision-making process. As the IMPACT Club develops and matures, it is important that Facilitators work with Leaders to ensure that they incorporate more and more of these characteristics into the club's service-learning projects.

Promotion, Visibility, and Community Involvement

Does the project make use of local media and/or other forms of public education?

An integral part of service-learning is community involvement. Members must be attentive to how the community can get involved in a project: there should be an element of promotion, visibility, and opportunities for community involvement. Projects provide a great chance for members to gain a sense of communal responsibility and social concern for the community at large.

Building Relationships and Social Capital

Does the project develop/incorporate a "bridging" social capital element?

One of the goals of community service-learning projects is to strengthen social bonds in a community. Whenever possible, projects should involve interaction and partnership with different groups and community organizations. It is important to consider whether the project will positively impact on women, men, girls and boys. Social, cultural and economic barriers facing women in terms of relationships and social capital should be identified and addressed.

Awareness-Raising

Does it push deeper into community awareness and understanding?

IMPACT Club service-learning projects should seek to address problems and their root causes (not their effects) in order to create lasting solutions. Part of creating a lasting solution is recognizing the integral role of the community in both creating and sustaining change. A quality service-learning project takes into consideration the community's level of awareness about the problem and its desire to participate in finding solutions, and acts in a way that is respectful and understanding of the community.

Fun

Does the project incorporate fun?

IMPACT Clubs is a unique experiential learning program because it incorporates fun and adventure education as key parts of the educational strategy. It is important that community service-learning projects also include elements of fun.

Promoting Volunteering

Is the project strategic for the advancement of volunteering?

One of the goals of the IMPACT Club program is to create “ripple effects” through service-learning projects by raising awareness of the benefits of volunteering in the community.

Meeting Real Needs

Does the project meet real community needs?

A service-learning project should improve beneficiaries’ quality of life. The project is not just based on the interests of the IMPACT Club, but done together with the community based on real community needs. Ideally, community service-learning projects should be focused on helping target groups who are otherwise excluded from society.

Group Consensus

Does the project have the full consensus of the IMPACT group?

Community service-learning projects should be chosen by consensus among group members. They should not be chosen by IMPACT Club Leaders, and all members of the club must be committed to and excited about the project.

Measurable Outcomes

Does the project have measurable outcomes?

“How will we know if the project was successful? What does success look like?” In quality service-learning projects, these questions should have a clear, concrete and measurable answer.

Advocacy

Does the project incorporate advocacy?

Although not every project needs to include an element of advocacy, every IMPACT Club project should be conscious of the social structures and systems that create and enforce the problem, and work to address those root causes in a public way.

4.3.7 TOOLS FOR PROJECT PLANNING, IMPLEMENTATION AND EVALUATION

A set of tools and forms are available to IMPACT Clubs as they plan, evaluate and publicize their community service-learning projects. It is important for the Facilitator to support Leaders as they work with clubs to use the tools and complete the forms.

Project Planning and Evaluation Form

The Project Planning Form serves as a template for clubs throughout the process of planning a community service-learning project. As the club goes through the steps of a service-learning project, members will write down their plans in an organized way using this document. It includes the following categories:

- > Project summary
- > Project justification
- > Beneficiaries, including information on women, men, girls, boys and other identified sub-groups
- > Goal and objectives
- > Activities
- > Partners, sponsors, and donors
- > Promotion and visibility plans
- > Budget

Leaders do not need to ask members to fill out the Project Planning Form if it is not helpful to them. However, they may find that during the first community service-learning projects it provides an organized and thorough outline that greatly assists with the project planning process. For this reason, it is recommended for use at the beginning of an IMPACT Club's time together. Even if it is never typed out formally, it can serve as a helpful guide for note-taking and discussion. In fact, the process of completing the form in a careful way can be great practice for written communication skills and project planning.

Similarly, the Project Evaluation Form serves as a template for clubs as they implement, monitor, and evaluate their community service-learning projects. The document includes the following categories:

- > Activities completed
- > Project results
- > Visibility results/media appearances
- > Success stories
- > Challenges
- > Testimonials

Project Templates

Club members should use the IMPACT Club Project Templates when a project is completed. These one-page templates tell the story of the project in a concise, easy-to-read format, and over time clubs will amass a whole collection. There is also a place to insert some of the best pictures from the project at the bottom, in order to tell the story of the project visually.

Of course, clubs are also free to write about and represent the projects in other ways – for example, by hanging bulletin boards with pictures, testimonials, memories and press clippings. However, the Project Template is something used by IMPACT Clubs around the world and is an easy way to communicate about real community change in a winsome manner.

Tools and Resources

Title	Description
IMPACT Club Members Registration Form, Attendance List and Database	
<u>IMPACT Club Registration Form</u>	This form is used to collect club members' basic information and ensure parents consent to their children participating in the IMPACT program
<u>Database for Leaders</u>	Provides a centralized space for IMPACT Club Leaders to store club members' and club project information
IMPACT Club Service-Learning Project Forms	
<u>Project Planning Form</u>	To help clubs plan their community service-learning projects
<u>Project Evaluation Form</u>	To help clubs evaluate their community service-learning projects
<u>Project Report Template</u>	To help clubs communicate their community service-learning projects and present these as part of their club profile to stakeholders who are interested in their work

End of Phase 4 Checklist

After reading Phase 4...	✓
I understand my role as an IMPACT Club Facilitator in supporting IMPACT Club Leaders to open their clubs	
I know how to support my IMPACT Club Leaders to mobilize female and male adolescents in the community	
I understand how to prepare my IMPACT Club Leaders for their first meeting	
I know the qualities of an IMPACT Club meeting space include, and have ideas of where I can locate these in my community	
I know what materials need to be provided to IMPACT Clubs before they open	
I understand the purpose of community service-learning projects in IMPACT Clubs and my role in supporting Leaders and members plan and implement their projects	
I know the four types of service-learning projects IMPACT Clubs can implement	
I am aware of the steps to planning, implementing and evaluating service-learning projects	
I understand the quality check-list for service-learning projects	
I am aware of the forms and tools available to IMPACT Clubs to plan, evaluate and communicate their service-learning projects	

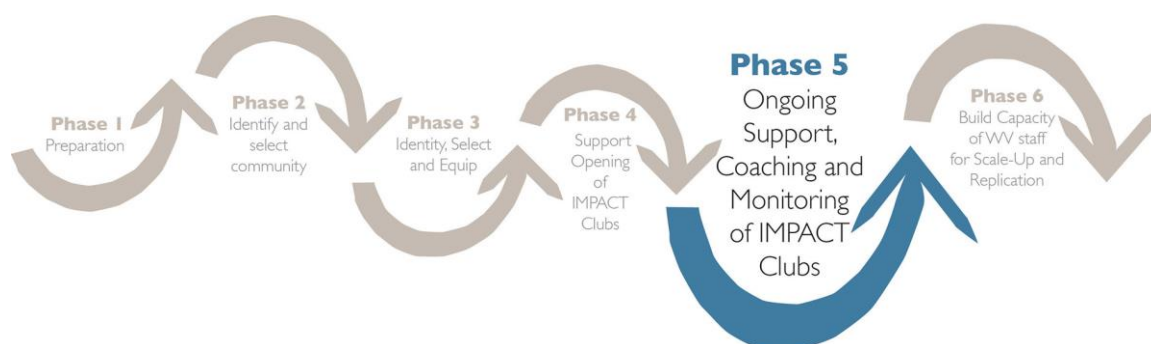
Phase 5: Ongoing Coaching, Support and Monitoring of IMPACT Clubs

This phase covers the importance of coaching, mentoring and monitoring IMPACT Clubs and IMPACT Club Leaders. It will introduce a number of tools and methods to support clubs once they have opened so that they can continue to operate and achieve their objectives as a group.

This phase also presents different ways to build capacity of IMPACT Club Leaders and members, as well as how to keep both interested and motivated to continue to participate in the program.

Process

Time Frame: This phase is ongoing until the project is complete.



Step-by-step guide to Phase 5

5.1 Provide regular coaching and support to IMPACT Club Leaders

Once IMPACT Clubs are open and operating well, the IMPACT Club Facilitator's role is to provide regular coaching and support to Leaders and clubs. This largely entails the activities described in Phase 1: Preparation, including:

- > Visiting each club once a month and make observations using the "Coaching & Monitoring Guide." These visits allow Facilitators to encourage and walk alongside the club, get to know its Leaders and members, and maintain a relationship with them. It also allows Facilitators to observe what is going well or not well in the club.
- > Calling a representative of each club once a week (either a Leader or a member) to ask about the club, again using the "Coaching & Monitoring Guide." These conversations also allow the Facilitator to maintain a good relationship with the club but also to observe what is going well or not and collect any information needed for reports, etc.
- > Participate in each club's community service-learning projects (approximately twice per year).
- > Participate in an evaluation and reflection meeting at each club (once a year).
- > Use email, Facebook, or other online tools to communicate with clubs as necessary.
- > Collect quantitative and qualitative data for six-month reports.
- > Organize training on particular topics for IMPACT Club Leaders and members.
- > Assist IMPACT Clubs in financial reporting when they receive money from the partner organization and/or other donors.

Outside of the activities that have already been described in this Handbook, there are a number of strategies that IMPACT Club Facilitators can use to ensure that IMPACT Club Leaders and members are motivated, clubs are performing well, and the IMPACT Club project is reaching its overall goal. This section will explore some suggested activities; however Facilitators should feel free to be creative. IMPACT Club Facilitators are the people best positioned to understand the motivations, interests and needs of the Leaders and members they are working with and how to support them to reach their objectives.

5.1.1 STRATEGIES TO KEEP IMPACT CLUB LEADERS MOTIVATED

Competent, confident and motivated IMPACT Club Leaders are vital to the success of the IMPACT Club program; however, volunteering can become burdensome. IMPACT Club Leaders are often managing multiple commitments such as work, study or their family, and if they do not feel motivated or appreciated it is likely that they will turn their time and energy to work that is more rewarding. This can be a problem for IMPACT Clubs, as the young people lose their trusted adult Leader, which can disrupt their learning as well as their commitment to the club. As such, it is vital for IMPACT Club Facilitators to employ fun and creative strategies to ensure IMPACT Club Leaders stay motivated.

But first: it is completely normal for there to be some turnover of Leaders. This does not reflect on the skills of the IMPACT Club Facilitator – some Leaders will even drop out straight after the IMPACT Club Leaders Training! This is something that happens in IMPACT Club projects, and that is why it is suggested that Facilitators interview Leaders, have them sign Leader's Agreements, train multiple Leaders for each club, and reach out to WV when they need support as they lead their clubs.

Some of the strategies that have been identified by other NHF and WV IMPACT Club Facilitators include:

Feedback

- > Giving thanks – it is important that all thanks is genuine and that Facilitators can specify why and for what they are giving thanks.
- > Participating in their meetings/projects and giving them constructive feedback. For example, telling them how much progress they have made since the last time.

Recognition

- > Encouraging Leaders is very important. There will be times when Leaders might feel disappointed in themselves or lose confidence in their abilities because a meeting didn't go to plan. It is important that Facilitators are there for them and remind them of the valuable work they are doing, share what they did well, and help them think about how they might approach the difficult situation differently to achieve a better outcome. What is equally important is to recognize when Leaders have done a good job, and encourage them for their hard work.
- > It is important for Leaders to feel valued and understand that the work they are doing is important. One way of doing this is to highlight and acknowledge their impact on the community through specific examples.
- > Identify and support the achievement of female Leaders as positive role models in their community, and male Leaders who are champions for gender equality and positive valuing of men and women.
- > Facilitators should take notice of the little details of the IMPACT Club Leaders' conduct or work and try to show appreciation for these. Showing an appreciation of these details will demonstrate that their effort is noticed and cared about.
- > Facilitators need not wait for regular meetings or coaching sessions to tell Leaders when they are doing a good job – it doesn't take long to send them a text, call or send a short Facebook message. They will appreciate it.
- > IMPACT Club Leaders and projects can be promoted through local newspapers, Facebook pages, or even the WV newsletter – this is a great way for them to feel acknowledged and proud of their work.

Rewards

- > Holding special events for IMPACT Club Leaders or inviting Leaders to events (either for WV or in the community) is a great way to reward their hard work, and for them to feel part of something important.

- > Holding awards nights for the IMPACT Club Leaders in the community is a great way to acknowledge each Leader for their unique qualities and what they have achieved in the project. It is recommended that if IMPACT Club Facilitators hold an awards night, they think of unique awards or commendations for each of the Leaders so none feel left out or demotivated.
- > Motivational events are a great way to appreciate and encourage Leaders. Motivational events could be something as simple as a pizza night amongst the Leaders, or perhaps a training session in an area they all wish to develop skills in – motivational events for Leaders and members are explored in further detail later in this section.

Visioning

- > On occasion, Facilitators should sit with Leaders and ask them to create a vision for themselves and their IMPACT Clubs – in a few years, what do they want to see their IMPACT Club doing? What will the young people be doing with their time and how will they be acting? What changes might they see in the community as a result of IMPACT Clubs? Leaders can write down their thoughts and Facilitators can help create action plans or list activities Leaders can do to realize their vision.

Create a Community

- > IMPACT Club Leaders can be a great resource and support network for each other – this is especially useful for the IMPACT Club Facilitator, as it means that Leaders don't only rely on Facilitators for all of their questions and challenges. Leaders will often experience similar challenges with their clubs, the curriculum, or sometimes with community partners, so by building trusting relationships and communicating on a regular basis, Leaders can identify solutions together as well as motivate each other for their good work. A few ways to support this is through the Leaders' motivational events and monthly meetings, but also through creating an IMPACT Club Leaders Facebook page for all of the Leaders in the ADP (if the local IMPACT Club is part of a larger IMPACT Club project, perhaps there will be a national level Facebook page). Facebook is generally easily accessible for Leaders either through computers or their smartphones, and it is also an easy way to share resources, photos, project and club updates, and ask questions of other Leaders. Facilitators can also use this as a resource to better understand what is happening in their clubs and collect photos and testimonials. The Facilitator must be vigilant that there is no misconduct on the Facebook page – it is worthwhile moderating this to ensure that Leaders are supportive and not aggressive towards each other.

Be a Role Model

- > It is absolutely vital that IMPACT Club Facilitators behave as good role models for Leaders. They should demonstrate the behaviors and attitudes they would like to see in Leaders – it can be frustrating and demotivating for Leaders to hear their Facilitator asking them to act in one way, then see him or her, their coach and mentor, acting otherwise.
- > Similar to the point above, it is important to remember that “people do what people see.” Leaders will not be motivated if they can see and feel that their Facilitator is not motivated or does not believe in the IMPACT Club program.

Be Fair

- > Facilitators must make sure to keep a good balance between the Leaders and not favor one more than the others.

Personal Relationships and Understanding

- > The IMPACT Club Facilitator must be available to Leaders and members. They might need to talk at an unscheduled time to ask a question, share an exciting idea, or raise a concern – it is important that the Facilitator make time to be there for them and listen.
- > The Facilitator should talk to the Leaders, get to know them, understand where they have come from, what their family is like and what they enjoy doing with their time, to build and maintain a good relationship with them.

- > When talking to Leaders, Facilitators must make sure to listen carefully (without checking their phone or answering emails while they are talking). Facilitators should also be accountable, and should not raise a concern if they aren't planning on doing anything about it.
- > Facilitators must believe in their Leaders!

5.2 Facilitate regular IMPACT Club Leader Meetings

A great way to build a community and support network is to facilitate monthly IMPACT Club Leaders Meetings. The purpose of the meetings is to create a comfortable environment to:

- > Listen to their issues and ideas;
- > Offer suitable solutions to the raised issues; and
- > Celebrate successes and provide useful information on new tools, methods or upcoming events to Club Leaders.

These meetings are not mandatory; they are a resource for the IMPACT Club Leaders. It is suggested that the IMPACT Club Facilitator start off by hosting and facilitating these meetings, then pass on the role to the Leaders so that they can take ownership over them.

Meetings should be held in a comfortable and relaxed space, somewhere that is convenient for all Leaders to convene. Options could be the WV ADP or a school, café or park.

Suggested Guidelines for IMPACT Club Leader Meetings

1. One Leader volunteers to facilitate the meeting¹⁴
2. The volunteer facilitator agrees with other Leaders on date and location of the next meeting.
3. Volunteer facilitator speaks with Leaders on issues and gaps in knowledge. This can be done face to face, email, phone, etc.
4. Volunteer facilitator prepares agenda for next meeting. The agenda should take into consideration the interests, needs, and priorities of the Leaders when developing the agenda.
5. Volunteer facilitator to distribute the agenda to Leaders.
6. Volunteer facilitator reminds the Leaders about the meeting two to three days in advance.
7. Volunteer facilitator asks one of the other Leaders to take notes during the session.
8. At the end of the meeting, another Leader volunteers to facilitate the next session.

Sample Agenda

TIME	ACTIVITY	PURPOSE
10 min	Game	Energize participants
50 min	Informative session	In line with the experiential learning approach, the meeting facilitator prepares activities/games to raise issues, address gaps in knowledge and find solutions.
30 min	Discussion	Members are given a chance to speak about issues and concerns that were not covered during the informative session. Another Leader volunteers to facilitate next month's meeting.

¹⁴ Each time the Leader facilitates the Leaders' monthly meeting she or he gets a "point" that raises the chances to be elected as a trainer for a new Leader.

5.3 Facilitate regular IMPACT Club Leader motivational events

As described earlier in this section, holding regular motivational events is a great way for the IMPACT Club Facilitator to ensure that Leaders feel appreciated. It is suggested that these events are held every two to three months (approximately four times per year).

The Facilitator should choose what kind of motivational event to hold according to the ideas, interests, and needs of IMPACT Club Leaders to ensure the event is something they will genuinely enjoy and appreciate. The Facilitator can ask for Leaders' thoughts individually during the weekly phone calls with Leaders, or raise it as an item on at the IMPACT Clubs Leaders Meeting.

Motivational events can include anything from organizing a hike together, sharing dinner, or holding a training session on an area each Leader would like to develop their skills in. For example, Leaders may wish to learn how to produce videos of their IMPACT Clubs, so Facilitators could ask their WV Communications and Marketing Team to help organize this training.

While you are free to be creative as you wish, it is important to keep in mind the project's budget for these events. If there aren't enough funds for the activities the Facilitator wishes to host, he or she could ask the Leaders to help contribute. For example, to hold an overnight camping trip, perhaps WV could fund the transport and tent-hire, while Leaders could provide the food for the trip themselves. Another option is to ask community partners for in-kind or financial contributions.



An IMPACT Club camp in Romania.

5.4 Support IMPACT Club Leaders to plan regular celebration activities and learning events

Similar to the IMPACT Club Leaders, it is also important that club members are motivated and having fun. This is why the IMPACT Club program suggests that clubs hold motivational events, celebrations or learning events for their members every two to three months. These activities could be organized by the individual clubs, or with the support of the IMPACT Club Facilitator clubs could join their efforts (and their budgets) to hold larger events.

The activities themselves should be organized by the IMPACT Club Leaders and clubs, however the Facilitator should be available to think through options and provide suggestions.

Like the IMPACT Club Leaders' motivational events, the clubs' events can take multiple forms such as outdoor hikes, going to a fun restaurant, seeing a show, camping trips, or visits to nearby cultural landmarks. However, it is important for Facilitators to remind Leaders and club members that resources may be a limiting factor in choosing and preparing these activities. It is much more difficult to find sponsors for motivational activities and celebrations than for community service-learning projects. However, this shouldn't discourage clubs from organizing fun activities together – they just need to be creative in finding materials and resources! Using their creativity, clubs could match available resources with a fun group activity. For example, here are some questions to ask the club to help them find alternative ways to meet their resource needs:

- > Do we all own bicycles? Do you know someone whose bicycle you could borrow for a day?
- > Who owns a sleeping bag? Tent? Guitar? Board game?
- > Do we have enough money to go out to a restaurant together?
- > Would a restaurant or disco give us their space for an afternoon?
- > Can we borrow a television for an evening?
- > Would a local store donate some food for our overnight trip?
- > Can everyone pack his or her own food for a weekend excursion?
- > Can we go on foot rather than take public transportation?
- > Can our event be done as part of our service-learning project, raising money and resources for the two together?

IMPACT Club Network

The IMPACT Club program is not just a project, it is a movement of young people coming together to change themselves and their community in a positive way. IMPACT Clubs can develop a deep network across their country and internationally by connecting to each other through Facebook groups and learning events to share the work of their club with each other and important community stakeholders. The IMPACT Club Facilitator should support the IMPACT Clubs to hold yearly learning events (conferences).

Different from motivational events or celebrations, learning events are an opportunity to bring together all IMPACT Clubs in the area or country to meet, share their work, and learn new skills from the IMPACT Club Facilitator or guest facilitators. These learning events should ideally be held once a year over one or two days at a comfortable, safe and convenient setting – in a summer camp setting, for example.

Learning events should be organized by a committee of IMPACT Club members, with support from their Leaders and Facilitator. This is a great opportunity for IMPACT Club members to practice skills learnt through their club meetings, too! Like with other activities, Facilitators must remind clubs to keep to the budget set aside by the project when considering learning events. The Facilitator can also provide support by facilitating connections between the clubs and the “community assets” identified during the scoping exercise outlined in Phase 2.

5.5 Facilitate links between IMPACT Club and guest speakers

Through the scoping exercise detailed in Phase 2, the IMPACT Club Facilitator should have a good understanding of who in the target community might be qualified and available to be guest speakers to the IMPACT Clubs on topics such as active citizenship, leadership, employability and social entrepreneurship. These people can be excellent resources to Leaders who may not feel confident to talk on certain topics, and can also serve as motivation to club members as they get to listen and learn from other people in the community.

The Facilitator can work with IMPACT Club Leaders to identify what topics and when a guest speaker might be valuable, and facilitate links between appropriate guest speakers and the IMPACT Club. Club Leaders may also have people in their networks who would be excellent guest speakers at particular IMPACT Club meetings, so the Facilitator should keep an inventory of these people, or add them to the current community assets inventory in order to link these guest speakers to other clubs.

It is important to remember that guest speakers are volunteers, just like the IMPACT Club Leaders. Instead of financial reimbursement for their time, guest speakers may appreciate a certificate or hand-written card from club members.

Tools and Resources

Title	Description
IMPACT Club Facilitator Coaching and Monitoring Tools	
<u>IMPACT Coaching and Monitoring Instrument</u>	The Monitoring and Coaching instrument helps IMPACT Club Facilitators mentor, coach and monitor the work of IMPACT Club Leaders and clubs
<u>Qualitative and Quantitative Quarterly Report</u>	These reports provide the Project Director with qualitative and quantitative information on the overall performance of clubs
<u>Database (member, project and Leader information)</u>	The database provides a centralized space for IMPACT Club Facilitators to keep information on Club Leaders, members and projects

End of Phase 5 Checklist

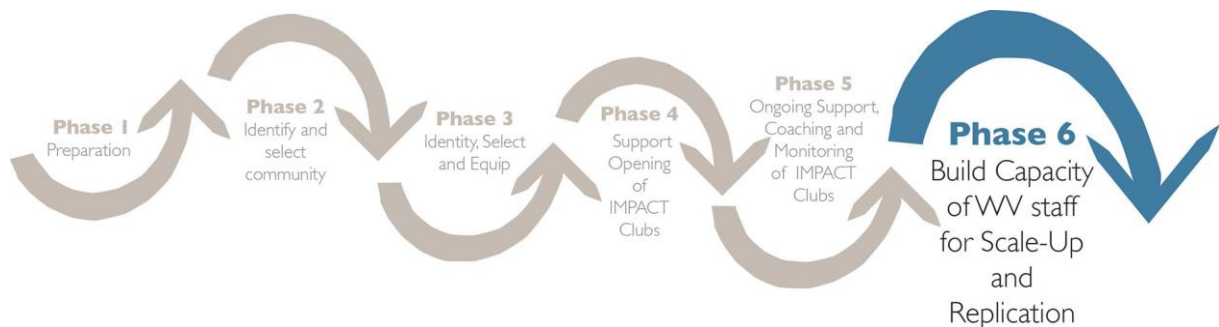
After reading Phase 5 ...	✓
I understand what activities I need to undertake to provide regular coaching and support to IMPACT Club Leaders and clubs	
I know different strategies I can use to motivate IMPACT Club Leaders	
I understand the purpose of the IMPACT Club Leaders Meetings, as well as how to plan and facilitate these meetings	
I understand the role of motivational events for IMPACT Club Leaders and members	

Phase 6: Build Capacity of WV Staff for Scale-up and Replication

This phase is directed towards Monitoring and Evaluation staff, Technical Advisors, Project Directors and IMPACT Club Facilitators to support the adaption and scale-up of the IMPACT Club program. As leaders and champions of the IMPACT Club program in their countries, this phase will present ideas for consideration as they think through how to best contextualize the model for young people in their country, and how to scale up the program while maintaining quality.

Process

Time Frame: This phase should commence at least 18 months after the first IMPACT Club pilot has begun or, ideally, after the first IMPACT Club pilot has ended.



Step-by-step guide to Phase 6

6.1 Preparation for scale-up

After a WV NO has had one to two years of experience piloting the IMPACT Club program, it may decide to scale up the program so that the model is working across multiple ADPs. Before a WV NO looks to scale up and replicate the IMPACT Club program, there are a number of steps to take to ensure there is capacity to oversee the program, and that the model is tailored for the specific context of the country. These steps include:

1. Appoint a NO level IMPACT Club Project Director;
2. Host a Training of Trainers for existing IMPACT Club Facilitators and high-performing IMPACT Club Leaders;
3. Evaluate and adapt the IMPACT Club curriculum; and
4. Evaluate the IMPACT Club pilot project, with special attention to the impact on female and male club members, and the benefit to women, men, girls and boys in the community.

This section will explore each of these steps further.

6.1.1 APPOINT A NO LEVEL IMPACT CLUB PROJECT DIRECTOR

At this stage, the WV NO will appoint an IMPACT Club Project Director¹⁵, who will oversee the growth and replication of IMPACT Clubs beyond the first pilot project/ADPs. This may not be a full-time role; as described in Phase I under “IMPACT Club Human Resource Structure” this individual could be someone already based in the WV NO, such as the Youth Advisor. The position and the IMPACT Club Project Director’s workload will be relative to the scale of growth within the country.

The IMPACT Club Project Director will be responsible for coordinating the IMPACT Club program at a national level, maintaining the relationship with SEED and NHF to maintain sustainability of the model, reporting, curriculum development and/or adaptation, and technical support as needed. The source of the budget to cover this person’s work will be decided at the NO level.

6.1.2 HOST AN IMPACT CLUB TRAINING OF TRAINERS

Should a WV NO want to scale and replicate the IMPACT Club program, the NO must invest in a seven-day IMPACT Club Training of Trainers (ToT). This can be done with the support of the IMPACT Club Global Champion. The ToT will be delivered by NHF Master Trainers.

This training is to be delivered at least 12 months after the initial six-day IMPACT Club Leaders Training, once project staff and volunteers are familiar with the IMPACT Club model and have practical, hands-on experience. ToT participants will be IMPACT Club Facilitators and high performing IMPACT Club Leaders from the IMPACT Club pilot project. Participants will be selected based on their experience, demonstrated capacity for leadership, and commitment to the IMPACT Club program.

The purpose of the TOT is to equip these participants to be IMPACT trainers – that is, to lead IMPACT Orientation and Leadership training in new ADPs in order to equip new volunteer IMPACT Club Facilitators and Leaders. This enables the IMPACT Club program to grow inside the country without direct NHF involvement, thus improving the capacity of the WV NO in delivering the program and allowing the NO to do this at a low cost.

6.1.3 CURRICULUM DEVELOPMENT AND ADAPTATION

If a WV NO wants to replicate and scale the IMPACT Club program across additional ADPs after the initial piloting of the model, there should be a curriculum review process. The purpose of this process is to identify areas where the IMPACT Club curriculum can be further improved and adapted for the country’s context. This may involve the development of additional modules to address country-specific issues.

Ideally, this step would take place after at least one year of pilot activities. The purpose of this timing is to ensure the pilot project has had time to stabilize and gather information about the area’s specific needs.

The curriculum review and adaptation process could take different forms depending on the needs and interests of the WV NO, including (but not limited to) one four-day workshop on curriculum development, face-to-face working meetings for curriculum adaptation, and/or the formation of an ongoing working group.

NHF’s curriculum development team will be directly involved in this process, both in terms of developing and leading the workshops on curriculum adaptation in order to empower local IMPACT Club staff to adapt the curriculum for their country, and in terms of ongoing curating of new materials and creating new curriculum, modules and lessons with the existing IMPACT model.

The IMPACT Club Global Champion is available to support this process alongside relevant NO staff.

¹⁵ It is recommended that this person has been involved in the pilot project, to ensure understanding of the program, experience, motivation, and commitment to the IMPACT program. Also, this person’s job title within World Vision can vary; the important thing is that at this stage someone is clearly established as point person.

6.2 Evaluation of the IMPACT Club Pilot Project

In addition to the new IMPACT Clubs, which are opened in new ADPs throughout the country, the IMPACT Clubs from the piloting ADPs will continue to run¹⁶. By this point in their life cycles, the older clubs should be reaching a more mature and independent stage, needing less direct coaching by their IMPACT Club Facilitators and accomplishing more complicated and involved community service-learning projects. It is important for the WV NO to evaluate these pilot projects to measure what has changed and how the project has contributed to that change. The information gleaned from the evaluation should inform the design and implementation of new IMPACT Club projects across the country.

Both the mid-term and final evaluation should be led by evaluation specialists who have experience in undertaking such studies and can ensure strong gender analysis to determine the impact on women, men, girls and boys. In some cases, it may be necessary to hire external independent consultants to undertake the evaluation if the required skills are not available in-house. Ideally, the evaluations will use mixed methods with gender-sensitive quantitative and qualitative approaches in a thorough study of the project impact.

End of Phase 6 Checklist

After reading Phase 6 ...	✓
I understand the steps required to scale-up the IMPACT Club program in my WV NO	
I understand the purpose of appointing an IMPACT Club Project Director, including their role and responsibilities	
I understand the purpose of holding an IMPACT Club Training of Trainers	
I understand the curriculum development and adaptation process	
I understand the impact of the pilot project on women, men, girls and boys, and can identify recommendations in scale-up to better meet the needs of different groups.	

¹⁶ The pilot ADPs may also open new IMPACT clubs, in addition to the older pilot clubs.

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