



IMPACT Clubs

Project Model Guidelines

IMPACT Club Project Model: Guidance Document

The IMPACT Club Project Model Guidance Document has been developed by World Vision's Social Entrepreneurship and Economic Development (SEED) Unit with support and input from the MEER Economic Development Learning Hub and New Horizons Foundation.

The intended audience for this document is National Office teams and their high-level strategic partners as they consider whether the IMPACT Club project model is an appropriate response to their shared ministry objectives to be included in Technical Approaches and Programmes.

This document also provides guidance and resources that can be used during the design of Technical Approaches and Programmes as offices adapt the IMPACT Club project model to their national context.

The IMPACT Club Handbook is recommended for National Office teams and project staff wishing to implement an IMPACT Club project. The Handbook includes detailed resources for the design and implementation of Technical Programmes and Projects, along with practical, detailed descriptions of the methodology and supporting tools.

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I. Snapshot of the IMPACT Club Project Model

What is it?

The IMPACT Club emerging project model is an integrated approach to adolescent engagement that fosters the skills, behaviors and attitudes necessary in adolescents for improved participation in their communities' social, civic and economic life.

The IMPACT Club project model was developed by World Vision's (WV) partner, New Horizons Foundation (NHF), and has been customized to work within WV's ADP's operating framework: that being, a project implemented over four years in a specific geographic area under the supervision of one WV staff member. However, the model has also been designed to ensure that it is flexible and adaptable to the local context in order to meet community interests and the WV office's resource requirements. As such, it is possible to scale the model down or use the program as a broad cross-country framework and integrate other interventions such as vocational training, or existing WV project models such as SKYE Clubs and Savings Groups.

KEY COMPONENTS

- 1) **IMPACT Club Meetings:** IMPACT Clubs are groups of adolescents who meet weekly to have fun, learn, and serve their communities together. An IMPACT Club is typically made up of approximately 10-25 adolescents (age 12-17) who gather once a week for two to three hours. The Clubs are led by volunteer IMPACT Club Leaders who are selected from the community. These Leaders use a curriculum based on experiential learning methodologies to help the adolescents in the club cultivate competencies in the areas of active citizenship, leadership, employability and entrepreneurship. WV supports this activity by hiring a staff member known as an IMPACT Club Facilitator. The role of the 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) **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, and each project is increasingly complex, delves deeper into community issues, and elicits 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.

Suitable contexts: urban or rural contexts

Project length: four years

Resources required: \$205,000 USD for a four-year project

An IMPACT Club Facilitator with experience in experiential education methodologies and positive adolescent development.

Expected impacts: (Estimated for a four-year project)

- > 550 female and male adolescents participating in 15 IMPACT Clubs.
- > 550 female and male adolescents learn and demonstrate critical life, work-readiness and entrepreneurial skills.
- > 550 female and male learn skills and demonstrate competencies in the areas of leadership and community contribution.

- > 550 female and male adolescents have increased hope and an improved likelihood of completing their basic education and transitioning to further education, training and employment.
- > 3000 indirect beneficiaries.

2. Why IMPACT Clubs?

In many of the communities where 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 require a diverse range of support mechanisms to foster the individual competencies necessary for safe and successful transitions into adulthood.

Adolescents require multi-dimensional programs that improve positive self-identity and cultivate critical life and work readiness skills.¹ 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.”*²

The IMPACT Club model was developed in Romania by NHF to address these needs, creatively combining fun from the adventure education domain, the role of narrative to shape character, and adolescent-led community service-learning.

The IMPACT Club model can be adapted for and applied in communities that have the following characteristics:

- > There are high numbers of adolescents in the community
- > There are limited opportunities for young people to engage in out-of-school activities
- > There are limited opportunities for adolescents to gain important life and work skills
- > There is evidence that few adolescents and youth in the area are transitioning 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, prostitution etc.
- > There are structural barriers that affect girls' and women's ability to equitably engage in community and/or livelihood activities

¹ Jim Casey Youth Opportunities Initiative (2013) The Adolescent Brain: new research and its implication for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St Louis, USA

² McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK

3. What is the IMPACT Club project model?

The IMPACT Club model is an integrated approach to helping adolescents (aged 12-17) develop the skills, behaviors and attitudes necessary to obtain sustainable livelihoods and participate constructively in their communities.

IMPACT Clubs, at their core, are simply a group of 10-25 adolescents who meet once or twice a week, led by a few adult leaders. Their goal is to become agents of change in their communities and to develop the competencies that empower them as leaders, active citizens and entrepreneurs, with special emphasis on life skills and employability.

The promotion of female participation and decision-making in IMPACT Clubs fosters female leadership and promotes men's engagement and support for gender equality.

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. Through participating in social action, female and male adolescents become more constructive and independent thinkers. As a result, they have a greater impact as they develop into young adults, stepping up to leadership roles in their communities with improved pathways to obtaining sustainable livelihoods.

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

Designed to run on an 18-month cycle, the IMPACT Club model includes a suite of learning instruments that are meant 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 Club members outside of meetings
- > IMPACT Passport, for evaluation of learning

3.1 Who are the key target groups and beneficiaries of this model?

The IMPACT Club project model specifically targets female and male adolescents between 12 and 17 years old who are interested and motivated to learn new skills and contribute to their community.

The IMPACT Club program is accessible to most adolescents, including those who have a basic education, are disabled, are engaged in risky behaviors, or are in minority groups. The model is also flexible, and can be adapted for the needs of particular contexts, for example Roma (gypsy) adolescents in Romania, or programs that work with children whose parents are victims of homicide in Honduras. The project team should work with a specialist who is knowledgeable about the specific vulnerable group being targeted in order to contextualize the approach effectively to meet the target group's needs.

In order to attract adolescents who are genuinely interested in and motivated to take action to improve their community, project participants are 'self-selecting.' This means the adolescents choose to take action and become involved. WV recruits volunteer Leaders and helps those Leaders advertise the club activities, but WV does not recruit or select members.

While IMPACT Club members are self-selecting, it is important to ensure that membership is gender-balanced with equal opportunities for female leadership and decision-making. There may also 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.

To achieve self-selection, WV promotes opportunities for involvement as broadly as possible, through project partners (schools, churches, community-based organizations, etc.) and more broadly across the community to offer young people the opportunity to become involved in the project. It is then the responsibility of interested adolescents to become involved by completing and submitting an IMPACT Club registration form to the relevant IMPACT Club Leader(s).

Self-selection could also lead WV to work with some adolescents who are not considered the most vulnerable. This is not thought to be problematic; rather, it is crucial to the success of the project. For example, if a number of adolescents who are engaged in risky behaviors work alongside other young people who are demonstrating what are considered to be positive and healthy behaviors, they may adjust their values and behaviors because of the positive influence of their peers. This can also have an inverse affect, however, and as such it is suggested that IMPACT Club Facilitators work with Leaders to ensure that members that are engaged in risky behaviors do not exceed 40 percent of total club membership.

While the age range for IMPACT Clubs is quite broad and integration of younger and older adolescents can happen, it is suggested that each club focus on a specific age cluster, for example 12-14 years, 14-16 years, or 16-17 years.

3.2 What are the expected benefits or impacts of this model?

Research results from NHF projects in Romania suggest that the IMPACT Club approach has the following expected benefits:

- > Female and male adolescents learn and demonstrate critical life and work-readiness skills.
- > Female and male adolescents learn skills and capabilities around leadership and community contribution.
- > Female and male adolescents gain a deeper understanding of community issues and work towards designing evidence-based solutions.
- > Female and male adolescents have an improved likelihood of completing their basic education and transitioning to further education, training and employment.
- > Female and male adolescents have improved future orientation, dignity, confidence, self and collective efficacy, and attitudes conducive to business development
- > Improved social capital and future orientation across the community

The primary child wellbeing aspirations and outcomes that the IMPACT Club project model contributes are outlined below:

Child wellbeing aspiration: children are educated for life

Child wellbeing outcomes:

- > Children make good judgments, can protect themselves, manage emotions and communicate ideas
- > Adolescents ready for economic opportunity

Child wellbeing aspiration: children experience love of God and their neighbors

Child wellbeing outcomes:

- > Children grow in their awareness and experience of God's love in an environment that recognizes their freedom
- > Children enjoy positive relationships with peers, family and community members
- > Children value and care for others and their environment
- > Children have hope and vision for the future

Child wellbeing aspiration: children are cared for, protected and participating

Child wellbeing outcomes:

- > Children are respected participants in decisions that affect their lives

The IMPACT Club project model is also aligned with WV’s Youth Livelihoods and Empowerment Theory of Change.

Title	Description
WV’s Youth Livelihoods and Empowerment Theory of Change	The Theory of Change document seeks to clarify WV’s role and priorities in the area of youth livelihood programming.

3.3 The key features of the model

The IMPACT Club model is an integrated approach to adolescent engagement that fosters the competencies and confidence necessary within adolescents for improved participation in their community’s social, civic and economic life. The IMPACT 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.

KEY COMPONENTS

- 1) **IMPACT Club Meetings:** IMPACT Clubs are groups of adolescents who meet weekly to have fun, learn, and serve their communities together. An IMPACT Club is typically made up of approximately 10-25 adolescents (aged 12-17) who gather once a week for two to three hours. The clubs are led by volunteer IMPACT Club Leaders, who are selected from the community. These Leaders use a curriculum based on experiential learning methodologies to help the adolescents in the club cultivate competencies in the areas of active citizenship, leadership and employability. WV supports this activity by hiring a staff member known as an IMPACT Club Facilitator. The role of the IMPACT Club Facilitator is to recruit, train, coach and support the volunteer IMPACT Club Leaders as they lead weekly meetings and help the youth in their clubs to grow.
- 2) **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, and each project is increasingly complex, delves deeper into community issues, and elicits 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

The emerging model is similar to WV’s work with other adolescent and youth clubs; however, some of the advantages of using the IMPACT program include:

- > using a tested model informed by best-practice principles in positive adolescent development;
- > the model provides a clear framework for establishing and operating adolescent and youth clubs;
- > the model outlines clear learning objectives and is accompanied by a curriculum (and other learning tools) for achieving these; and
- > the model provides tools, processes and guidelines for WV staff.

The approach is designed to work within WV’s ADP’s operating framework; that being, a project implemented over four years in a specific geographic area under the supervision of one WV staff member. However, the model has been designed to ensure that it is flexible and adaptable to the local context to meet community interests and the WV office’s resource requirements. As such, it is possible to scale the model down, or use the program as a broad cross-country framework and integrate other interventions such as vocational training or existing WV project models such as Savings Groups.

For an overview of the main steps required to implement the model please see the ‘Phases and Steps in an IMPACT Club Project Implementation’ resource.

Title	Description
<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 provide 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 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 reach the learning needs of project beneficiaries.

3.4 What is the level of evidence for this model?

World Vision Armenia and Albania are currently piloting the IMPACT Club model and there is ongoing monitoring and operational research being conducted from the pilots. For more information about these findings, please contact Kate Williams (kate.williams@worldvision.com.au) or Jock Noble (jock_noble@wvi.org).

Title	Description
<u>IMPACT Clubs Evidence Building Plan (Armenia)</u>	The evidence building strategy (including hypothesis, assumptions, survey tools, analytical framework and sampling strategy) for WV Armenia. This is being rolled out in FY15, so there is currently no evidence, however other NOs can adapt this for their own context.
<u>IMPACT Clubs: An examination of the evidence</u>	This examines 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.

3.5 In what contexts has this model worked?

The IMPACT Club project model can likely be adapted to almost any context. It has been proven in both rural and urban contexts in developed and developing economies. It has also proved effective in communities where there is little social capital and high levels of insecurity, poverty and corruption.

Experiences from previous IMPACT Club projects have made it clear that the success of the project relies less on the characteristics of the locality and more on the skills and knowledge of the WV IMPACT Club Facilitators and the volunteer IMPACT Club Leaders, and their ability to adapt the project model to suit the local environment.

While the approach can be adapted to suit most contexts and needs, the IMPACT Club project model is most likely to be successful in contexts that have the following characteristics:

- > there are high numbers of adolescents in the community.
- > there are limited opportunities for engagement in out-of-school activities.
- > there are various stable community structures to partner with (to ensure sustainability) such as schools, churches, community-based organizations, etc.
- > there is evidence of adults in the community willing to volunteer their time to be IMPACT Club Leaders.

- > the geographic area is small enough to ensure that IMPACT Club members are willing and able to participate in the club on a weekly basis.
- > there is evidence of the local government supporting non-formal education programs such as IMPACT Clubs.

3.6 In which contexts should this model not be considered?

As noted above, it is believed that the project model can be adapted to most contexts. However, areas that possess one or more of the following characteristics are likely to have the most difficulty in implementing an IMPACT Club project:

- > in areas where there is active conflict (however, it could be applied in contexts that are recovering from conflict).
- > in areas where the geographic area is so large that it will be difficult for IMPACT Club members and Leaders to meet regularly.
- > in areas where there are no stable community structures or safe spaces for young people to meet.

4. How to use this Model

4.1 What scope is there to adapt?

The IMPACT Club model has been designed in such a way that it can be adapted to meet the interests, needs and resources available to the community and the WV office. There are, however, minimum quality standards that have been identified by WV and NHF that are critical to the success of the program.

Any country wishing to use the IMPACT Club model must sign a letter of engagement with WVI and NHF agreeing to maintain these minimum quality standards.

Title	Description
<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.
<u>Proforma letter of engagement for use of IMPACT Club project model</u>	Each National Office wishing to use the IMPACT Club project model must sign a proforma letter of engagement and return this to the SEED Unit (Kate.Williams@worldvision.com.au). This is to document that the National Office has bought into to Partnership level MoU between WVI, SEED and NHF.

4.2 Who will WV partner and work with to implement this model?

At a global level, WVI has partnered with NHF to adapt and deliver the IMPACT Club program to WV NOs. The partnership was established in 2013 between NHF and WV Australia's SEED Unit, and was elevated to a WVI level partnership in 2014.

At a national or local level, it is critical to the success and sustainability of the IMPACT Club project model for WV to partner with and work alongside stable community structures (e.g. colleges, churches, community groups, youth centers, social services and cultural centers etc.). These partnerships serve multiple purposes:

- 1) 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.
- 2) To receive support in identifying a volunteer IMPACT Club Leader.
- 3) To support the IMPACT Club Facilitator and Leader to mobilize and supervise young people participating in the IMPACT Club.

To improve the sustainability of the IMPACT Club program, WV will also build the capacity of that partner so that they can continue to oversee the program.

Local and national governments can also offer fruitful partnerships. For example, in Romania the Ministry of Education endorsed the IMPACT Club program as a recognized non-formal education program, which allowed teachers who volunteered their time as IMPACT Club Leaders to be acknowledged and rewarded by the schools for their time supporting their club. Local governments can also provide financial or in-kind support to IMPACT Clubs as they implement their community service-learning projects.

4.3 Local to national advocacy

The IMPACT Club project model has built into its framework advocacy components which are intended to provide young people with the competencies and environment required to become responsible, trustworthy citizens of integrity who are able to contribute to the common good.

One of the IMPACT Club project model's key learning tools is the curriculum. The Active Citizenship curriculum explores topics such as health, environment, corruption, violence and diversity through games, narrative and group discussions. The curriculum also specifically explores the concept of community and creates a space for IMPACT Club members to conduct regular community analyses. IMPACT Club members then identify a specific issue they would like to address in their community, and using skills they have gained through the curriculum lessons, the adolescents plan and implement community service-learning projects. Some of these projects may not involve direct service, but rather advocating on behalf of an important cause. Depending on the issue identified, these community-service learning projects could take the form of an advocacy project where young people lobby their local government to create child-friendly spaces in their community, or perhaps a business advocacy project where IMPACT Club members partner with local business owners to improve local infrastructure in order to stimulate business in the community.

While the IMPACT Club project model and learning tools will create a natural space for IMPACT Club members to advocate for positive change in their community, it is important that the IMPACT Club Leaders and Facilitators support the young people as they undertake these advocacy projects, providing connections to relevant project partners (schools, government, church, community based organizations etc.) and assisting the clubs to have visibility across the community.

5. Programme logic

5.1 Describe the programme logic

The diagram below shows the logic of the IMPACT Club project model. Additional resources (below), including an illustrative log-frame with activities, as well as a monitoring and evaluation framework, provide a range of potential indicators for consideration for countries that are looking to implement an IMPACT Club project.

Diagram 1 Sample logic of IMPACT Club project model

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		

Title	Description
<u>IMPACT Club Illustrative Logframe</u>	This document provides an example logframe for the IMPACT Club project model. It includes a goal, outcomes, and indicators for each.
<u>IMPACT Club Illustrative Logframe and Activities</u>	This document provides an example logframe with activities for the IMPACT Club project model. It includes a goal, outcomes, and indicators for each.
<u>IMPACT Club Monitoring and Evaluation (M&E) Framework</u>	This document provides an example logframe for the IMPACT Club project model. It includes a goal, outcomes, indicators, indicator definitions, frequency and method of collecting the data, as well as a suggestion for the person responsible.

5.2 Information flow and use

There are a number of key tools built into the IMPACT Club project model design that will support the monitoring process. These include:

- > **Data for project baseline:** Once the adolescents have been mobilized and the clubs have been established, it is critical to undertake a baseline analysis. The purpose of the baseline is to understand the current situation of the young people in IMPACT Clubs, as well as the impact of the program. There are a number of tools that project staff can use to better understand the education levels of the adolescents and level of technical competencies (in areas such as project management, financial education, leadership etc.), as well as their social and emotional competencies (communication, problem solving, creativity, resilience, motivation, self-confidence, self-identity, future orientation etc.). For more information refer to the IMPACT Club illustrative log-frame for suggested indicators and tools for measurement.
- > **Weekly IMPACT Club Coaching Sessions:** As part of their role, World Vision IMPACT Club Facilitators are to connect individually with IMPACT Club Leaders once a week via phone or in person. The IMPACT Club project model has specific coaching instruments that provide guidance for these weekly coaching sessions as well as a quantitative report that IMPACT Club Facilitators can complete after the session (not during) to assist them on assessing the club's performance.
- > **Quarterly IMPACT Club Monitoring Reports:** As part of their role, IMPACT Club Facilitators are responsible for filling out monthly gender-sensitive qualitative and quantitative reports. These reports summarize the information gleaned from the weekly coaching sessions with IMPACT Club Leaders and assist in assessing the club's performance as well as identify potential challenges and opportunities for the Club. The IMPACT Club project model has developed the reporting templates and guidelines for use for IMPACT Club Facilitators.
- > **Bi-Annual IMPACT Club Monitoring Report:** The IMPACT Club Facilitator is responsible for completing a twice-annual report which synthesizes the information of all the clubs that the Facilitator is responsible for. This report should be sent on to NHF as well as the NO staff overseeing the IMPACT Club project.

Please see the IMPACT Club Coaching, Monitoring and Evaluation Tools resource to view these tools and other instruments that contribute to information flow and use in IMPACT Club projects.

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.

6. Management Considerations

The below management considerations are based on a 'full-scale' four-year IMPACT project in an ADP. The project is considered full-scale because a full-time ADP Development Facilitator can only manage up to 15 clubs at one time. The numbers, however, could be divided across multiple ADPs (e.g. part-time staff overseeing five clubs in three separate ADPs).

6.1 Guidelines for staffing

The IMPACT Club model is not resource-intensive nor does it require a high level of technical expertise from WV.

Each ADP with 10-15 IMPACT Clubs would require one full-time (or two part-time) IMPACT Club Facilitator dedicated to the project, who supervises volunteer IMPACT Club Leaders. For countries with IMPACT Club projects being implemented in three or more ADPs, it is suggested that a Project Director be appointed at a NO level to supervise overall activities. In pilot countries, this person has been the Economic Development Advisor and the Youth Advisor.

The human resources structure and positions (with role descriptions) for IMPACT Clubs are presented in Diagram 2 and Table 1 below. Detailed role descriptions and sample interview questions can be found in the resources section below.

Diagram 2 Human Resources Structure for IMPACT

IMPACT Club Human Resource Structure

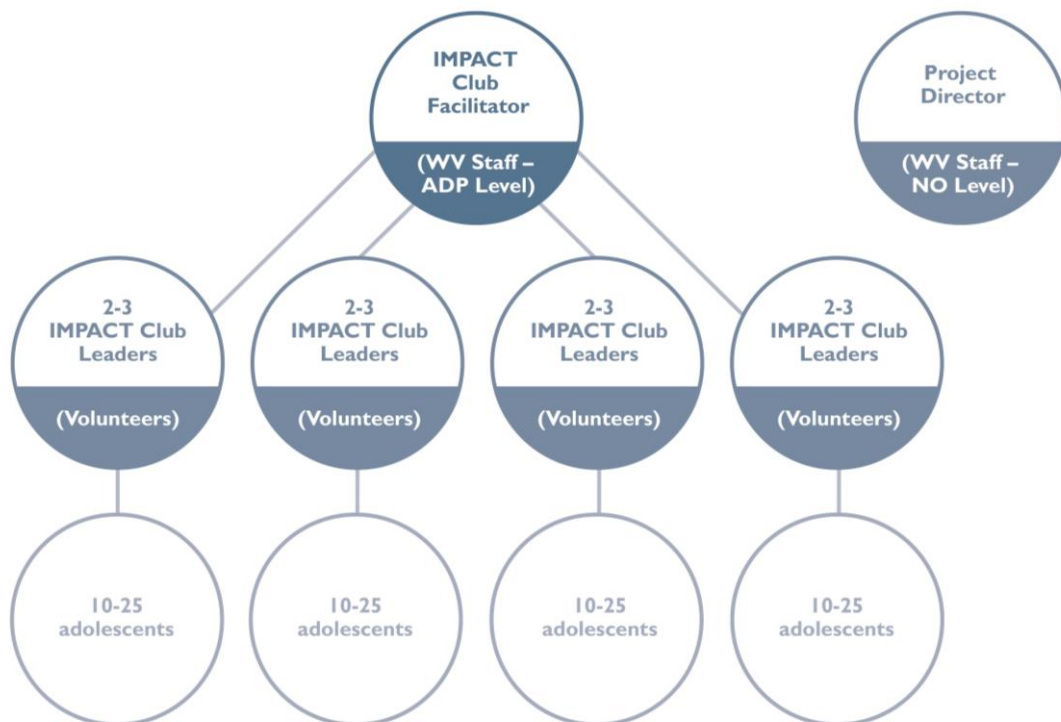


Table 1 IMPACT Club Positions and Role Descriptions

Position Name	Number of staff	Role Description
Project Director	One full time	The IMPACT Club Project Director is a managerial position at the National Office level. The Project Director will assist and mentor IMPACT Club project staff, namely the IMPACT Club Facilitators, providing administrative and operational support for the project and assisting IMPACT Clubs to become cohesive, generate a mission, vision and strategy and develop practical action plans.
IMPACT Club Facilitator	One full time or two part time	The IMPACT Club Facilitator will take a leading role in providing oversight, support and coordinating the IMPACT Club projects in a specific community in close cooperation with the ADP Team Leader and the Project Director.
IMPACT Club Leader	Two per IMPACT Club	The IMPACT Club Leader will take a leading role in mobilizing and working with adolescents, providing a safe, calm, fun environment, and supporting them in developing appropriate life and work readiness skills. It is advised to find two volunteer leaders per club to share the workload and provide stability.

Title	Description
<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 when hiring an IMPACT Club Facilitator.
<u>IMPACT Club Project Director: Detailed Position Description</u>	Large-scale IMPACT Club projects (three ADPs +) 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.

6.2 Budget

The costs outlined in this section are estimates and are explained in detail in the resource titled 'IMPACT Budget Estimates and Descriptions'. Each office will need to consider whether the budget line is relevant to their project and the real costs in their context.

It expected that a four-year project will cost approximately \$205,000 USD (see Table 2: IMPACT Club Project Budget). The costs are based on a number of key assumptions:

- > The project is being implemented in one ADP over a four-year period.
- > The project is being run at 'full-scale' meaning that across the life of the project, there will be 15 Clubs being overseen by the ADP and each IMPACT Club will have 25 adolescents.³

³ IMPACT Clubs will not necessarily close after the end of the four-year project, however this is the length of time that WV will intentionally support these clubs both financially and with human resources. The IMPACT Club program aims to guide clubs to be self-sustaining (in terms of leadership and being able to finance their own activities).

- > The project is being implemented by one full-time IMPACT Club Facilitator.⁴
- > The IMPACT Club learning tools (i.e. curriculum, manual, learning journal and passport) have already been adapted and translated as part of the country's initial IMPACT pilot.
- > There is in-country capacity to deliver the IMPACT Club Orientation and Leader Trainings.⁵

An IMPACT Club project at 'full-scale' over four years is expected to directly reach at least 550 adolescents across the life of the project – this is an average of 25 adolescents in each of the 15 clubs with a clubs continuing for the life of the project. It is expected that there will be some turnover in each club, and this has been accounted for and quantified. This puts the cost per beneficiary at approximately \$375 USD.

There are expected to be 3,000 indirect beneficiaries per IMPACT Club project. These include the families of the IMPACT Club participants, schools and other project partners, as well as community members who are benefiting from IMPACT community service-learning projects.

Title	Description
<u>IMPACT Budget Estimates and Descriptions</u>	The purpose of this document is to outline the expected costs involved in implementing an IMPACT Club project, as well as provide descriptions of each cost.

Table 2 Example IMPACT Club Project Budget

Example Cost of a IMPACT Club Project					
ADP Level Expenses	Yr 1	Yr 2	Yr 3	Yr 4	Totals
Advertising and recruitment of the IMPACT Club Facilitator	500		500		\$1,000
IMPACT Club Facilitator's salary and benefits	\$15,000	\$15,000	\$17,000	\$18,000	\$65,000
Local travel / fuel / insurance / maintenance	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Domestic travel	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800
Telephone and Internet bills	\$1,800	\$1,800	\$1,800	\$1,800	\$7,200
Orientation training on IMPACT Club Model	\$3,650				\$3,650
IMPACT Club project promotion	\$500				\$500
IMPACT Club Leaders Training	\$11,790				\$11,790
IMPACT Club learning tools	\$3,375				\$3,375
IMPACT Club materials	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
IMPACT Club t-shirts	\$3,750				\$3,750
Motivational events for IMPACT Club Leaders	\$980	\$980	\$980	\$980	\$3,920
Monitoring and evaluation	\$7,000	\$500	\$500	\$500	\$8,500
IMPACT Club motivational events	\$1,500	\$3,000	\$3,000	\$3,000	\$10,500
IMPACT Club learning events		\$2,000	\$2,000	\$2,000	\$6,000
Seed funding for IMPACT community service-learning project	\$4,500	\$6,750	\$2,250		\$13,500

⁴ If IMPACT is being implemented across a number of ADPs in a country, it is advised to hire a Project Director who would report to the country's ED Specialist. Please see IMPACT scale-up cost considerations.

⁵ This would mean that the NO had already piloted the IMPACT Club model across a number of ADPs and had invested in translating all IMPACT Club materials, as well as in bringing in IMPACT Club Master Trainers from New Horizons Foundation to deliver the first IMPACT Club Orientation Meeting and IMPACT Club Leader Training, as well as a Training of Trainers which is aimed at building in-country capacity so that future IMPACT projects can be run at a lower cost. Please see IMPACT Club first pilot additional cost considerations and justifications section.

Example Cost of a IMPACT Club Project					
Seed funding for IMPACT community service-learning project with social enterprise focus		\$3,000	\$3,000		\$6,000
CAM and NO Costs (20%)	\$11,409	\$6,696	\$7,196	\$6,696	\$31,997
Totals	\$72,954	\$46,926	\$45,426	\$40,176	\$205,482

IMPACT CLUB PILOT COSTS EXPLANATIONS

As with other WV Economic Development project models, the project staff implementing the model are the intervention. As such, investing in building the knowledge, skills and confidence of the WV staff and volunteer IMPACT Club Leaders is critical to the success of the model. In addition, as the staff are the intervention, the training itself is the main cost of the IMPACT Club model which sets the foundation for the rest of the project.

For countries piloting the IMPACT Club model, there are two required trainings that train those who are associated with implementing the model with the IMPACT philosophy, curriculum and associated resources. These include:

- > Four-day training tailored for WV project staff to introduce the IMPACT Club model.
- > Six-day training for WV project staff and volunteer IMPACT Club Leaders.

For countries wishing to scale the model, it is suggested that the IMPACT office also invest in a seven-day Training of Trainers. This training is to be delivered at least 12 months after the initial six-day training, once project staff are familiar with the IMPACT Club model and have practical, hands-on experience in leading clubs. The purpose of the Training of Trainers is to build capacity in-country, equipping WV staff to deliver both required trainings to new staff and leaders so that the IMPACT Club model can be scaled up locally at a low cost.

As co-developers and co-owners of the IMPACT Club model, NHF is WV's designated training partner. WV has access to NHF's Master Trainers. The in-kind contributions of NHF are outlined below.

NHF In-Kind Contributions

- > Approximately \$500 (USD) value in preparation and planning for IMPACT Club Orientation Training
- > Approximately \$5,000 (USD) value in coaching and consultancy time in the first year of pilot program (about two days per month of work)
- > Approximately \$500 (USD) value in preparation and planning time for the IMPACT Leaders Training
- > Approximately \$700 (USD) value in preparation and planning time for the IMPACT Training of Trainers

The total value of NHF's in-kind contributions to IMPACT Club pilots is approximately \$6,700.

In addition to training costs, WV Offices must budget to pay an intellectual property fee to NHF of \$15,000 USD – this is a one-time cost that the WV office pays to own the rights to use the model and educational material. Further details on this can be found in the global MoU between NHF, WVI and SEED.

The pilot project will also need to budget to translate and adapt the IMPACT Club curriculum for their context. While the IMPACT Club's curriculum and learning tools have been developed in a way that is applicable to a majority of contexts, it is possible that not all topics and activities are suitable for each country. WV's SEED Unit and NHF can work with the WV NO piloting IMPACT to adapt the curriculum, as well as work with the office to develop new models to address a priority in the country (e.g. health, environment, sexual education and family planning). These costs are also outlined in in the resource titled 'IMPACT Budget Estimates and Descriptions.'

7. Linkages and integration

7.1 Development Programme Approach

Some key questions and context factors that are important for considering this project model include:

- > **Is it possible to recruit suitably skilled and experienced volunteer IMPACT Club Leaders in the target community?**

IMPACT Club Leaders are members from the target community who are interested and motivated to work with young people, and have some experience working with or facilitating groups of adolescents. IMPACT Club Leaders can be teachers, social workers, church leaders, parents, or other responsible and motivated community members.

- > **Are there stable community structures that WV can partner with?**

IMPACT Clubs work best when WV is able to partner with stable community structures like schools, churches, and community-based organizations that will provide both volunteer IMPACT Club Leaders and a space for the clubs to meet.

- > **Is there moderate to strong capacity within the ADP and National Office (in the case of multiple ADP projects)?**

IMPACT Clubs require a lot of investment in terms of mobilizing young people and volunteer Leaders, as well as coaching and supporting the club's start-up. It is critical that the staff member(s) responsible for implementing the IMPACT Club project has the time and capacity to invest in these clubs at the very initial phase.

7.2 Integration and enabling project models

The IMPACT Club model has been designed to ensure that it is flexible and adaptable to the local context – this ensures that it will meet community interests and the WV office's resource requirements. As such, it is possible to scale the model down, to use the program as a broad cross-country framework and integrate other interventions, or integrate other complementary WV project models. Suggested models for integration include:

- > **Savings Groups:** Adolescent-focused savings groups could potentially be run jointly with the IMPACT Club model. This would provide young IMPACT Club members with an opportunity to apply the skills and knowledge they are learning as part of the 'Financial Responsibility' module of IMPACT Club curriculum, as well as save money to invest into their personal or group business plans.
- > **Skills and Knowledge for Youth Economic-Empowerment (SKYE) Clubs:** The SKYE Club model is an iteration of the IMPACT Club model. SKYE is designed for youth aged 18-26 years, and has an explicit focus on preparing young people for economic opportunities. IMPACT Clubs and SKYE Clubs share similar frameworks, philosophy, methodology, and staffing structure. The core differences are the learning tools (more advanced, succinct curriculum for SKYE youth), and the duration of SKYE Clubs (18 months). A number of ADPs have chosen to have both IMPACT Clubs and SKYE Clubs, with one WV Facilitator overseeing all of the clubs and supporting cooperation between the young people.

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