



The Handbook

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

ACKNOWLEDGEMENTS

The SKYE Club Handbook reflects the support and contributions of many individuals from across the World Vision Partnership and New Horizons Foundation. Both collectively and individually, these people work to increase and improve the opportunities for young people to become economically and civically engaged, providing them with the potential for a better future.

Thank you to the SEED Unit, in particular our Manager, Chris Rowlands, for his ongoing support, encouragement and guidance.

Our gratitude is also extended to the executive sponsors of World Vision's Youth Livelihoods Interest Group, including Kyhl Amosson, Manager of the Global Office for Economic Development; Linda Hiebert, Senior Director of Education and Life Skills Development; and Paul Stephenson, Senior Director of the Child Development and Rights Technical Cluster. Without their guidance and patronage, the piloting of SKYE Clubs within World Vision would not be possible.

A special thank you to Jock Noble, Manager of the Middle East and Eastern Europe Regional Economic Development Learning Hub, and Zhirayr Edilyan, Shaghik Mahrokhian, Liana Sargsyan, Gevorg Jenderedjian, Gayane Simonyan, Marina Hovhannisyan, and Gagik Poghosyan, of the World Vision Armenia National Office for their support, dedication and openness to collaborate to pilot the SKYE Club program.

Our appreciation is also extended to those who took the time to review the SKYE Club Handbook and provide critical feedback, including Chris Rowlands, Jock Noble, Chanvandy Phan, Gevorg Jenderedjian, Cynthia Mulenga, Tracy Mcdiarmid, and Kelly Organ.

Thank you to Arielle Gohier who facilitated the copy-editing and design process.

Our heartfelt appreciation is also extended to the New Horizons Foundation team who codeveloped the SKYE Club model and has been open to partnering with SEED to further innovate, develop and refine the approach with a view to developing a Project Model for World Vision. Their commitment, guidance and support ensured that the piloting of SKYE Clubs could be a reality. In particular we would like to acknowledge the following people:

Dana Bates, Founder and Chief Executive Officer

Diana Certan, (former) Chief Operations Officer

Anca Gaidoş, Chief Operations Officer

Maria Butyka, Director of Research and Innovation

Kelly Organ, Program Coordinator, International Development and Capacity Building

Octavia Borş, (former) SKYE National Program Director

Tiberiu Culidiuc, Education Expert

To these people and everyone else who has contributed in any way, we wish to express our utmost gratitude.

Contents

About this handbook

The purpose of this Handbook	1
How to use this Handbook	1

Phase I: Preparation

I.1 The “5 W’s” of SKYE Clubs: An introduction to the SKYE Club project model	2
I.1.1 Why SKYE Clubs?	2
I.1.2 Where did SKYE Clubs come from?	3
I.1.3 What is the SKYE Club model project logic?	4
I.1.4 Who is the SKYE Club model for?	8
I.2 The SKYE Club methodology	9
I.2.1 Why experiential education?	9
I.2.2 What is service-learning?	10
I.2.3 What is adventure education?	13
I.3 The SKYE Club Learning Objectives	14
I.3.1 The SKYE Club 4 Pillars: General learning objectives	14
I.3.2 The SKYE Club core competencies	16
I.3.3 The SKYE Club values	17
I.4 The SKYE Club Learning Tools	18
I.4.1 The SKYE Club Curriculum	19
I.4.2 The SKYE Club Journal	23
I.4.3 The SKYE Club Passport	25
I.5 The SKYE Club Meeting Structure	25
I.5.1 Basic Meeting Structure	25
I.5.2 Components of a meeting	25
I.6 The SKYE Club Minimum Quality Standards	28
I.7 The SKYE Club Human Resource Structure	31
I.7.1 Project Director	31
I.7.2 SKYE Club Facilitator	32
I.7.3 SKYE Club Leader	32
I.7.4 Business Mentor	33
I.8 The role of World Vision SKYE Club Facilitator	33
I.8.1 The different roles of a SKYE Club Facilitator	33
I.8.2 Tasks of a SKYE Club Facilitator	35
I.8.3 Attributes of a SKYE Club Facilitator	36
I.8.4 Breakdown of SKYE Club Facilitators’ Working Hours	36
I.9 The SKYE Club Orientation Training	37

Phase 2: Identify and Select Community Partners

2.1 Scope assets in the target community	41
2.1.1 What is a community asset?	41
2.1.2 Why is it important to the SKYE Club program to identify community assets?	42
2.1.3 How do you identify community assets?	42
2.2 Understand youth in the target community	44
2.2.1 Who do I talk to?	44
2.2.2 Focus Group Discussions	44

2.3	Promote the SKYE Club program in the target community	47
2.4	Select SKYE Club Community Partners	48

Phase 3: Identify, Select and Equip SKYE CLUB Leaders 50

3.1	The SKYE Club Leadership Team	50
3.1.1	Qualities of a SKYE Club Leader	50
3.1.2	Expected Conduct of a SKYE Club Leader	52
3.1.3	Responsibilities of a SKYE Club Leader	53
3.2	Forming a SKYE Club Leadership Team: Identify and Select SKYE Club Leaders	54
3.3	Equipping SKYE Club Leaders: The SKYE Club Leaders Training	56

Phase 4: Support Opening of SKYE Clubs 58

4.1	Support SKYE Club Leaders to mobilize female and male youth	59
4.1.1	Meeting with SKYE Club Leaders	59
4.1.2	Support SKYE Club Leaders to implement action plans	59
4.2	Support SKYE Club Leaders to host meetings	60
4.2.1	Meeting Space	60
4.2.2	Meeting materials	61
4.2.3	Planning the meeting	62
4.2.4	The leaders' role in early SKYE Club meetings	63
4.3	Support SKYE Club Leaders and club to plan and implement service-learning projects	64
4.3.1	Selecting a community service-learning project	65
4.3.2	The 4 Types of Community Service-Learning Projects	66
4.3.3	Identifying project ideas	70
4.3.4	Implementing a project	71
4.3.5	Identifying community partners	75
4.3.6	Project quality checklist	76
4.3.7	Tools for project planning, implementation and evaluation	77

Phase 5: Ongoing Coaching, Support and Monitoring of SKYE Clubs 80

5.1	Provide regular coaching and support to SKYE Club Leaders	80
5.1.1	Strategies to keep SKYE Club Leaders motivated	81
5.2	Facilitate regular SKYE Club Leader Meetings	83
5.3	Facilitate regular SKYE Club Leader motivational events	84
5.4	Support SKYE Club Leaders to plan regular celebration activities and learning events	84
5.5	Facilitate links between SKYE Club and guest speakers	86

Phase 6: Build Capacity of WV Staff for Scale-up and Replication 88

6.1	Preparation for scale-up	88
6.1.1	Appoint a NO Level SKYE Club Project Director	89
6.1.2	Host a SKYE Club Training of Trainers	89
6.1.3	Curriculum Development and Adaptation	89
6.2	Evaluation of the SKYE Club Pilot Project	90

References 91

About this handbook

THE PURPOSE OF THIS HANDBOOK IS TO:

- 1) Provide step-by-step guidance to help SKYE Club Facilitators and youth development practitioners run a SKYE Club project.
- 2) Provide essential tools to run a SKYE Club project.

HOW TO USE THIS HANDBOOK:

The Handbook is not meant to be read in full before starting the SKYE Club project. The Handbook is meant to provide guidance to implement the SKYE Club project in World Vision Area Development Programs. At the beginning of each phase, read through the appropriate section carefully. SKYE 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 give an overview of the coming phase and what SKYE 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 needed to complete that phase.

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

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

Title	Description
SKYE Club Example Concept Paper (including “red flags”)	The example concept paper can be used by NO and SKYE staff as they think through their SKYE Club project and how it could be adapted for the country’s context.

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 I ...	✓
I understand how to use the SKYE Club Curriculum	

Phase I: Preparation

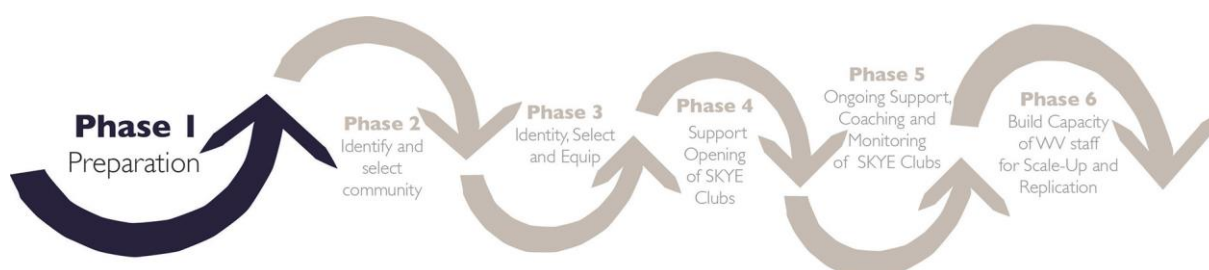
This phase contains information about the SKYE Club model philosophy, methodology and logic, and how this contributes to achieving specific learning and life outcomes for youth.

It will introduce the set of SKYE Club Learning Tools that have been produced for SKYE Club Leaders and members and show how these should be used.

This phase also outlines the structure of the SKYE Club model, the minimum quality standards to uphold while implementing the program, as well as the role of SKYE Club Facilitator in delivering the program. There is also guidance around building knowledge, skills and confidence as a SKYE Club Facilitator.

Process

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



Phase I: Step-by-step guide

1.1 The “5 W’s” of SKYE Clubs: An introduction to the SKYE Club project model

1.1.1 WHY SKYE CLUBS?

Globally, youth make up 25 percent of the world’s working age population, and more than 89 percent of them live in developing countries. This disproportionately high number of young people, known as the “youth bulge,” is expected to swell to 1.5 billion by 2035.¹

Over the next decade, one billion young people will enter the global labor market. By some estimates 600 million new jobs must be created each year simply to keep pace with this growth, in addition to absorbing the 200 million existing unemployed – 75 million of whom are young people.²

A **sustainable livelihood** means having sufficient income and/or resources to sustain a productive and fulfilling life

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

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

Providing youth with jobs is a hard task. Youth need to be equipped with the skills and knowledge for finding employment in the ever-changing labor market, or for creating new entrepreneurial opportunities where there are no existing jobs. But youth need more than just jobs; they need meaningful work that can help them obtain sustainable livelihoods.³ In an increasingly divided world, they need support and a strong sense of connection to local communities.⁴ And regardless of their culture, nationality, age, gender, or religion, youth need to feel a sense of belonging and care, so as to feel empowered and supported as they face the transition to adulthood.⁵



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

The Skills and Knowledge for Youth Economic Empowerment (SKYE) Club model is a holistic and multi-faceted approach to helping disadvantaged youth (aged 18-26) develop the skills, knowledge, and attitudes necessary to obtain sustainable livelihoods and participate positively in their communities. The model encourages male and female youth to think critically and actively address the structural inequalities and barriers faced by girls and women to participating in their community and the labor market.

Young people require a wide range of learning opportunities and consistent, ongoing support in order to develop the competencies necessary for participation in social, civic and economic life. Evidence suggests that economic strengthening interventions (for example vocational training, business development services or savings groups) which target vulnerable youth should be applied as part of an integrated approach that also develops essential life skills such as social skills, communication skills, emotional management skills, and higher order thinking skills.⁶

The SKYE Club model has been co-developed by World Vision (WV) and our partner New Horizons Foundation (NHF) to address these needs. The SKYE Club model follows on from the award-winning⁷ IMPACT Club model, which was developed by NHF for adolescents (aged 12-17 years).

1.1.2 WHERE DID SKYE CLUBS COME FROM?

SKYE Clubs, at their core, are simply a group of 10-25 youth who meet once or twice a week, led by two or three adult (18 years or older) leaders. Their goal is to become agents of change in their communities and develop the competencies to empower them as leaders, active citizens and entrepreneurs, with special emphasis on life and employability skills.

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

The SKYE Club model encourages the development of confident, self-aware and resilient young people who contribute positively to their communities through youth-led community "service-learning" projects. Through participating in social action – such as an advocacy campaign or a project that benefits the community – youth become positive 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 better chances of finding suitable employment.

³ Carney, D. (2002) Sustainable Livelihood Approaches: Progress and Possibilities for Change, Department for International Development, Toronto, Canada

⁴ Perkins, D.F., Borden, L.M., Villarruel, F.A. (2011) Community Youth Development: A Partnership for Action, The School Community Journal

⁵ 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

⁶ McNeil, B., Reeder, N., Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK

⁷ Over the past 13 years the IMPACT Club program has been identified as a ground-breaking program in experiential education. The quality of this program has been widely recognized, and NHF has received many awards for excellence, including two awards at the Gala for Excellence in Education (2010) and an award for excellence in the educational NGO community by the Aspen Institute of Romania (2011). In 2007, the IMPACT program was recognized as a best practice model for youth and adults with disabilities by Romania's Heart of a Child Foundation. As early as 2005, the IMPACT program was voted best youth development model in Hunedoara County by the National Youth Authority.

The SKYE Club program is built on the approach of experience-based, “learn-by-doing” education, which allows youth to transform their character, attitudes and values, as well as growing in knowledge and skills.

Designed to run on an 18-month cycle, the SKYE Club model includes a set of learning tools to help provide a well-rounded program that is easy to adapt to different environments:

- > SKYE Curriculum, for use at weekly SKYE Club meetings
- > SKYE Journal, for individual reflection by SKYE members outside of meetings
- > SKYE Passport, to evaluate what has been learned

The SKYE Club method, learning tools and learning objectives are described further in this Phase.

1.1.3 WHAT IS THE SKYE CLUB MODEL PROJECT LOGIC?

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

1. Female and male youth have positive self-concept⁸ and future orientation.⁹
2. Female and male youth have the capacity to engage with their community.¹⁰
3. Female and male youth have the capacity to secure a livelihood.¹¹

These indicators can be achieved through the two key interventions of SKYE Clubs:



SKYE Club in Talin, Armenia. The Club had just received a shipment of street signs ordered for a community service-learning project.

⁸ 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.

⁹ 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.

¹⁰ 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.

¹¹ The capacity to secure a livelihood has two core components, including 1) the ability to seek out appropriate skills training, mentorships and guidance services to allow one to achieve one's employment goals, develop their marketability, and explore secure and decent options for income generating opportunities; and 2) the knowledge, skills, behaviours and attitudes necessary to look for and acquire a job.

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.

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

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, SKYE Clubs work together to identify community problems and market opportunities, and plan and implement community service-learning and social entrepreneurship-learning projects in response. Female and male youth undertake three to four projects each year. Each project is increasingly complex, goes deeper into community issues, and requires more leadership, project management skills, and business development knowledge. These projects are SKYE Club's main learning tool and serve multiple purposes:

- > bringing social change to the community;



SKYE Club meeting in Syunik

- > applying skills learnt in meetings to strengthen new behaviors and life-skills; and
- > developing new ideas to create livelihood opportunities.

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

Why was the SKYE Club model chosen?

SKYE Club models are best implemented in areas where:

- > There is a large youth population in the community¹²
- > There are limited opportunities for youth to engage in fun or meaningful activities such as sports clubs or volunteer groups
- > There are limited opportunities for youth to gain important life and work skills, or practical work experience
- > There are limited opportunities for employment in the community
- > Many young people are migrating to urban areas or other countries to find employment
- > There is evidence that few youth in the area are going on to further education after school
- > There is evidence that youth in the area are engaging in risky behaviors such as stealing, violence, gangs, drugs, sex work etc.
- > There are structural barriers that prevent women from engaging in community and/or livelihood activities.

Please note: While the model can reach high-risk youth, the strength of the SKYE Club approach is that it reaches “middle kids” who are already highly motivated but don’t have the opportunity to develop, gain experience, or contribute to their community. Participating in SKYE Club provides young people with meaningful engagement, purpose, a network of young people, and adult mentors – through participation in a SKYE Club, evidence suggest that young people are less likely to engage in risk-taking behaviors.

The SKYE Club model can be adapted to both rural and urban areas; 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 SKYE Club members are willing and able to participate in the club on a weekly basis
- > There are youth or adults in the community willing to volunteer their time to be SKYE Club Leaders
- > There is no active conflict in the area.

¹² Over 35% of the population is aged between 15-25 years.



A SKYE Club meeting in rural Cambodia (Baribour II AP).

1.1.4 WHO IS THE SKYE CLUB MODEL FOR?

The SKYE Club project model targets female and male youth aged between 18 and 26 years of age who are interested and motivated to learn new skills and contribute to their community.

The SKYE Club program is accessible to most youth, including those who:

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

The SKYE Club model is flexible and can be adapted for the needs of particular contexts, for example Roma (gypsy) youth in Albania. If a SKYE Club project is targeting a specific vulnerable group, we suggest that the WV project team work with a specialist who is knowledgeable about the group in order to adjust the model to meet the target group's needs.



SKYE Club Leader (center) and members in Yerevan ADP.

1.2 The SKYE Club methodology

In this section we will explore the concepts of adventure education and service-learning, providing some background to these disciplines. Adventure education and service-learning are known as “experiential” education, the methodology on which the SKYE Club program is based.

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. Generalizations/lesson drawn as a result of the experience and the observations
4. Active application and further experimentation of the lesson

This process happens in a natural cycle, which leads the learner into deeper reflection on his/her experiences, learning from that experience, and applying their learning to the future. In this way, experiential learning can truly lead to holistic, sustainable behavior 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 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 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 the learners’ actions and what happened? Were their actions modified throughout the experience so we could 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.



SKYE Club members learn through experiential methods.

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 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.



SKYE Club completing a community service-learning project.

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 behaviors 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 SKYE Club program, SKYE Club Leaders take on the role of the facilitator as described in this section. SKYE 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.

SKYE 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 SKYE Club Facilitator and Leader are described further in this section.

SKYE 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 develop social responsibility and meaningful moral values. Service-learning is the foundation of the SKYE Club program.

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

1. Empower female and male youth to help their community through meaningful service projects.
2. Teach female and male youth important practical skills that they can use in doing the project.
3. Enable female and male youth 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.”¹³

Service-learning is rooted in the belief that youth are “capable, productive, and essential contributors in their communities.”¹⁴ Students are fully able to perform valuable, significant, and necessary service projects that provide real benefits in the community. Service-learning helps young people invest in society. Youth working on service-learning projects identify community problems and work 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 and applying them, as well as reflection, is what makes service-learning different from simple community service. Service-learning gives students the chance to use newly acquired skills and knowledge (e.g. computer skills, project management, and communication skills) in real-life situations.

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 serve the community in a humble way, 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 SKYE Clubs use service-learning?

Service-learning is the backbone of the SKYE Club model. SKYE Clubs are structured as service-learning clubs, using community service-learning projects to teach vocational and citizenship competencies. A large section of the SKYE Club program is planning and implementing service projects. Every few months, the SKYE Club members choose a different service-learning project to complete. SKYE Clubs encourage members to look critically at their community’s needs and assets; meet with other community members and organizations;



¹³ Wade, Rahima (Ed). Community Service-Learning. Albany: State University of New York Press, 1997, p. 19.

¹⁴ Wade, p. 20.

choose an area to actively participate in; design and implement the project; and follow up with a debriefing and evaluation session. To enable the completion of these projects SKYE Club Leaders support and encourage the club members, providing them with mini-trainings on specific learning areas such as financial management, project writing, community relations, or other areas that suit the young people's chosen project. The projects themselves are practical outlets to apply 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.



Community garden project in Stepanavan ADP, Armenia

1.2.3 WHAT IS ADVENTURE EDUCATION?

In addition to using community service-learning projects as a way to develop competencies in youth, SKYE Clubs also incorporates fun and adventure into its 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 an important 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.”¹⁵

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, so the student learns important lessons such as teambuilding and interpersonal trust. Adventure education is unique, because participants draw 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.”¹⁶

Adventure activities give participants a sense of healthy risk while they explore their own abilities. They learn to trust themselves and their team, and learn the importance of community. Adventure education creates a foundation for discussion and action, resulting in change created through common agreement. 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 an important element 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 provide participants with 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. Participants must rely on others as well as their own untapped strength. However, taking the risk is always voluntary. One of the rules of adventure education is “Challenge by Choice.” Challenge by Choice means each student has the chance to try potentially difficult or frightening challenges in an atmosphere of support and caring. They also have the opportunity to “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.

1.2.3.1 How do SKYE Clubs use adventure education?

SKYE Clubs use adventure education to further the goal of character development through exploring social values. SKYE Clubs include a game or other fun activity in every meeting. The game provides elements of fun, risk, cooperation and team-building. The goal of the game in SKYE 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. SKYE Club Leaders act as facilitators of games and debriefing discussions. The leaders’ goal is to enable participants to draw conclusions about themselves and their group from the experience of playing the game, in order to help the participants understand what behaviors promote teamwork and what behaviors harm it, as well as to draw any lessons about real life which can be learned from participating in the game.

SKYE Clubs also can, and should, include regular fun projects. These fun projects may also include elements of adventure education. Whether it is a camping trip, a hiking excursion, or a big game night, all SKYE Club experiences offer participants the opportunity to continue learning moral values and practical skills and help

¹⁵ Monitor, Journal of the American Psychological Association, September 1994, pp. 48-49.

¹⁶ Rohnke, Karl and Butler, Steve. Quicksilver. Dubuque, IA: Kendall/Hunt Publishing Company, 1995, p. 5

youth contribute to the common good. Fun projects can foster trust, teamwork, interpersonal communication, environmental responsibility, compassion and courage.

1.3 The SKYE Club Learning Objectives

Young people around the world find themselves in a 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 youth to develop the skills necessary for success. SKYE Clubs were designed to fill this education gap in order to help youth learn the necessary competencies for living in a democratic society and competitive marketplace.

SKYE Clubs promotes the learning of knowledge, abilities and values through its weekly meetings and service-learning projects. The SKYE 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 SKYE Club Learning Structure on the following page and are explored further in this section.

1.3.1 THE SKYE CLUB 4 PILLARS: GENERAL LEARNING OBJECTIVES

The SKYE Club program has identified four general learning objectives that are vital in preparing young people to be social, economic and active citizens. These learning objectives include:

- > **Active Citizenship:** Through active citizenship, SKYE Clubs use community service-learning projects to help female and male youth develop skills that will enable them to become responsible, trustworthy citizens of integrity, who are able to contribute to the common good.
- > **Employability:** Through employability, SKYE Clubs allow female and male youth to develop the social, organizational, and technical skills that will increase their likelihood of success in a competitive marketplace.
- > **Social Entrepreneurship:** Through social entrepreneurship, SKYE Clubs encourage entrepreneurial thinking and support female and male youth to develop commercial behaviors that can be used for both social and profit purposes.
- > **Leadership:** Through leadership, SKYE Clubs offer opportunities for female and male youth to lead or coordinate activities within the Club and develop specific skills that will enable them to help their communities in the long term.

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

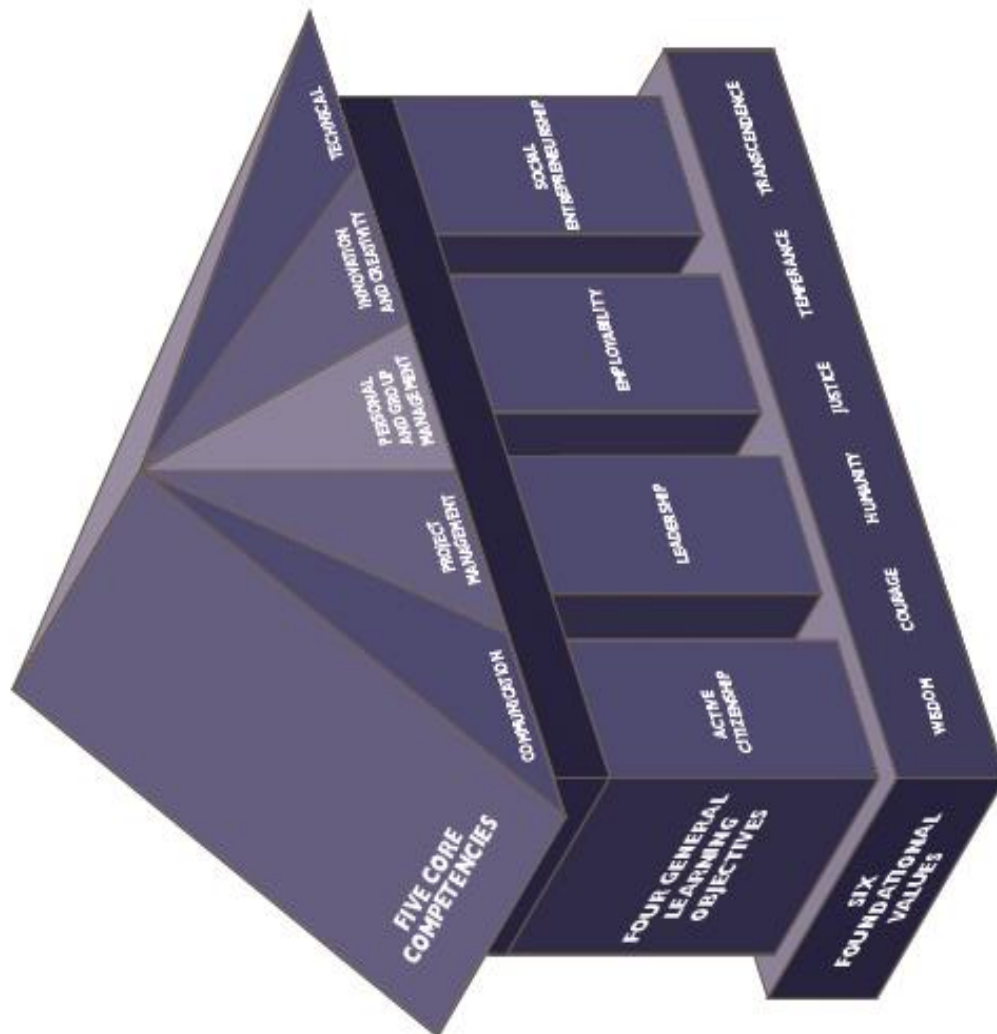
SKYE Club Learning Structure

The SKYE 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 SKYE Club model. The model intentionally strengthens SKYE 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 SKYE Clubs, the goal is for holistic competency development – the combination of skills, knowledge, and attitudes that result in long-term behavioural change. The SKYE 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 SKYE Club curriculum and learning activities, continually built and reinforced over and over again.

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



1.3.2 THE SKYE CLUB CORE COMPETENCIES

The SKYE Club program aims to develop five transversal core competencies. By “transversal,” we mean that these competencies are developed throughout the entire program, not just in one small part of the curriculum or activities. These five competencies are present throughout the SKYE Club program, continually built and reinforced over and over again.

In SKYE 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 lived behaviors. Ideally, the competencies that SKYE 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 the result of understanding a set of facts, principles, theories, and practices in a particular area of interest.	Values/Attitudes An attitude is the way an individual responds to experiences emotionally, intellectually, and through behavior. Values are the principles that define what is important and valued in life, determine appropriate behavior, and enable someone to assess situations, events and people in order to respond in an appropriate way.	Ability is 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 connect to skills, values, and attitudes.¹⁷ 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 uniting that with the values and attitudes that ensure that they are safe and respectful of others on the road, that make a person a “competent” driver.

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

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

- > **Project management:** Knowledge, abilities, and values required for SKYE 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 required for SKYE Club members to express themselves effectively, understand others, and respond appropriately to different people in different situations.
- > **Technical:** Knowledge, abilities, and values required for SKYE 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 required for SKYE 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 required for SKYE Club members to gather and evaluate information and develop creative and innovative ideas to solve different problems.

¹⁷ 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.

1.3.3 THE SKYE CLUB VALUES

Moral values serve as the basis of a functioning society. 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 SKYE Clubs.

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

- > be aware of power imbalances in social relationships;
- > treat everyone with respect, including marginalized groups such as women, people with disability, the aged, and minority groups etc.;
- > promote respect for 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 men and women.

Informed by the work of the VIA Institute on Character (VIA)¹⁸, the SKYE Club model seeks to teach youth 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.*”¹⁹

The model includes values and character strengths in order to ground the SKYE 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 SKYE 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.

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 cover our capacities for helping ourselves and others. The character traits and virtues are described in detail below:

- > **Wisdom and Knowledge:** Cognitive strengths that involve the gaining 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 new 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 curiosity but goes beyond it to describe the desire to add 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 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.

¹⁸ The VIA Institute on Character: <http://www.viacharacter.org>

¹⁹ The VIA Institute on Character: <http://www.viacharacter.org>

- 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; understand 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 the faults of 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 clear 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 SKYE Club Learning Tools

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

1.4.1 THE SKYE CLUB CURRICULUM

The SKYE Club program is built on non-formal and experience-based education methods, 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 SKYE Club curriculum, and what does it contain? These questions will be addressed in this section.

The goal of the SKYE Club program is to equip youth with life, work-readiness, entrepreneurial skills and capabilities, using a combination of service-learning and experiential education.

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

The SKYE Club curriculum uses non-formal educational activities as a way to creatively engage young people in the learning process. 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 that participants with different learning styles can all be engaged and learn at their own pace. Many activities are accompanied by debriefing questions, meant to guide the SKYE Club members in reflection on and application of the lessons learned during the activity.

The curriculum is designed to be a useful tool to help make SKYE Club Leaders' lives easier, and to ensure some standardization of the SKYE Club program from club to club. The SKYE Club curriculum provides SKYE Club Leaders with a pre-designed set of activities that meet particular learning objectives – the same learning objectives being pursued by members of the SKYE Club program in other cities, regions, and countries. In addition, the curriculum provides a basis for the Leader to then adapt from – a “jumping off point” which gives them ideas and insights to start from as they adjust each meeting for 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 SKYE members, but rather to help the leader prepare for and facilitate quality learning experiences at every SKYE Club meeting.

The SKYE Club curriculum aims to:

- > Provide an age-appropriate learning experience for young adults aged between 18 to 26 years
- > Be a flexible, easy-to-use, yet well-structured tool to aid leaders in their planning and implementation of weekly SKYE Club meetings
- > Meet the educational objectives of the SKYE Club program
- > Comply with WV's goals and mission
- > Develop holistic competencies in SKYE Club members (knowledge, abilities, and attitudes) which lead to changed behavioral outcomes in and outside of the SKYE Club program
- > Use resources efficiently in order to be applicable in a wide variety of contexts
- > Emphasize depth of learning and competencies acquired (quality) over the amount of material covered (quantity)
- > Provide youth the opportunity to demonstrate what they have learned
- > Promote gender equality and support equal participation and opportunities for female and male youth

1.4.1.1 How should the SKYE Club curriculum be used?

The SKYE Club curriculum is designed as a guide to help SKYE Club Leaders plan for and implement fun, engaging, and high-quality meetings that achieve the learning objectives of the SKYE Club program. It is also designed with the intention of standardizing the program from club to club.

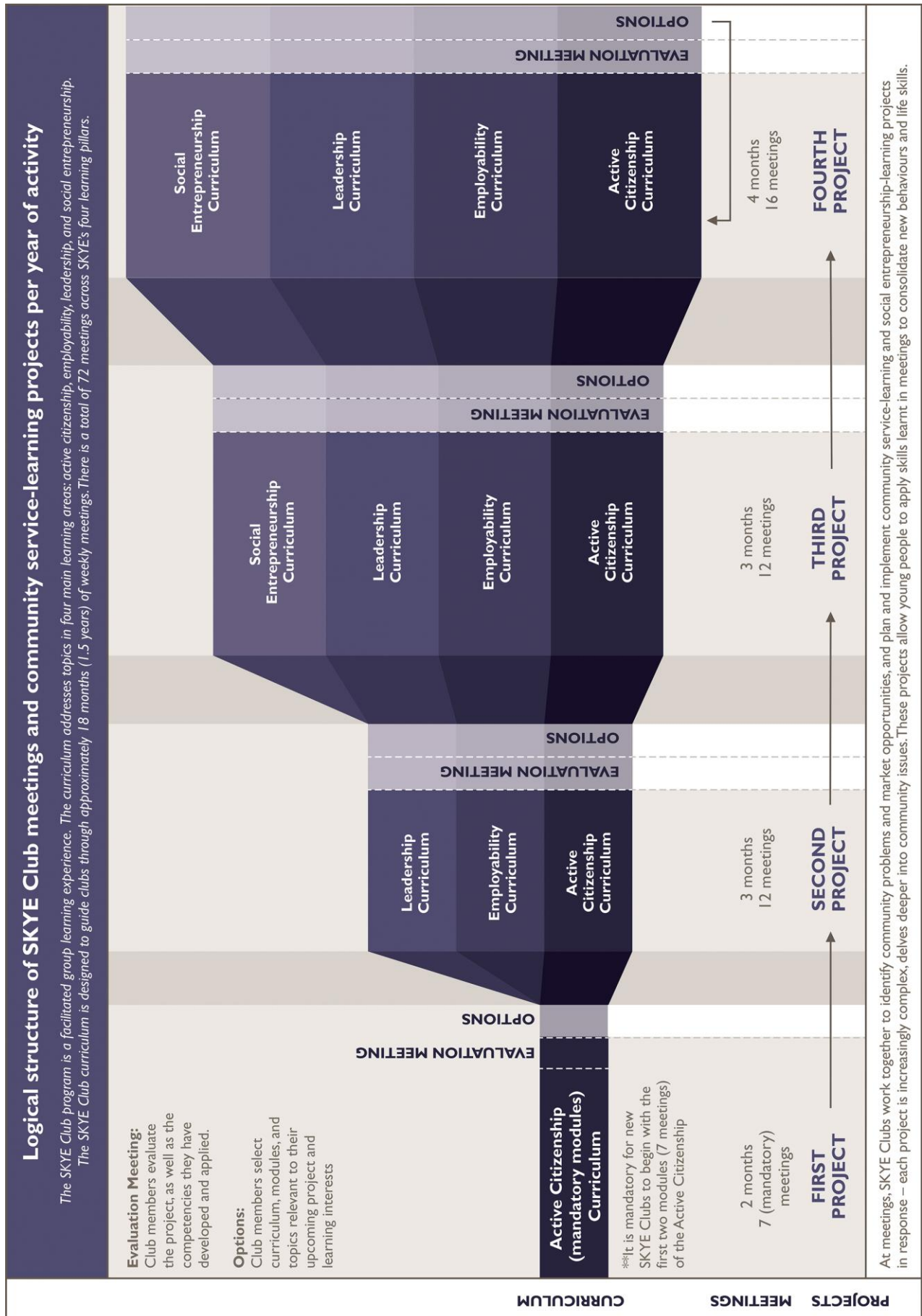
The SKYE Club Facilitator should consider these principles when looking at the curriculum:

- > The SKYE Club curriculum is designed to guide clubs through approximately 18 months (1.5 years) of weekly meetings.
- > It is essential to begin with Active Citizenship, as the first two modules will set the stage for what SKYE 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 choose the order in which 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. In this case, 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 feel free to 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 a group on the learning and development that has happened so far in the SKYE Club.



SKYE Club members participating in a learning exercise in the Active Citizenship curriculum.

- > The curriculum is designed to help SKYE 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 set of rules. Leaders may also let the members choose which modules seem interesting to them.



1.4.2 THE SKYE CLUB JOURNAL

The SKYE Club Passport is a personal learning log for SKYE Club members. Each SKYE Club member should receive a copy of the Passport, which they keep and bring to evaluation meetings. In it, they can keep track of their learning and achievement in the program.

The Passport should be used at evaluation meetings, which should happen at the end of every community service-learning project. At those evaluation meetings, SKYE Club Leaders will invite the members to spend time reflecting on what they have learned individually as well as the lessons gained as a group through their project. But in addition, club evaluation meetings should include time for personal reflection and evaluation by the group members. This happens by using the Passport, which is a tool that easily walks the youth through a series of checklists to help them assess their own growth and learning against a set of indicators.



There are two evaluation sections to the Passport:

1. Development of the five key competencies
2. Achievement of learning objectives in the SKYE Club curriculum

The development of the five key competencies (Project Management, Personal and Group Management, Communication, Innovation and Creativity, and Technical Competencies) is the first type of personal development in SKYE Clubs. The goal of the program is for participants to advance as far as possible in each of the five competency areas, recognizing that each individual is naturally gifted in some areas more than others. However, as members progress through the SKYE Club program, they should make it their goal to achieve the highest level possible for them in each of the five competencies. All of the competencies apply to all areas of the curriculum.

The achievement of learning objectives has a slightly different logic. Although each of the learning objectives in the curriculum is important, not every SKYE Club member will necessarily be present for every single meeting in which the learning objectives are covered. This means very few SKYE Club members will receive 100 percent of the diplomas for learning objective achievement – and that's okay! They will collect diplomas for every learning area that they accomplish. There is no penalty for missed diplomas, nor a prize for the most diplomas. SKYE Club members are encouraged to focus on the quality of what they are learning more than quantity.

SKYE Club Leaders will play two important roles when youth use the SKYE Club Passport: accountability and recognition.

Accountability

During every evaluation meeting, SKYE Club members should be given time to read through the Passport and evaluate their own accomplishments. When they think they have accomplished a whole section, they should bring that section of the Passport to the leaders for approval and verification. The SKYE Club Leader's role is to hold the member accountable to their self-evaluation – not in a testing or disapproving way, but in a way that encourages them to evaluate honestly and openly, leaving room for further growth. SKYE Club Leaders should read through the list of indicators checked and think about whether they have seen that member exhibit them. If the leader is not sure about one of them, they can ask the member to demonstrate it. When they are satisfied that the participant has truly achieved the entire list, this should be signed off, and the appropriate reward or recognition should be presented.

Recognition

After participants have completed sections of the Passport, they should be recognized for their accomplishments. The Passport includes diplomas for each level of achievement in each of the five key competency areas. SKYE Club Leaders may choose to have diplomas on hand during evaluation meetings in order to give them to participants right away, or they may choose to wait and give all the diplomas at once at a special ceremony, at the end of a year, for instance. The way in which Leaders recognize the participants' accomplishments should be discussed between SKYE Club Facilitators and Leaders.



A SKYE Club Leader validates a members passport at an evaluation meeting.

1.4.3 THE SKYE CLUB PASSPORT

The SKYE Club Journal is designed to help SKYE Club members keep track of what they've learned at club meetings and through their service-learning projects. Through writing in the Journal, they will learn more about themselves and how they can apply their learning from SKYE Club to the rest of their lives.

The SKYE Club Journal is a tool for SKYE Club members. SKYE Club Facilitators or Leaders should pass out Journals to members after the first few SKYE Club meetings, once they have signed the Full Value Contract and committed to being part of the program. The Journal is for SKYE Club members' use at home or wherever they want – it is not something that facilitators need to keep track of.



1.5 The SKYE Club Meeting Structure

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

1.5.1 BASIC MEETING STRUCTURE

Most SKYE Clubs meet once a week, for two to three hours per meeting. The SKYE Club curriculum contains enough meetings to support 18 months of weekly meetings (72 meetings) of this length. 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 SKYE Club meeting should begin with a brief introduction, to help the participants know what to expect during that meeting. In addition, many SKYE 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 SKYE Club meetings contain a variety of non-formal activities designed to help SKYE 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 SKYE Club curriculum but can also be planned individually by SKYE Club Leaders when need be. When planning meetings, facilitators should take into consideration the elements below.

1.5.2 COMPONENTS OF A MEETING

The SKYE 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 elements of SKYE Club meetings are further explained below.

1.5.2.1 Games

If SKYE 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 SKYE Club mission statement – fun. Games energize each meeting and maintain participants' excitement. From studies done of the SKYE 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, SKYE Club games are powerful tools for learning and internalizing moral values.

The time dedicated to a game within the structure of a meeting depends upon the purpose of the game. For example, 10 to 15 minutes is sufficient 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. Practical examples of each of these types of games, with detailed facilitation instructions, can be found in the SKYE Club curriculum.

1.5.2.2 Stories

Stories fulfill another learning purpose of SKYE Club by serving as springboards for the teaching of moral values that are critical to social development. Many outstanding teachers have demonstrated the value of story as a way of imparting moral lessons. Stories invite learning through empathizing with the experience of characters and events. Stories also help develop a moral conscience. While traditional education often tells students how to behave and what to think, SKYE Clubs use stories to start a discussion and let participants form their own conclusions.²⁰ SKYE Club stories may be adapted 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 Non Government Organization using the SKYE Club model may choose a different type of story. Stories may also take the form of film clips, readings from current events, or roleplays – anything that starts a discussion of morality and life choices.

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



SKYE Club uses games to provide a context for participants to gain knowledge, abilities, and values.

²⁰ Kilpatrick, William. *Why Johnny Can't Tell Right From Wrong: And What We Can Do About It*. New York: Simon & Schuster, 1992.

1.5.2.3 Community Service-Learning Project

The moral values taught through SKYE Club stories and community service-learning projects are essential to healthy personal development, while the practical skills developed by SKYE Club trainings are essential to youth's employability and economic opportunities. Many SKYE Club meetings include chances for the members to learn technical and leadership skills, and it is important that both female and male participants are supported in building technical and leadership skills. Technical learning activities include project writing, project management, financial management and budget writing. Because such skills are vital for youth in today's changing global economy, each project should be approached as an opportunity to gain skills. SKYE Club meetings also focus on leadership development. Leadership activities include lessons on communication, teamwork, conflict resolution, service leadership, democratic processes and community relations. By promoting social and civic participation of both female and male youth, SKYE Club helps youth to become community leaders committed to gender equality and social inclusion. While meetings can be adjusted 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 foundation of every SKYE Club. In addition to being the most visible aspect of the model and an effective form of public relations because projects take place in the community and involve or impact community members, service-learning projects are central to the purpose and mission of SKYE Clubs. However, SKYE Club Facilitators and Leaders must remember that SKYE Club is not just a 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 SKYE Club Facilitators and Leaders may be tempted to carry out 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. 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 idea 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 hand out project responsibilities to small groups or individuals, review completed tasks, or work together on parts of the project which require the help of a large group. Individual work time or outside parts of the project, such talking to community partners and fundraising activities will probably need to take place outside of the regular SKYE Club meeting. Phase 4 will go into further detail about how SKYE Club Facilitators can support leaders and clubs to identify, plan and implement community service-learning projects.



SKYE Club creating playground equipment with used tyres as part of a community service-learning project.

1.6 The SKYE Club Minimum Quality Standards

So, how do we know when a SKYE Club is healthy and performing well? What are the key factors that help make a SKYE Club successful and reach its learning objectives? WV and NHF have created the following “Minimum Quality Standards” that can be used by WV staff to ensure their clubs are on the path to success.

SKYE Club Facilitators should regularly check their clubs against this to avoid challenges that can arise with poorly-performing clubs.

Category	Indicator/s	International Standard	Explanatory Notes
SKYE Club Members	SKYE Club members	> 10-25 active members	<p>Generally a club’s membership decreases over time as members become busy and have to leave. Starting with a larger number of participants is recommended, in order to account for this natural decrease in numbers. Groups as small as eight can still be good learning environments. It is best to have no more than 25 members as this provides the best situation for experience-based learning. A member is considered active if he/she attends more than 50 percent of the club’s activities.</p> <p>It is important to ensure that SKYE Club membership is gender-balanced with equal opportunities for female leadership and decision-making. There also may be occasions where it is appropriate to have female-only groups – this is necessary to consider in places where female youth will experience barriers or gender-based violence if there is not much support for their participation in mixed clubs.</p>
Age Category	Age range	> 18-25 years old	SKYE Club was developed for young adults between 18 and 25 years of age. In rare situations clubs may include older or younger participants, but it is highly recommended to stick to this age group, based on the content of the curriculum and the maturity needed to accomplish it.
Meeting Space	Meeting room	<p>Minimum requirements for a SKYE Club meeting space:</p> <ul style="list-style-type: none"> > Safe > Comfortably accommodates entire group > Enough seats for all members > Available for weekly meetings year-round > Accessible to all members, including women and people with disability 	<p>Additional conditions to consider for a SKYE Clubs meeting space:</p> <ul style="list-style-type: none"> > Furnished (25 chairs and two to four tables which can be moved and arranged), and blank space on walls for flipcharts and posters > Storage space for club materials (if not, materials can be brought to each meeting by the club leaders) > Controllable temperature > Easy to find and accessible for community members, partners, and beneficiaries
SKYE Club Leaders	Number of club leaders	> At least one, but ideally two to three	It is important to have at least two leaders in order to provide consistent support for the club’s activities. Ideally there will be a mix of gender in the leadership of the club. SKYE Club Leaders should be at least 18 years old. After a club matures, experienced and responsible members may also be made junior leaders, and opportunities to promote female youth leaders should be explored. If a club has only one leader, that leader should look for an assistant to provide support in leading the club.

Category	Indicator/s	International Standard	Explanatory Notes
	Training level	> SKYE Club Leaders Training (six days)	Each SKYE Club Leader must participate in at least the full six-day SKYE Club Leaders Training. If a new leader is unable to attend the required training sessions, he or she must be willing to learn by working alongside other club leaders who did attend the training.
SKYE Club Community Service-Learning Projects	Number of projects per year	> Three community service-learning projects per year	This is a goal intended to motivate clubs to always be working on a project. However, some projects are more complicated and time-intensive than others and may take longer. The goal is quality, not quantity! When determining project priorities, please consider whether the project will benefit both men and women in the community.
	Project quality	> Project difficulty and quality should improve over time	Clubs should advance in their ability to plan and implement more complex service-learning projects over time.
Consistency of SKYE Club Meetings	Number and duration of weekly meetings	> One or two meetings per week, each meeting 1 ½ to 3 hours long	SKYE Clubs should meet on a regular basis. This can vary by club based on the community context and members' schedules, as well as the time of year (holidays, etc.). Most SKYE Clubs meet year-round, with a slightly less regular schedule during the school vacation periods. SKYE Clubs are intended to meet for at least 18 months consistently as a group in order to complete the entire curriculum.
	Variety of meeting activities	> No set standard	SKYE Clubs periodically do fun activities outside of their regular meetings (e.g. hikes, movie nights, field trips). This is based on interest and resources available.
Curriculum Use	Number of modules completed	> No set standard	The SKYE Club curriculum is a tool to be used with the leader's discretion and as a club chooses. A healthy SKYE Club will be moving through new modules according to their learning needs and interests. The curriculum is designed to be completed in 18 months by a club meeting weekly, but may take longer or shorter based on the club's needs and pace.
Reflection and Evaluation	Evaluation meetings	> Every three months	At the completion of every community service-learning project (approximately every three months), each SKYE Club should take time for reflection and evaluation of the learning process within the club (individually, through the community service-learning project, and as a group). Many tools are available to guide this reflection and evaluation, including the curriculum, Journal and Passport. Leaders may use whatever they find most useful, and should consider the impact on male and female community and club members.

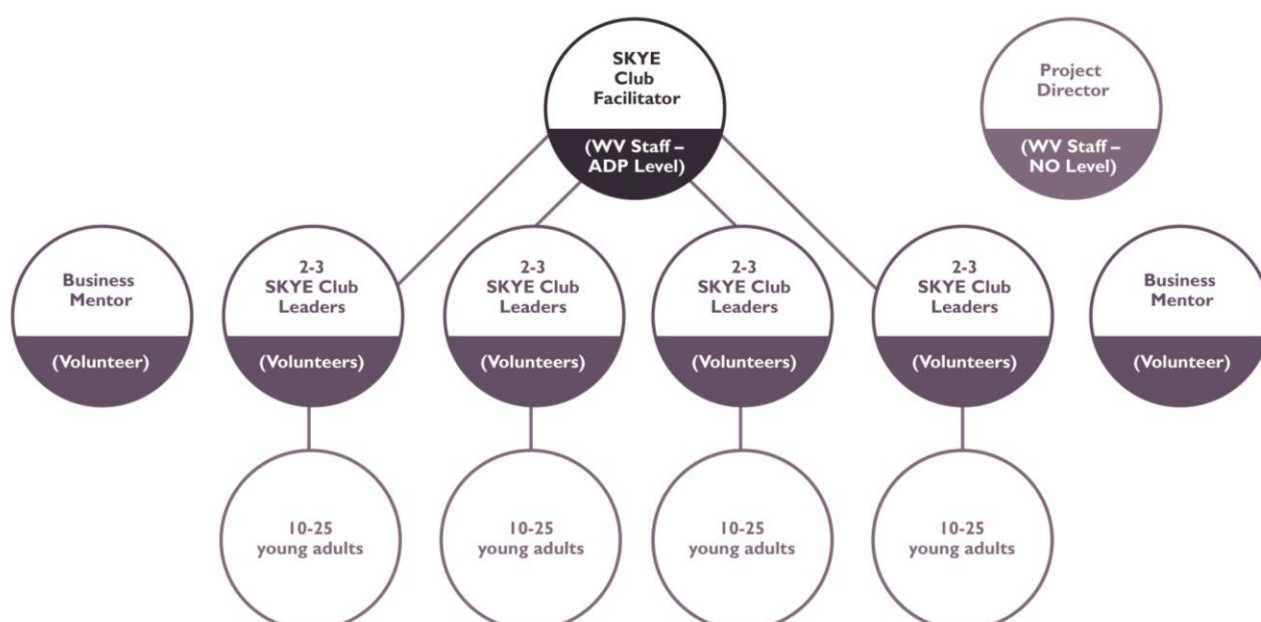
Category	Indicator/s	International Standard	Explanatory Notes
Club Identity	Identity markers	<ul style="list-style-type: none"> > Club has a specific name which includes the word SKYE Club > Club knows what the SKYE Club acronym means > Club uses the international SKYE Club logo 	These standards are intended to make SKYE Club into a recognizable movement that youth can feel a part of.
Club Sustainability	Efficient allocation of resources	> No set standard	Because the financial resources given by international partner organizations vary from one partnership to another, the only criteria in this category is that clubs use any resources they are given efficiently and respect the reporting procedures of the partner organization that supports them.
	Level of initiative	> No set standard	The goal for SKYE Club clubs is that after 18 months of activity, they would either close (finish the curriculum and “graduate” from the program) or become self-sustaining (both financially and educationally, that is, requiring less coaching and oversight). This means that SKYE Club need to be continuously developing in their ability to raise community support for their projects and other needs.
Data Collection	Documents	<ul style="list-style-type: none"> > SKYE Club Leaders/members must keep track of the following: > Monthly attendance list > Member and leader database > Project database and financial records > Completed project templates 	Additional documents that are worth collecting include press appearances, testimonials, “The Story of Our Club,” photographs and success stories. Collecting these documents helps the SKYE Club Facilitators complete their reports and helps monitor the health and tell the story of each SKYE Club. Sex-disaggregated data should always be collected in order to ensure equal benefit to male and female members, and to identify and address barriers to participation. Also consider collecting data on other relevant criteria, such as disability or minority status, which will further improve fair access and impact.
Communication and Support	Online presence	> Where possible, clubs should have a Facebook page or group	There are many ways leaders and members of SKYE Club can communicate online, including through leader support and encouragement groups and member socialization groups. These are available through WV and vary with each country.

1.7 The SKYE Club Human Resource Structure

This section is about the SKYE Club Human Resource Structure that supports, empowers, and encourages the clubs to reach their goals.

Below is the in-country human resource structure for SKYE Clubs. There are three key roles that support the SKYE Club program. These include volunteer SKYE Club Leaders from the community, a WVSKYE Club Facilitator who is generally based out of a WV Area Development Program (ADP) office, and for WV offices who have multiple SKYE 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. The SKYE model promotes equal opportunities for female and male leadership and encourages male leaders to act as “champions” and positive role models for gender equality.

SKYE Club Human Resource Structure



1.7.1 PROJECT DIRECTOR

The Project Director is typically not someone who personally leads weekly SKYE Club meetings, but instead serves in an administrative and coordination position. This person helps oversee facilitators, communicates needs and questions to WV’s SKYE Club Global Champion and/or NHF, collects reports and monitors how SKYE 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 SKYE 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 – sometimes the appointed Project Director has been the WV Economic Development Advisor and the Youth Advisor.

1.7.2 SKYE CLUB FACILITATOR

A SKYE Club Facilitator is responsible for the mentoring, coaching and monitoring of SKYE Clubs in their area. The facilitator does not necessarily lead weekly SKYE Club meetings, but does visit clubs sometimes and speak regularly with Club Leaders, to encourage and assist the club and to assess the success of the educational program.

SKYE Club Facilitators are paid WV staff members who are generally based in a WV ADP. A SKYE 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 a facilitator with each of his/her clubs is:

- 1) to encourage and assist the SKYE Club in its work;
- 2) to assess the quality of the educational experience and provide additional coaching or training when necessary; and
- 3) 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 a SKYE Club Facilitator.”

A SKYE Club Facilitator should be someone who has a thorough understanding of the SKYE Club model as well as the local cultural context and community in which the program is being run. In addition, a SKYE Club Facilitator should be an insightful “people person” who is able to assess, through observation and conversation, the strengths, weaknesses, and challenges of a SKYE 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 talks mostly with the Project Director, who passes on questions, concerns, or additional training needs to the WV SKYE Club Global Champion and/or NHF whenever necessary. In some circumstances, however, a SKYE Club Facilitator also communicates directly with NHF.

1.7.3 SKYE CLUB LEADER

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

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

Ordinarily a SKYE Club Leader only works with one club.

SKYE Club Leaders must be responsible adults (18 years or older) who have been trained in the SKYE Club program and methodology, must possess a strong understanding of the local cultural context in which their youth live, and must have demonstrated desire and enthusiasm to work with and empower young people. SKYE Club Leaders communicate directly with facilitators when they need assistance, encouragement, or have questions about various aspects of SKYE Clubs.

1.7.4 BUSINESS MENTOR

A business mentor is an important part of the SKYE Club program. The goal is that this person would develop a relationship of mentoring, guidance, and practical advice with the young people in the SKYE Club as they develop business plans and social entrepreneurial projects. However, the way in which the business mentor will be selected, and who will oversee and support them, is to be confirmed.

1.8 The role of World Vision SKYE Club Facilitator

What does it mean to be a SKYE Club Facilitator? What roles and responsibilities does a SKYE Club Facilitator have? What skills and abilities do facilitators need to develop to accomplish the task well? This section will help answer those questions.

1.8.1 THE DIFFERENT ROLES OF A SKYE CLUB FACILITATOR

A SKYE Club Facilitator is the “cheerleader” and support person of the SKYE Clubs. He or she does not necessarily lead weekly SKYE Club meetings, but he/she does visit clubs periodically and speaks regularly with club leaders, to encourage and assist the club and to assess the success of the educational program. The role of a SKYE Club Facilitator with each of his/her clubs is:

- 1) Cheerleader: to encourage and assist the SKYE 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.



SKYE Club members in Syunik, Armenia with their business mentor.

SKYE Club Facilitator as Cheerleader

This part of the SKYE Club Facilitator's job is the most fun. In "cheerleader" mode, the SKYE Club Facilitator gets to visit the clubs, attend their meetings and projects, and hear the members' success stories. In this role, the SKYE Club Facilitator comes alongside the club and encourages and praises their work. Often in SKYE Club projects, visits from SKYE 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 youth, encourages them, and lifts their spirits.

SKYE Club Facilitator as Coach

This is the most difficult and interesting part of a SKYE Club Facilitator's job. To do this aspect of the job well, a SKYE Club Facilitator must have a good understanding of the SKYE Club program, its underlying philosophy and its tools, and must be able to assess how successfully a club is meeting its educational objectives. If a SKYE 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 SKYE Club Facilitator's responsibility to step in and help. This generally starts with a conversation with the leader about the topic in question, but may also mean organizing a mini-training on a certain topic or tool.

For example, let's say that a SKYE 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 youth should feel empowered and excited about their projects in the community, and it is now the role of the SKYE 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 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 youth to agree to it without really getting youth initiative or leadership.

Regardless, the SKYE Club Facilitator should try to uncover the cause through conversations and observation. Once the cause has been discovered, the SKYE Club Facilitator should assist the club in reaching a solution. If they are simply discouraged, perhaps the SKYE 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 SKYE Club Facilitator should meet with the leader and re-emphasize the importance of the youth's 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 a SKYE Club Facilitator takes some practice. To be a good coach requires having a healthy and trusting relationship with the SKYE Club Leaders, and takes some initiative and intuition. However, the facilitator will improve over time, and the Project Director and SKYE Club Global Champion will be there to encourage and support him/her along the way. If needed, WV can also connect the facilitator with a SKYE Club Facilitator in another country who can share tips and lessons learned along the way.



WV SKYE Club Facilitator from Yerevan ADP

SKYE Club Facilitator as Administrator

This is a very straightforward part of the role of a SKYE Club Facilitator, but vitally important. A SKYE 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) they assess the health of SKYE Clubs in the ADP and give the big picture of how effective the program is in meeting youth needs;
- 2) they provide information for WV and NFH about the variations and lessons learned from SKYE Clubs in various international locations which can be useful for partners around the world; and
- 3) having gender-sensitive quantitative and qualitative data collected in one place is incredibly important for finding funding, grants, and outside support for the SKYE Club program.

So, SKYE Club Facilitator's role is vital in maintaining and increasing the quality and sustainability of the entire international SKYE Club program!

So what does this role entail? It means collecting data. The facilitator is free to ask the leaders (or energetic club members) to help with this data collection; the methods chosen are up to the facilitator but should equally include the voice of female and male youth. However, it is important to collect this data on a regular basis (every six months, at minimum, or as requested by the Project Director) and 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 necessary forms for the collection of both of these types of information.

1.8.2 TASKS OF A SKYE CLUB FACILITATOR

Now that the three general roles of the SKYE Club Facilitator have been explained, here are the general tasks the facilitator will do to help fulfill 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 make observations about what is going well or not 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 also allow the facilitator to maintain a good relationship with the club (cheerleader role) but also make observations about what is going well or not (coach role) and collect any information that might be needed for reports. (administrator role).
- > Evaluate a club's adherence to the SKYE 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 SKYE Club International community, and participate in discussions there with SKYE Club Facilitators from other countries.
- > Collect sex-disaggregated quantitative and qualitative data for six-month reports.
- > Organize trainings on particular topics for SKYE Club Leaders and members.
- > When possible, organize special fun events for SKYE Club Leaders and members. These events can be a good way to keep the leaders motivated in their volunteerism and can help SKYE Clubs interact and collaborate with other SKYE Clubs in the region/country. Examples of special fun events include volunteer galas, hikes, picnics, or small trips... facilitators are only limited by their imaginations (and budget!)
- > Communicate with the Project Director about any questions or concerns with the SKYE Clubs.
- > Submit information to the Project Director and/or NHF SKYE International Coordinator when necessary.
- > Assist SKYE Clubs in financial reporting when they receive money from the partner organization and/or other donors.

1.8.3 ATTRIBUTES OF A SKYE CLUB FACILITATOR

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

- > Ability and experience in working with female and male youth
- > Responsibility and moral character (to serve as a role model for youth)
- > Strong understanding of experiential education and the SKYE 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 youth
- > 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
- > Teachable attitude and desire to help empower young people to make a positive change in their communities

1.8.4 BREAKDOWN OF SKYE CLUB FACILITATORS' WORKING HOURS

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

Working hours of a SKYE Club Facilitator	
Working months per SKYE 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-SKYE Club activities; ADP and WV activities, Training etc.	4
Total number of weeks on core SKYE Club activities	44
Average number of weeks per month	4
Average number of working months per year on SKYE Club activities	10
Average number of working days per month	20

Working hours of an SKYE Club Facilitator		
Activity breakdown for SKYE Club Facilitator	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 SKYE Club Leaders	1.6 days a week or 2-4 hours a day on coaching calls	6.5 days/ month

Working hours of an SKYE Club Facilitator		
Coaching/monitoring visits with SKYE Clubs	1 day a week	4 days/ month
Planning and organizing monthly SKYE Club Leaders Meetings	4 hours divided over a month	0.5 days/ month
Planning and organizing training/motivational events for SKYE Club Leaders	1.2 days every three months	0.4 days/ month
Supporting SKYE Clubs to hold learning events	2 days every 3 months	0.6 days/ month
Facilitate links: support SKYE Clubs to organize exposure visits, events and hold masterclasses with guest speakers	4 hours a week	2 days/ month
Facilitate SKYE Club Leaders and youth to connect over social media (across the 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 SKYE Club Facilitator	
Activity breakdown for SKYE Club Facilitator – days per year	Days per Year
Promotion of the project; networking, partner and Government engagement	10
Coaching SKYE Club Leaders	65
Coaching/monitoring visits with SKYE Clubs	40
Planning and organizing monthly SKYE Club Leaders Meetings	5
Planning and organizing training/motivational events for SKYE Club Leaders	4
Supporting SKYE Clubs to hold learning events	6
Facilitate links: support SKYE Clubs to organize exposure visits, events and hold masterclasses with guest speakers	20
Facilitate SKYE Club Leaders and youth to connect over social media (across the country and internationally)	10
Administration, monitoring, other	40
Total	200

1.9 The SKYE Club Orientation Training

As stated in the above sections, it is critical for SKYE Club Facilitators and WV staff supporting the project to have a sound understanding of the SKYE Club model, in particular the underlying philosophy, methodology, and supporting tools. To equip SKYE Club Facilitators and WV project staff with this understanding as well as the knowledge and confidence to implement a SKYE 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 SKYE Club Facilitator(s) have been appointed.

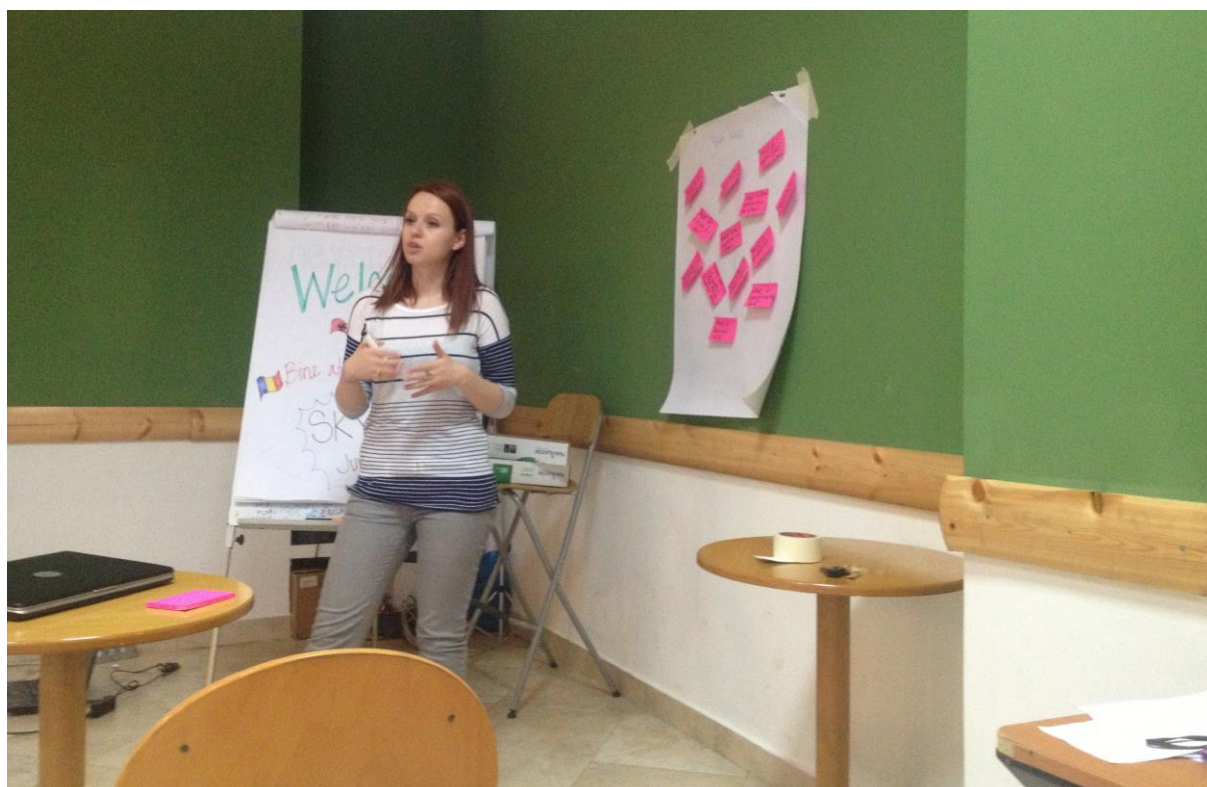
Similar to the SKYE Club program itself, the four-day orientation training is based on experiential education methodologies, is application-focused, and tailored for the specific needs and interests of the WV office. After the training, participants will:

- > be able to describe the SKYE Club model;
- > know SKYE Clubs' four learning objectives, five core competencies and the nine foundational values;
- > be confident in identifying a well-performing and poor-performing SKYE 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 SKYE Club program;
- > understand how to use the SKYE Club learning tools available to leaders and members;
- > know the coaching, monitoring and reporting tools available to SKYE Club Facilitators/Project Directors;
- > know the qualities and characteristics of SKYE Club Leaders, and have an action plan on how to identify and recruit SKYE Club Leaders in their community;
- > be knowledgeable in the human resource structure of the SKYE Club program and confident in their role and responsibilities as a SKYE Club Facilitator/Project Director;
- > have an action plan for the months following the SKYE Club program which has been reviewed and approved by the SKYE Club orientation trainers; and
- > have a social participation strategy to support outreach and the full participation of female youth and marginalized groups such as ethnic minorities and people with disability.

For countries trying the SKYE 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 SKYE Club Global Champion.

For countries that have already piloted the SKYE Club program and had staff and volunteers undertake the SKYE Club Training of Trainers, the orientation training can be organized through the WV NO.



A SKYE Club Facilitator from Korca AP, Albania, participating in the SKYE Orientation Training.

Tools and Resources

Title	Description
SKYE Club Project Management Tools and Resources	
<u>Phases and Steps in a SKYE Club Project Implementation</u>	The purpose of this document is to outline the required and suggested phases and steps involved in implementing a SKYE Club project, as well as provide descriptions of each step.
<u>SKYE Club Example Concept Paper (including “red flags”)</u>	NO and ADP staff can use the example concept paper provided to think through their SKYE Club project and how it could be adapted for the country’s context.
<u>Illustrative SKYE Club Project Gantt Chart</u>	The illustrative project Gantt chart provides a timeline for activities suggested in the Phases and Steps in SKYE Club Project Implementation resource.
<u>SKYE Club Minimum Quality Standards</u>	This document outlines the minimum quality standards for the SKYE Club project model – the quality standards have been identified as critical to the success of a SKYE Club project and must be respected in order for a project to be recognized and endorsed by WV and NHF.
SKYE Club Evidence Documents (basis for SKYE Club Model)	
<u>SKYE Clubs: An examination of the evidence</u>	A paper reviewing the evidence that supports the SKYE Club model as an effective approach to youth engagement and programming.
<u>SKYE Clubs: Lessons Learnt</u>	A paper by Yerevan ADP (Armenia) outlining the lessons learnt from piloting the SKYE Club model. The paper outlines risks and challenges, and provides options to address these.
SKYE Club Monitoring and Evaluation Tools and Resources	
<u>SKYE Club Illustrative Log frame</u>	This document provides an example log frame for the SKYE Club project model. It includes a goal, outcomes, and indicators for each.
<u>SKYE Club Illustrative Log frame and Activities</u>	This document provides an example log frame with activities for the SKYE Club project model. It includes a goal, outcomes, and indicators for each.
<u>SKYE Club Monitoring and Evaluation (M&E) Framework</u>	This document provides an example log frame for the SKYE 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.
<u>SKYE Club Coaching, Monitoring and Evaluation Tools</u>	This document provides an overview of the various coaching, monitoring and evaluation tools recommended for the SKYE Club program, as well as who is responsible for each tool and how frequently they are to be used. Data collection instruments contain an explanation of the purpose of that tool and how to use it.
SKYE Club Learning Tools	
<u>SKYE Club Curriculum Overview</u>	This document provides an overview of the topics covered as part of the SKYE Club curriculum – the curriculum can be adapted for most contexts, and can be expanded on to reach the learning needs of project beneficiaries.
<u>SKYE Club Passport</u>	The SKYE Club Passport is a tool used by SKYE 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.
<u>SKYE Club Journal</u>	SKYE Club members use the SKYE Club Journal as a reflection tool to record their progress and feelings as they move through the program.
SKYE Club Human Resource Tools	
<u>SKYE Club Facilitator: Detailed Position Description</u>	This is an example position description for a SKYE Club Facilitator.

Title	Description
<u>SKYE Club Facilitator: Breakdown of Working Hours</u>	This document provides suggestions on how a full-time SKYE Club Facilitator should allocate their working hours each month.
<u>SKYE Club Facilitator: Sample Interview Questions</u>	This document provides example interview questions for hiring the SKYE Club Facilitator.
<u>SKYE Club Project Director: Detailed Position Description</u>	Large-scale SKYE Club projects (three or more ADPs) require a project director to coordinate ADPs, resources, trainings etc. This is an example position description for a SKYE Club Project Director.
<u>SKYE Club Project Director: Sample Interview Questions</u>	SKYE Club Project Director: Sample Interview Questions
<u>SKYE Club Leader: Example Position Description</u>	SKYE Club Leader: Example Position Description

End of Phase I Checklist

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

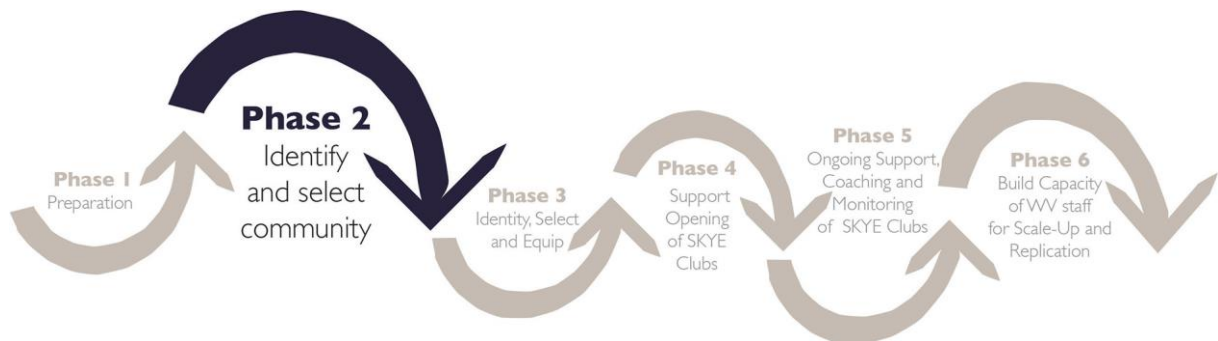
Phase 2: Identify and Select Community Partners

This phase focuses on deepening facilitators' understanding of their community. Specifically, this phase is about “community assets” and how to map these in an ADP. It also outlines how to profile and map youth in target communities to participate in SKYE Club projects.

Finally, this phase shows how to identify and select community partners who can support SKYE Club Facilitators to implement the SKYE 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 SKYE Club program is a strengths-based approach to community development and youth engagement. This means the model focuses on what the community already has, and looks to use these assets to strengthen the SKYE Club program.

Using a community's assets means first finding out what they are. So, this section focuses on identifying community assets, and in particular stable community structures such as government ministries, cultural centers or schools. This mapping process is an opportunity for the SKYE 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 the process of 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 SKYE Club project. This could include:

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

- > **A physical structure or place** such as a school, community or cultural center, 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 SKYE Clubs. These stable community structures are particularly important to SKYE Club projects, because they may be potential project partners who will help deliver the program, or a space for SKYE 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 look to improve the local economy (producer groups or community business councils). Existing youth groups could potentially be transformed into SKYE Clubs, or other groups (advocacy groups or producer groups, for example) may wish to partner with SKYE Clubs to run service-learning projects.
- > **A business** that is interested in supporting community initiatives. While not all businesses will be able to provide financial support to SKYE Clubs, many are willing to offer in-kind support (such as time, services or products) for SKYE 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 SKYE CLUB PROGRAM TO IDENTIFY COMMUNITY ASSETS?

As a SKYE Club Facilitator it is important to be aware of community assets for a number of reasons:

- > The success of a SKYE Club project is largely based on the dedication and motivation of SKYE Club Leaders and local community members. Through identifying “people” assets, it is easier to recruit dedicated volunteer SKYE Club Leaders or people of influence (such as community leaders) who will support and promote the SKYE Club service-learning projects.
- > It is also critical to the success and sustainability of SKYE 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 SKYE Club program – community partners will often provide a space for SKYE Clubs to meet, as well as support as the SKYE Clubs implement their projects.
 - To support identifying a volunteer SKYE Club Leader.
 - To support the SKYE Club Facilitator and Leader to mobilize and supervise young people participating in the SKYE Club.
- > It is important SKYE Club Facilitators to understand the goals and motivations of local community groups in order to identify shared interests, areas for potential collaboration, as well as make connections between these groups and SKYE 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 identifying group assets – associations, organizations, and institutions – and individual people.

The central task 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 SKYE Club project.

Step 1 Develop a list of groups

The first step to identifying group assets is to make a list. The SKYE Club Facilitator writes down a list of stable community structures and groups that he or she is aware of in the area, which 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-off point.

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

- > WV colleagues – hold a workshop with WV colleagues to map (or verify a 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 can reach out by phone or in person to have an initial conversation and find out the best contact person. The purpose of the conversation is to:

- > Introduce the facilitator as a WV staff member
- > Introduce the SKYE Club project
- > Understand the interests and priorities of the group or individual, and consider whether there might be potential for partnering
- > Establish a key contact point

At this stage, the key contacts will be the “people” assets in the community asset list; however it is expected that the list of individuals who can contribute to the SKYE Club project will grow as the club’s relationships with the community and community partners develop. The facilitator should be alert to finding individuals and connections when having discussions with groups, asking questions such as “can you think of any members of your association who are interested in facilitating groups of youth?”

Once the key contacts in the groups are identified, the facilitator 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 to suit (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 SKYE as a program at the school. > There are parents and teachers who want opportunities to volunteer at the school.

2.2 Understand youth in the target community

It is vital that SKYE 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 youth and their parents, what their needs are as well as their strengths. While survey tools such as the SKYE Club Survey Tool will help give a deeper insight to this, the baseline will not be known until after the SKYE Clubs are established and operating. In the interim, there are methods to employ to gain this knowledge and understanding. One suggested 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 that seeks to gain knowledge of 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, please ensure women's voices are equally heard, and both men's and women's priorities are considered. Female and male youth should have equitable decision-making power in the SKYE club model.

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

2.2.1 WHO DO I TALK TO?

To get a real sense of the lives of young people in the target community, it is important to draw out the experiences and opinions of various stakeholders. Three groups of stakeholders to include in focus group discussions are:

1. **Youth:** No one knows more about their interests, hopes, challenges and needs than the youth themselves. It is vital to have discussions with the young people that SKYE Clubs are targeting to get a better sense of how the program can be adapted to their needs, and communicated in order to gain their buy-in. The voices of male and female youth should be equally heard, and marginalized youth sub-groups (such as people with disability, youth not attending school, ethnic minority groups etc) should be included.
2. **Parents of youth:** The parents of youth can share 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 youth participating in the program. For example, are they needed at home after school to help manage the household or run the family business? It is particularly important to engage parents in communities where young people live at home until they are married and have children, because they will be key decision-makers and influencers in their child's life, even if a young person is 25 years of age.
3. **Youth workers and social workers:** Social workers and youth workers are an important resource when looking to understand the situation of youth that they work with. They are able to provide insights on the young people's behaviors, attitudes and values, and also what limitations or challenges may exist when looking to launch a program such as SKYE Clubs in the community.

If a SKYE 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 youth is likely to vary by context and be influenced by community mindsets, community dynamics and resources available.

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 or facilitator. 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 men and women.
- > The focus group moderator nurtures participants to be truthful, open and spontaneous. The moderator's goal is to generate many 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, 10 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, for example: “What strengths do you see in the young people in your community?” or “When I see young people I feel...”
 - Not 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 to see 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 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 sensitive or embarrassing to participants be addressed through individual interviews.
- > Focus group participants should be divided into the three specific stakeholder groups (youth, parents, and teachers/social workers). To recruit teachers and social workers, facilitators could reach out to them during the community scoping process and ask for their interest. To recruit parents and youth, this is best done through community structures such as 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 SKYE Clubs Facilitator to continue organizing the focus group. For youth 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, tell them times and locations of the focus groups and get verbal agreement. Participants should be informed that they will be reminded 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 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 snack and settling in.
- > Arrange for a comfortable room in a convenient location. For youth and parents, this might be a room in a school or a community center, for teachers and social workers this 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 SKYE Club Facilitator with the assistance of a WV staff member or volunteer. The facilitator will act as the moderator who is responsible for leading the discussion, whereas 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 focus group moderator should have 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, both the moderator and assistant moderator are expected to welcome participants, offer them food, and help them make their name tags.

- > Once participants have been welcomed and the consent forms have been 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 set 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 also has a responsibility to 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 women and men?"*
- > It is good 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 respective findings 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 have been completed, it is suggested that the SKYE Club Facilitator organize and analyze information, presenting the findings in a report for future reference. Findings can be written up in a format that includes a summary, background section, methods used, major findings, conclusions, and recommendations. It is also helpful to reflect on the gendered findings – are there barriers to female participation, and why? Do male and female youth 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 SKYE Club program in the target community

Once the SKYE 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 look to promote the SKYE Club program in target communities in order to identify possible project partners.

Now that the facilitator has a good sense of the interests and needs of stable community structures and youth, he or she is well positioned to hold small events that are tailored for specific groups. For example, the facilitator could gather groups of school teachers and principals in the community and hold a small event to promote the program, detailing how it would meet the objectives of the schools and the students.

The following section provides ideas on ways 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, select possible project partners to work with to open SKYE Clubs. Suggested stable community structures include:

- > Youth centers
- > Churches or places of worship

- > Community organizations and youth-focused organizations

Step 2 Inform key contacts

Once the SKYE Clubs Facilitator has established which groups to work with, her or she can decide whether it is appropriate to hold joint events or events tailored specifically to the interests of those groups. It is important to consider how groups would best like to receive that information, for example: would it be best to go to individual youth centers and hold short information or question and answer sessions, or would they be more receptive to a 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. Facilitators should meet with key contacts and share more about the SKYE Club program, discuss the possibility of exploring a partnership, and suggest an information session to inform key stakeholders and address any questions they might have.

After deciding with key contacts how the event should be structured, facilitators should confirm with them the location and time of the event that would best suit them and their stakeholders. For example, at a youth center this may include youth workers or trainers who are actively involved in the center's community and network.

Step 3 Develop materials to promote the event

Once the SKYE Clubs Facilitator has decided on the time and dates of the events, he or she should 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 promote the event from 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 about the SKYE Club program

Step 4 Hold the event

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 by hanging posters, pictures and other materials around the room to make the space feel colorful, warm and inviting. Prepare an information table with resources for participants to take once the event is over.

WV may provide food and refreshments for participants.

The SKYE Club Facilitator should welcome everyone to the event and share their role and the purpose of the event before moving onto the main presentation. He or she should also 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 provided for partners to fill out before they leave, or for events held for a specific group (like a single school or community organization) a meeting may be held with the key contact person to debrief and assess their interest in becoming a partner.

To ensure potential community partners are genuinely invested in working with WV and hosting a SKYE 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 SKYE Club Community Partners

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

- > How many SKYE Clubs will be opened in the community

- > How many youth WV wishes to reach through the SKYE Club project over the life of the project
- > Whether SKYE Clubs will be mixed groups which include a gender balance between female and male youth, or whether separate groups are necessary to support the participation and leadership of female youth due to structural, cultural and social barriers. What community partners will be supportive of gender equality and the promotion of opportunities for both male and female youth?

If many potential partners have expressed interest, it will be useful 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 with youth?
- > Is the community partner open to promoting opportunities for both male and female youth?
- > If so, how many youth 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 youth sub-groups (such as female youth, ethnic minorities, people with disability)?
- > How many SKYE Clubs does the community partner wish to open?
- > Can the community partner recommend volunteer SKYE Club Leaders in their networks?
- > Can the community partner provide a space for the SKYE Club's weekly meetings?
- > Can the community partner offer resources (in-kind or other) to support the SKYE Club as it develops? This could even be in the form of training or mentoring for youth.
- > Is the community partner willing to support the SKYE Club Facilitator by overseeing or monitoring the SKYE Club on a regular basis to ensure that it is maintaining the minimum quality standards for the program?

After the SKYE Clubs Facilitator has decided on the community partners, it is important to sit down with the key contact person to again discuss the SKYE 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 be 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, it is suggested that a Memorandum of Understanding (MoU) is 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 searching for 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 men and women in focus group discussions, and for equal voices in decision-making about community priorities	
I know how to promote the SKYE Club program in my community	
I understand how to select community partners for the SKYE Club project	

Phase 3: Identify, Select and Equip SKYE CLUB Leaders

This phase considers the role of the SKYE Club Leadership Team, a group of volunteers selected from the community that will lead SKYE Clubs. It will outline what to look for in a SKYE Club Leader: their knowledge, skills and personal qualities.

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

Process

Time Frame: This phase will take one to two months to complete and should be repeated for each SKYE Cycle of the project.



Step-by-step guide to Phase 3

3.1 The SKYE Club Leadership Team

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

This section will explore the qualities and conduct of a SKYE Club Leader, their responsibilities, as well as how facilitators should recruit SKYE Club Leaders in the community.

In this section we refer both to SKYE Club Leaders (individuals) and to SKYE Club Leadership Teams. This recognizes that the most successful SKYE 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 is able to 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 SKYE Club.

3.1.1 QUALITIES OF A SKYE CLUB LEADER

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

Strong Moral Character

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

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

An Interest in Youth

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

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



SKYE Club Leader (standing center) briefs members before a community event that the club organized.

Desire to Help the Community

Because SKYE Clubs is a service-learning youth development program, a SKYE 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; SKYE Club Leaders must not only possess a desire to better their community and help young people identify community problems but also have the skills and perseverance to carry a project to completion. Also, SKYE Club Leaders must be able to affect change "by proxy": not by doing it themselves but by helping and empowering young men and women to become agents of change.

Many young people feel disempowered in their communities and cynical about service, so SKYE Club Leaders must have a gift for motivating youth 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.

SKYE Club Leaders will likely also have the self-interest to use their time as leader to gain new skills and experience. It is possible that SKYE Club Leaders will look to move on from their SKYE Club when a new life and 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 taken into consideration and planned for.

3.1.2 EXPECTED CONDUCT OF A SKYE CLUB LEADER

All SKYE Club Leaders must conduct themselves in a way that is morally above reproach. The commitments of every SKYE Club Leader are outlined in the SKYE 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 SKYE Clubs. WV reserves the right to dismiss any SKYE Club Leader who violates any part of this code.

SKYE Club Leader Code of Conduct
<p>A SKYE Club Leader must:</p> <ul style="list-style-type: none"> > Be a positive role model for youth. > Behave according to the SKYE 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 youth. > 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 their fellow Club Leaders and SKYE Club Facilitator regarding any questions, concerns or conflicts. > Follow through and complete accepted tasks. > Show respect and care for the environment. > Seek training by participating in meetings or other training opportunities and pursue continuous improvement in communication, interpersonal, and vocational domains – the same areas SKYE Clubs seek to develop in its youth participants. > Provide a safe environment by not harming youth or adults in any way, whether through discrimination, sexual harassment, physical force, verbal or mental abuse, neglect, or other damaging actions. <p>A SKYE 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 SKYE Club members.

3.1.3 RESPONSIBILITIES OF A SKYE CLUB LEADER

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

It is important for the SKYE 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 SKYE Club Leaders include the following:

- > **Forming a leadership team.** Sometimes only one SKYE Club Leader will be recruited and trained at the beginning of opening a SKYE Club, or one of the trained SKYE Club Leaders will drop out. In this case, it is up to that leader to select one or two Assistant Leaders to help lead the club. Recruiting other leaders is discussed in further detail below.
- > **Choosing SKYE Club participants.** Although sometimes SKYE Club Facilitators or community partners will have already recruited youth to participate in SKYE Clubs, most often this is the responsibility of the leaders themselves. SKYE Club Leaders should be able to recruit and select youth 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,** SKYE Club Leaders are required to read the appropriate lesson in the SKYE 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 that better meet the learning needs of their club. The SKYE 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 club activities and by personal example.
- > **Facilitating the group.** SKYE Club Leaders need to effectively listen, observe, and form questions in order to draw lessons from experiences and discussions. As a meeting 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 SKYE 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, SKYE 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.** SKYE Club Leaders are not expected to be an expert on every topic in the SKYE Club curriculum, or know how to accomplish every task in every project. However, both the SKYE Club Facilitator and the SKYE Club Leaders serve as a link to connect the SKYE Club to other organizations or concerned 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 SKYE Club’s Leadership Team should be assigned the task of reporting the club’s activities to the WV ADP office, via the club’s SKYE Club Facilitator. In addition to keeping a regular attendance list, one of the SKYE 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 voice of male and female youth in club activity monitoring.

A SKYE 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 SKYE Clubs. This includes two to three hours of meeting time and one to two hours of preparation. Projects and trainings will require additional hours of preparation, particularly for projects that involve all-day or overnight events.

Other adult volunteers may also become involved in SKYE Clubs by volunteering on an as-needed basis. These volunteers can assist by chaperoning 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 SKYE Club Leadership Team.

3.2 Forming a SKYE Club Leadership Team: Identify and Select SKYE Club Leaders

As mentioned in Phase I: Preparation, SKYE Club Leaders are vital to the success of the SKYE Club program. Ensuring that the right leader is selected and that they are fully committed to the program is of the utmost importance. To recruit SKYE Club Leaders, it is suggested that the SKYE Club Facilitator work 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

It is important for SKYE Club Facilitators to work with community partners to identify suitable SKYE 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 youth center, potential SKYE Club Leaders could be social workers, trainers, or youth leaders.

Together with the community partner, the SKYE Club Facilitator should review the SKYE Club Leader position description and essential qualities, and list possible candidates in the partner's network.

Step 2 Information session with potential SKYE Club Leaders

The next step is to inform possible candidates about the SKYE Club program and assess their interest in becoming a SKYE Club Leader.

It is the responsibility of the community partner to inform candidates of the opportunity and organize an information session. The SKYE Club Facilitator is responsible for presenting the SKYE Club program to the candidates, as well as explaining the role and responsibilities of a SKYE 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 potential SKYE Club Leaders

It is important for individuals who have expressed an interest in becoming a volunteer SKYE Club Leader to fully understand the commitment, the role, and their responsibilities as a SKYE Club Leader. To ensure this, it is vital that SKYE Club Facilitators hold one-on-one interviews with each potential SKYE Club Leader to assess their interest and fully 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 SKYE Club Leaders.

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

Step 4 Sign Leadership Agreement

Once candidates have gone through the interview process, it is important for the SKYE Club Leadership Team (there will be a Leadership Team for each club) to meet together with the SKYE Club Facilitator and review the SKYE 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 SKYE Club Leadership Team(s) have been finalized, the next step is to explain the process of capacity building, which begins with the SKYE Club Leaders Training.



SKYE Club Leaders training in Tsaghkadzor.



SKYE Club Leaders training in Tirana.

3.3 Equipping SKYE Club Leaders: The SKYE Club Leaders Training

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

To equip SKYE Club Leaders with the knowledge, skills and confidence to open a SKYE Club, the SKYE Club Leaders Training is held over six days. The training is based on experiential education methods, is application focused, and is tailored for the specific needs and interests of the community. After the training, participants will:

- > be able to describe the SKYE Club model;
- > know SKYE 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 SKYE Club program;
- > understand how to use the SKYE 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 youth and have an understanding of how to promote the active engagement of female youth and disadvantaged/vulnerable youth sub-groups such as people with disability;
- > know their role as SKYE Club Leader; and
- > have an action plan to open their SKYE Club.

At the SKYE 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 SKYE Club Leaders Training, the SKYE Club Facilitator will be responsible for providing ongoing training, coaching, and support as the leaders open and manage the clubs.

For countries piloting the SKYE 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 SKYE Club Global Champion.

For countries that have already piloted the SKYE Club program and have had staff and volunteers undertake the SKYE Club Training of Trainers, the Leaders Training can be organized through the WV NO.

Tools and Resources

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

End of Phase 3 Checklist

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

Phase 4: Support Opening of SKYE Clubs

This phase introduces to the tools, resources and processes that SKYE Club Leaders need to mobilize adolescents in their community and to open their SKYE Clubs. It contains information about the important characteristics of a SKYE Club meeting space and how to help leaders identify the best meetings space for their club. It also discusses the necessary materials leaders will need when they open their clubs.

Importantly, this phase also introduces service-learning projects – the key concepts, phases and tools – so that SKYE Club Facilitators can confidently support their SKYE Club Leader to work with youth 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, and should be repeated for each SKYE Club cycle of the project.



Step-by-step guide to Phase 4

Once SKYE Club Leaders have been trained, the SKYE Club facilitator's role as a coach and cheerleader begins. The first two to three months of SKYE Clubs opening will be the most important – the facilitator will need 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, as well as the dedication and motivation of the leaders.

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

- > Holding monthly SKYE Club Leaders meetings to address group interests and concerns.
- > Depending on the confidence and competence of the SKYE Club Leaders, the facilitator may wish to also hold weekly meetings where Club Leaders meet together to talk through and prepare their SKYE Club meetings – 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 SKYE Club Leaders the day before their scheduled SKYE Club meeting to see how they are feeling, and find out what support they might need from the facilitator.
- > Attending each SKYE Club meeting for every club.
- > Participating in each club's the 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 SKYE Club Leaders to mobilize female and male youth

4.1.1 MEETING WITH SKYE CLUB LEADERS

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

The training can be an overwhelming and energizing experience for leaders – after they have had time to reflect on the experience, it is likely that they will be both nervous and excited to start their SKYE Clubs, and have a number of questions they need answered. As such, the purpose of the meeting is to understand how your SKYE Club Leaders are feeling, address any questions or concerns they might have, and support them to create action plans for recruiting youth in their network and opening their SKYE Club.

4.1.2 SUPPORT SKYE CLUB LEADERS TO IMPLEMENT ACTION PLANS

Once the SKYE Club Leaders have created their personal action plans, it is the SKYE Club Facilitator's role 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 facilitator come and give a talk at a local school, in order to promote the program and gain the interest and investment of youth 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 youth in their community, it is important to remind them of a few points:

- > SKYE Clubs are made up of between 10-25 members. During the first initial meeting there may only be 10 members, and this number may grow as other youth find out about the program – this is fine! It can also work the opposite way: there may be 30 youth who wish to join their SKYE 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 completely okay too. It is expected that there will be some turnover of SKYE Club members over the life of the project.
- > SKYE Club members are self-selecting. The program is youth-led so members must choose the program for themselves and not be forced to participate otherwise it undermines the SKYE Club program and experience for themselves and other members. The voices of female and male youth members should equally be heard regarding their priorities, and both should be actively included in decision-making processes.
- > SKYE Club members can be of any background, whether ethnic, social, education or otherwise. They might be high performing students, or at-risk youth. SKYE 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 makes an incredibly rich learning environment for the members.
- > It is important that once a SKYE Club member has expressed their interest to the leader they have their parents sign an agreement form (or consent form) to allow them to participate in the program.

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

4.2 Support SKYE Club Leaders to host meetings

SKYE Club Facilitators must support leaders to plan their first meetings. Leaders are likely to be both eager and nervous about opening their clubs, so the facilitator's encouragement will be vital. This section will discuss important things to review with each SKYE Club Leader as they prepare for their first meeting, including:

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

4.2.1 MEETING SPACE

What space and materials are needed to start a SKYE Club? This is a common question asked by new SKYE Club Leaders. It is vital to gather the basic materials and secure basic space requirements 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 SKYE Club meetings.

As leaders look for meeting space, they should take into consideration the basic SKYE 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 SKYE Club meeting space should have:

- > 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 you can use this room 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 your 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



A room set up prior to a SKYE Club meeting.

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 a SKYE Club. There are, however, extra 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 a SKYE Club without these things, the meeting space will be even better suited for hosting a SKYE 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 places to meet with computer access and other important components 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. Participants will generally feel comfortable if SKYE Clubs meet in a local school. Other appropriate meeting spaces include churches, cultural centers, universities, and local foundations. SKYE Club Leaders and community partners should explore as many options as possible before deciding on the correct meeting location.

One more note about meeting space is that it is very important for SKYE Club Leaders to set up the meeting room to encourage teamwork and discussion. A typical classroom set-up where chairs and tables are placed in a row facing the front of the room does not provide for a good SKYE Club meeting space. Leaders should consider moving furniture into a circle or placing chairs around a table. SKYE Club Leaders must remember that their role is to act as a facilitator of group activities, so the focus should be on the group and not on the leaders. A circular seating arrangement best guarantees this.

SKYE Club Leaders and project partners have identified a room for their club, the SKYE 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, the leaders and facilitator should look for another possible location for the club.

4.2.2 MEETING MATERIALS

Once the facilitator has supported SKYE Club Leaders to identify and secure the right space, they should consider other materials needed for club meetings. Generally when new clubs open WV will be responsible for providing these.

To get started, SKYE 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 SKYE Club Leaders and clubs to have access to the following resources:

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

It is the SKYE Club Facilitator's responsibility to support leaders to identify and gather non-essential materials for each meeting. These could be resources used for 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, a deck of cards, or a 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 seek in-kind donations from community partners with the facilitator's support.

4.2.3 PLANNING THE MEETING

Once a meeting space and materials have been identified, the SKYE Club Facilitator supports leaders in planning their first meeting.

Once the meeting location and time have been announced to potential attendees, leaders must create a meeting agenda. The first meeting of the SKYE Club curriculum provides good ideas for an opening a SKYE Club meeting, but leaders should feel comfortable and be encouraged to personalize it in order to fit their own Leadership Team's style and preferences. The SKYE Club Facilitator should sit with the Leadership Team of each club (either together, or with individual Leadership Teams) to go over the first meeting(s) 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 and receive feedback.

A few important objectives for the first meeting are:

- > Get contact information from participants
- > Encourage participants to introduce themselves
- > Give participants an explanation of what the SKYE Club program is about
- > Introduce club values and promote a positive environment for equal participation of all, particularly regarding respect for the views of women as well as men and the principle of non-discrimination
- > Create an early framework for team bonding



SKYE Club Leaders in Cambodia facilitating their first meeting.

4.2.4 THE LEADERS' ROLE IN EARLY SKYE CLUB MEETINGS

The SKYE Club Facilitator should sit with the leaders and ensure they understand their role as facilitators of SKYE Club meetings.

The leaders' role is crucial 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 they should not push shy 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 youth, and inclusion of marginalized sub-groups.

The first few meetings are the "forming stage" for SKYE Clubs. This is usually marked by a lack of depth 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 SKYE Clubs several times, participants may still have very little understanding about the purpose of the group.

Some of the goals and strategies that SKYE 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 SKYE Clubs and that they are part of a national and global movement of youth and youth service

Including all participants through...

- > Arranging chairs in a circle for discussion



A SKYE Club Leader in Cambodia working with members through an activity.

- > Asking every member's opinion
- > Providing positive encouragement for the voices of female youth and marginalized youth sub-groups (such as people with disability)
- > Varying the discussion by including active debrief techniques and reflection activities
- > Valuing each individual's contribution in discussions and activities, and thanking members for their participation
- > Giving each participant the opportunity to share, 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 SKYE Clubs
- > Giving participants opportunity to reflect on what SKYE Clubs means to them, why they want to participate, and what their role or purpose is in SKYE Clubs
- > Giving the group clear, attainable goals to achieve
- > Accomplishing something tangible that will benefit women, men, girls and boys in the community
- > Celebrating the group and getting to know each other through fun activities
- > Writing and committing to a Full Value Contract



SKYE Clubs use a 'problem tree' to analyze the root cause and impact of community issues.

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

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

In the first instance, SKYE Club service-learning projects will be very simple and achievable. The purpose of the first projects is to give youth an understanding of what service-learning projects are as well as create a strong club culture, and develop group bonds as they begin to work on projects together.

Projects are intrinsic to the identity of a SKYE Club, and it is important for the SKYE Club Facilitator 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 the facilitator helps SKYE 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 developing a service-learning project is choosing the need that the project will address. As the club considers this, it is important to remind SKYE Club Leaders that projects should be democratically chosen by participants as often as possible and promote equal decision-making of female and male youth.

Leaders should encourage the SKYE 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 SKYE Club members to take notice of important community needs and to think actively how SKYE 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 to remind leaders that this is natural. There's nothing wrong with the leaders offering the group ideas for projects, as long as the project wins the agreement of the group and encourages participants' creativity in implementation.

An important note here: although the project idea or topic should be chosen by the SKYE Club members (perhaps with help from the leaders), community members are also a vital part of this decision. Various parts of the SKYE Club curriculum, such as community mapping or focus groups, draw on techniques from asset-based community development. Asset-based community development calls for a participatory approach that involves community members at every stage 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 SKYE 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.

Even with community member participation, however, SKYE Club members and leaders may struggle with ideas for community service-learning projects. Sometimes problems seem so large and deeply rooted that solutions seem impossible. One important point the SKYE Club Facilitators need to keep in mind to support clubs in this process is that there are different types of community service-learning projects. Think about which level will be most appropriate for the group.



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

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 different stages in the development of the group. The facilitator should ensure that, over time, SKYE Clubs look to 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 a SKYE 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 SKYE; if there are twenty members in a SKYE Club picking up trash



'A portion of the finished entrance way of the NGO.'



A SKYE Club member paints the reception of a local NGO as part of a community service-learning project.

for eight hours, they will be able to pick up an amount of trash proportionate to 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 giving participants 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 a SKYE Club raises money to fund trash pick-up (that the 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 may lack the face-to-face contact with beneficiaries. However, it can also have the potential for a greater effort-to-SKYE ratio than direct service. For example, SKYE Club participants may discover that they can raise money for trash pick-up in ten different neighborhoods. They will therefore accomplish much more than they could by personally picking up trash in a direct service project. This level of service is appropriate as a SKYE 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 just a charitable act with little impact on the SKYE Club participants themselves.



A SKYE Club in Syunik, Armenia was asked by local government officials to run a festival for National Youth Day and to advocate for youth participation in communities.

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 a SKYE Club lobbied to have a law passed that fined people 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-SKYE return. One small group of twenty SKYE 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. **SKYE 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 a SKYE Club has successfully completed several simpler projects.**



SKYE Club members advocating in Yerevan, Armenia.



SKYE Club members meeting with their local mayor to discuss community issues and how they can work to address these together through community service learning projects.



SKYE Club members participating in local community meeting with local authorities.

Social entrepreneurship is the fourth type of service-learning project. It refers not to the type of service provided (which still can be direct, indirect, or advocacy) but rather to the way in which the project is financed. 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 SKYE Club 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 produce 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 work of the SKYE Club.



SKYE Club members made and sold t-shirts at a national event to raise money for community projects.

4.3.3 IDENTIFYING PROJECT IDEAS

There are two main ways that a SKYE 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 list the needs and assets of the local community and the ways that the SKYE Club could address the community's needs by tapping into the assets it already has. 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 SKYE Club members want to serve a particular population segment (for example, the elderly or kindergartners), they can go into the community and ask members of that group 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. Together, this research and collaboration with community members can lead to some great project ideas which 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 begin from the viewpoint of the SKYE Club's specific learning objectives and competency development needs. For example, a SKYE Club may want to learn more about the media and develop members' communication skills, so they might choose a project that requires 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 SKYE Club can then think of possible projects that would require those skills and help achieve those objectives.

Once the club comes up with a list of several potential projects, the group can discuss the positives and negatives of each project to decide which they prefer. 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 if the impact will be equitable. For example, setting up a community sports team may be a proposed activity but it may not be prioritized if it is only culturally acceptable for boys to play sport. When discussing how the project would be carried out 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 support of the entire SKYE Club and that each member is dedicated to the success of the new project.

4.3.4 IMPLEMENTING A PROJECT

A service-learning project is more than just a service for the community; it is also a tool to help youth learn valuable skills, knowledge, values and attitudes. For a SKYE Club's project to succeed as a service-learning project, the SKYE Club Facilitator must work with the leader 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 SKYE 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 think about how the community and beneficiaries will view this project. Do they understand the need? Do they care about solving the problem the project addresses? Will they be happy about the project, or will it seem paternalistic or self-serving? Is there a need for public education regarding this problem? Has the club considered the gender 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 consider both direct and indirect partners. For example, facilitators might have to work with leaders to obtain permission from government officials or school administrators before a project starts. Both SKYE Club Facilitator and Leaders should search for other local groups who care about this problem and consider how to invite them to partner with the club in the project.

Finally, think about what preparation the SKYE Club needs to do before it can effectively start this project. Youth might need to learn specific skills, such as writing a budget or construction skills. They might need practice in interpersonal skills such as talking with the elderly. They might simply need to reflect on the assumptions and stereotypes they are bringing into the project and how the project might change their thoughts and ideas.

2. Project Management

Service-learning is a learn-by-doing methodology. SKYE Club Leaders should help participants 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 that members think through all aspects of the project. Leaders provide direction, training and insight as needed, but one of SKYE Club's characteristics is that members learn to take responsibility for project management.

The first step in good project management is to identify the goal of the project. The goal is the overall purpose of the project, the reason to do the project. The goal should clearly state 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 agreeing about the goal of the project, the club should list specific objectives necessary in order for the goal to be accomplished. Objectives are the broad categories of activities to be performed, listed as steps. For the above example of building a toilet, objectives might include:

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

After the members determine the objectives for the project, the group 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 nominate a person responsible for performing it as well as the 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 SKYE Club should review the table at each meeting to ensure nothing is 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		

The SKYE Club Facilitator should support the leaders and club to plan how they will carry out a project by beginning with the end in mind. Instead of beginning by listing all the activities they must complete for the project, begin with the goal. A clearly defined goal and the objectives needed to complete it will help members to list activities purposefully instead of getting caught up in many unrelated activities.

When the club writes the goals, objectives, and activities, Leaders should have 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 SKYE Club members should write up the project in paragraph or narrative form. This written document should include a plan for all parts of the project, including the following:

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

3. Necessary Project Trainings

Service-learning seeks to teach vocational and life skills to youth while they serve the community. One way to reach this goal is to give lessons and training on topics related to the project. This is an important function of the SKYE Club Facilitator's role. While SKYE Club members will be in charge of the service-learning project, the role of the facilitator is to work with leaders to ensure that members have the skills they need to complete the project, whether it is in a technical competency or in the way they must work together to complete the project. These trainings should be applied almost immediately after participants receive them. For example, if a club's project involves using a presentation to ask the town hall for help, a lesson on using Microsoft PowerPoint can be taught and then immediately applied. If club members are arguing over which members perform certain project tasks, facilitators may work with leaders to provide training on delegation, teamwork or conflict resolution.

Proper planning of meetings will result in the skills "sticking." SKYE Club members will be more enthusiastic about training on how to write a budget when they know that later that week they will have to put their new skills into practice. SKYE Club members 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 – but easily neglected – aspects of service-learning.

The SKYE Club Facilitator must help the leader decide 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, leaders should have club members reflect on their expectations, assumptions and stereotypes. Ask them to consider their goals and how they would like to grow through the project. While the act of service is being performed, if possible, leaders should give members time to reflect on their feelings and experiences. After the project is finished, leaders 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
<i>This helps members see the project clearly and enter into deeper reflection.</i>
What happened in the project?
How has the community responded to the project?
What 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 a SKYE?
What was the most rewarding moment in the project?
How has it benefited women, men, girls and boys in the community?

Reflecting on Personal Growth

This helps members 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 members develop respect and compassion and reflect on what they learned from 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 members evaluate the effectiveness and SKYE 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 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 of SKYE?

What could have made the SKYE of this project greater?

What values are important when trying to serve other people?

Reflecting on Community

This helps members 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 members 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 leave the evaluation of a project to the end, when 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, SKYE Club Leaders will not have criteria by which to evaluate the success of the project. Success must be defined at the beginning; it is then easy to evaluate whether the project has achieved its goals and objectives. As well, the project should be continually monitored and evaluated throughout its implementation, in order to improve the project even while it is being carried out.

Just as every activity should include reflection, so every project should include evaluation. SKYE Club Facilitators should remind leaders that evaluation should be based on measurable results that were chosen at the start of the project. These are the desired goals, which outline 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; SKYE Club members 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 SKYE Club Active Citizenship Curriculum includes an evaluation meeting, which is intended to help guide SKYE Club Leaders through post-project evaluations. However, as explained above, leaders should stop and ask the members to reflect on their work often, so they can make it even better.

6. Celebration

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

Celebration may also be a good time to begin discussing the next service-learning project. The SKYE Club members are excited about having just completed a project – leaders can maintain this enthusiasm by starting discussions about ideas for future projects. Reflection, evaluation, and celebration can be combined for a sense of 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 a SKYE 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 SKYE Club Facilitator will use their networks and influence to link community partners with SKYE Clubs.

Here are some things for SKYE Club Facilitators to keep in mind when helping SKYE Club Leaders and members find community partners:

- > Members should publicize every service-learning project. Nearly all projects that provide a service to the community are visible in the community, and how the community perceives the project should always be of high importance to the SKYE 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 information campaigns.
- > Many SKYE Club publicity campaigns will go one step further and talk about how outsiders can be involved. Projects that offer the public opportunities to partner with the SKYE Club promote volunteering and provide the best kind of publicity. SKYE Club projects can also formally partner with other organizations such as churches, NGO's, and other youth organizations in order to accomplish a specific project. WV highly encourages formal and informal partnering with other organizations and individuals as supports youth to develop networks and relationships among different individuals or individuals of different groups.
- > The final way in which SKYE Clubs can partner in the community is through fundraising. Although funds can be very difficult to raise at first, many sponsors will quickly become enthusiastic as they see the effects of a SKYE Club in the community and the evidence of concrete projects achieved. As the SKYE Club becomes more recognized and appreciated in the community, it will become easier to gain business donations, grants, and even donations from individual sponsors.

4.3.6 PROJECT QUALITY CHECKLIST

The following checklist provides general guidelines for clubs when choosing and designing service-learning projects. Although not all of these characteristics need to be present in every project, they should be referred to in the decision-making process. As a SKYE Club develops and matures, it is important for the facilitator to 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 or other forms of public education?

A key part of service-learning is community involvement. The wider community needs to be aware of how they can get involved in the project, through promotion and visibility. The project should allow community members to contribute, and create a sense of communal responsibility and social concern.

Building Relationships and Social Capital

Does the project look to build positive relationships with individuals and groups across the community?

One of the goals of community service-learning projects is to strengthen social bonds in a community. Whenever possible, projects should offer opportunities for community organizations and different groups to interact and partner with each other. It is important to consider whether the project will positively impact on women, men, girls and boys. Social, cultural and economic barriers women face in terms of relationships and power should be identified and addressed.

Awareness-Raising

Does it deepen community awareness and understanding of social problems and solutions?

SKYE 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 key role of the community in creating and sustaining change. A good 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

Is the project fun?

SKYE 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 such as outdoor activities, celebrations like sharing a meal together, using music or arts to engage people etc.

Promoting Volunteering

Does the project encourage volunteering?

One of the goals of the SKYE Club program is to create “ripple effects” through service-learning projects by raising awareness of the benefits of volunteering throughout the community through advocacy, communication platforms (radio, Facebook, posters etc.) and ‘word of mouth.’

Meeting Real Needs

Does the project meet real community needs?

A service-learning project should improve the beneficiaries’ quality of life. The project should not be seen as something done for the benefit of the SKYE Club alone, but for the community, based on real community needs. Ideally, community service-learning projects should focus on helping target groups who are otherwise excluded from society.

Group Consensus

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

Community service-learning projects should be chosen by group members, not SKYE 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 SKYE Club project should be aware of the social structures and systems that create and enforce the problem, such as high levels of corruption and nepotism, 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 SKYE Clubs as they plan, evaluate and publicize their community service-learning projects. It is important for the facilitator to be aware of these and support leaders as they work with clubs to complete their projects.

Project Planning and Evaluation Forms

The Project Planning Form is a document that 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 can 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, it may help members to make an organized and thorough outline during the first community service-learning projects and greatly assist with the planning process. Even if it is never typed out formally, it can serve as a helpful guide for note-taking and discussion. The process of actually 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

SKYE Club Project Templates are to be used when a project is completed. These short one-page templates tell the story of the project in a short, concise, easy-to-read format, and over time clubs will gather 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 free to also 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 SKYE Clubs around the world and is an easy way to communicate about real community change in a pleasing manner.

Tools and Resources

Title	Description
SKYE Club Members Registration Form, Attendance List and Database	
<u>SKYE Club Registration Form</u>	To collect club members' basic information and ensure they are invested in participating in the SKYE program
<u>Database for Leaders</u>	Provides a centralized space for SKYE Club Leaders to store both club members' and club project information
<u>SKYE Club Attendance List</u>	To help SKYE Club Leaders and facilitators monitor who is attending club meetings and how often.
SKYE 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> - <u>CSLP</u> - <u>Social Entrepreneurship CSLP</u>	To help clubs write up their community service-learning projects and present them 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 a SKYE Club Facilitator in supporting SKYE Club Leaders to open their clubs	
I know how to support SKYE Club Leaders to mobilize male and female youth in the community	
I understand how to prepare SKYE Club Leaders for their first meeting	
I know what the qualities of a SKYE 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 SKYE Clubs before they open	
I understand the purpose of community service-learning projects in SKYE Clubs and my role in supporting Club Leaders and members planning and implementing their projects	
I know the four types of service-learning projects SKYE 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 SKYE Clubs to plan, evaluate and communicate their service-learning projects	

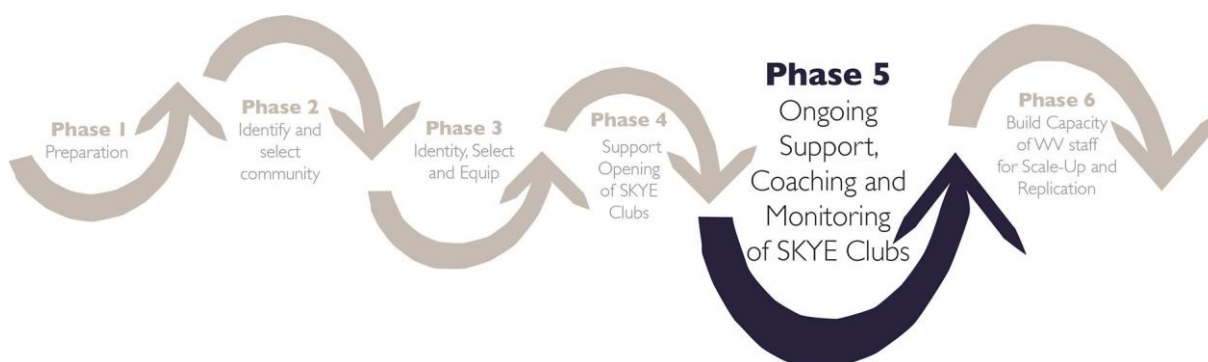
Phase 5: Ongoing Coaching, Support and Monitoring of SKYE Clubs

This phase deals with coaching, mentoring and monitoring SKYE Clubs and SKYE Club Leaders. It introduces a number of tools and methods that clubs will need once they have opened in order to operate and achieve their objectives as a group.

This phase also presents different ways to build capacity of SKYE 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 should take approximately 13 months, and should be repeated for each SKYE Club cycle of the project.



Step-by-step guide to Phase 5

5.1 Provide regular coaching and support to SKYE Club Leaders

Once SKYE Clubs are open and operating well, the SKYE Club Facilitator should provide regular coaching and support to both leaders and clubs. This largely involves the activities described in Phase One: Preparation, including:

- > Visiting each club once a month and making 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, but also make observations about what is going well or not well in the club.
- > 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 conversations allow the SKYE Club Facilitator to maintain a good relationship with the club, make observations about what is going well or not, and collect any information that might be useful for reports.
- > Participate in each club’s community service-learning projects (approximately twice a 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 SKYE Club Leaders and members.
- > Assist SKYE 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 the SKYE Club Facilitator can undertake to ensure that SKYE Club Leaders and members are motivated, clubs are performing well, and the SKYE Club project is reaching its overall goal. This section will explore some suggested activities; however feel free to be creative. The SKYE Club Facilitator is the person best able to understand the motivations, interests and needs of the leaders and members he or she is working with, and how to help them achieve their objectives.

5.1.1 STRATEGIES TO KEEP SKYE CLUB LEADERS MOTIVATED

Competent, confident and motivated SKYE Club Leaders are vital to the success of the SKYE Club program; however, volunteering can be a lot of work. SKYE Club Leaders are often adults who are managing multiple commitments such as work, study or their family, and if they do not feel motivated or appreciated they may spend less time on the club. This can be difficult for SKYE Club members, as the young people lose their trusted adult leader, which can disrupt their learning as well as their commitment to the club. So it is important for SKYE Club Facilitators to employ fun and creative strategies to keep SKYE Club Leaders motivated.

But first, a quick note: it is completely normal for there to be some turnover of leaders. This does not reflect on SKYE Club Facilitator's skills – some leaders will even drop out straight after the SKYE Club Leaders Training. What is important is to recognize that this sometimes happens in SKYE Club projects, and that is why interviewing leaders, signing Leader's Agreements, and training multiple leaders for each club are important, as well as ensuring that facilitators support them as they lead their clubs.

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

Feedback

- > Giving thanks – it is important that all thanks is genuine and specific to a certain task or performance.
- > 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 where leaders might feel disappointed in themselves or lose confidence in their abilities because a meeting didn't go to plan. It is important for facilitators to be there for them and remind them of the valuable work they are doing, share what they did well, and help them think through 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 thank them for their hard work.
- > It is important for leaders to feel valued and understand that their work 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 try to take notice of small details about SKYE Club Leaders' conduct or work, even though they might seem of little importance. 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 write a text, call or send a short Facebook message. Leaders will appreciate it.
- > SKYE 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 SKYE Club Leaders or inviting them 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 SKYE Club Leaders 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 SKYE Club Facilitators are holding an awards night, they think of unique awards or commendations for each of the leaders so none feel left out.
- > Motivational events are a great way to appreciate and encourage leaders. Motivational events could be something as simple as a pizza night for leaders, or perhaps a training event 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, SKYE Club Facilitators should sit with leaders and ask them to create a vision for themselves and their SKYE Clubs: in a few years, what do they want to see their SKYE 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 SKYE Clubs? Asking them to write down their thoughts will help them to create action plans and set activities they can do to help realize their vision.

Create a Community

- > SKYE Club Leaders can act as a support network for each other. This is especially useful for SKYE Club Facilitators as it means leaders don't solely 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. By supporting leaders to build trusting relationships with each other and communicate on a regular basis, they can identify solutions together as well as motivate each other to continue their good work. A few ways to do this is through the leaders' motivational events and monthly meetings, but also through creating a SKYE Club Leaders Facebook page for all of the leaders in the ADP. If the local SKYE Club is part of a larger SKYE Club project, perhaps there will be a national level Facebook page. Facebook is generally easily accessible for leaders either through computers or their smart phones, and it is easy to share resources, photos, project and club updates, or even ask questions from the other leaders. The facilitator can also use this as a resource to better understand what is happening in clubs, as well as collect photos and testimonials. The Facebook page must be monitored to ensure there is no misconduct, however, and it is worthwhile moderating it to ensure leaders are supportive and never aggressive towards each other.

Be a Role Model

- > It is absolutely vital that the SKYE Club Facilitator behave as a good role model for leaders. Facilitators must demonstrate the behaviors and attitudes they would like to see in the leaders. It can be frustrating and demotivating for leaders to be asked to act in one way, then see the SKYE Club Facilitator, their coach and mentor, acting differently.
- > 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 SKYE Club program.

Be Fair

- > The SKYE Club Facilitator must always make sure to keep a good balance between the leaders and not favor one more than the others.

Personal Relationships and Understanding

- > The SKYE 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, and 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. It is important to build and maintain a good relationship with them.

- > When talking to leaders, SKYE Club Facilitators should make sure to listen carefully (without checking the phone or answering emails while they are talking). Facilitators should be accountable and shouldn't ask a question or raise a concern if they aren't planning on doing anything about it.
- > SKYE Club Facilitators must believe in the leaders.

5.2 Facilitate regular SKYE Club Leader Meetings

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

- > Listen to their issues and ideas;
- > Discuss suitable solutions to the 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 SKYE Club Leaders. It is suggested that the SKYE Club Facilitator start off by hosting and facilitating these meeting, then pass on the role to the leaders themselves so that they take ownership.

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

Suggested Guidelines for SKYE Club Leader Meetings

1. One leader volunteers to facilitate the meeting²¹
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.

²¹ 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 SKYE Club Leader motivational events

As described earlier in this section, holding regular motivational events is a great way for the SKYE Club Facilitator to ensure that leaders feel energized and appreciated. These events are best held every two to three months (approximately four times a year).

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

Motivational events can be anything from going on a hike together, sharing dinner, or holding a training session about something each leader would like to develop skills in. For example, leaders may wish to learn how to produce videos about their SKYE Clubs, so facilitators could ask their WV Communications and Marketing Team to help organize this training.

While facilitators are free to be creative as they wish, it is important to stay within the budget set aside for these motivational events. If there are not enough project funds for the activities the facilitator wishes to host, he or she could ask the leaders to contribute. For example, if it is an overnight camping trip that the facilitator wishes to organize, perhaps WV could fund the transport and tent-hire and leaders could provide food for the trip. Another option is to ask community partners for in-kind or financial contributions.

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

Similar to the SKYE Club Leaders, it is also important that club members are motivated and having fun. This is why the SKYE Club program suggests 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 SKYE Clubs Facilitator several clubs could join their efforts (and their budget) to hold larger events.



SKYE Club Leaders go-karting together with their SKYE Club Facilitator.

The activities should be organized by the SKYE Club Leaders and members, while facilitators should help think through options and provide suggestions.

Like the SKYE Club Leaders' motivational events, the clubs events can take multiple forms such as an outdoor hike, going to a restaurant, seeing a show, a camping trip, or a visit to a nearby cultural landmark. However, it is important that leaders and club members remember that budget may be a limiting factor in choosing and preparing these fun activities. It is generally 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 resources! For example, here are some questions to ask the club to help 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?

SKYE Club Network

The SKYE 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. They 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 SKYE Club Facilitator should support the SKYE Clubs to hold yearly learning events (conferences).



SKYE Club Leaders in Cambodia have a joint-lunch.

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

Learning events should be organized by a committee of SKYE Club members with support from their leaders and facilitator. This is a great opportunity for SKYE Club members to practice skills learnt through their club meetings, too. Like with other activities, clubs will need to be reminded to keep within the budget set aside by the project when considering learning events. The facilitator can provide support by forming connections between the clubs and the “community assets” identified during the scoping exercise outlined in Phase 2.

5.5 Facilitate links between SKYE Club and guest speakers

Through the scoping exercise detailed in Phase 2, the SKYE Club Facilitator should have a good understanding of who in the target community might be qualified and available to be guest speakers to the SKYE 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 should work with the SKYE Club Leaders to identify what topics and when a guest speaker might be valuable, and facilitate links between appropriate guest speakers and the SKYE Club. Club leaders may also know people who would be excellent guest speakers at particular SKYE Club meetings. The facilitator should keep an inventory of these people, or add them to the current community assets inventory, so that her or she can link these guest speakers to other clubs.

It is important to remember that guest speakers are volunteers, just like the SKYE Club Leaders. Instead of financial gain for their time, guest speakers may be offered a certificate or club members could acknowledge them with a card.



SKYE Clubs meet for a SKYE Conference in Albania.

Tools and Resources

Title	Description
SKYE Club Facilitator Coaching and Monitoring Tools	
<u>SKYE Coaching and Monitoring Instrument</u>	The Monitoring and Coaching instrument helps SKYE Club Facilitators mentor, coach and monitor the work of SKYE Club Leaders and club members
<u>Qualitative and Quantitative Quarterly Report</u>	Reports to 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 Club Leaders, members and project information for SKYE Club Facilitators

End of Phase 5 Checklist

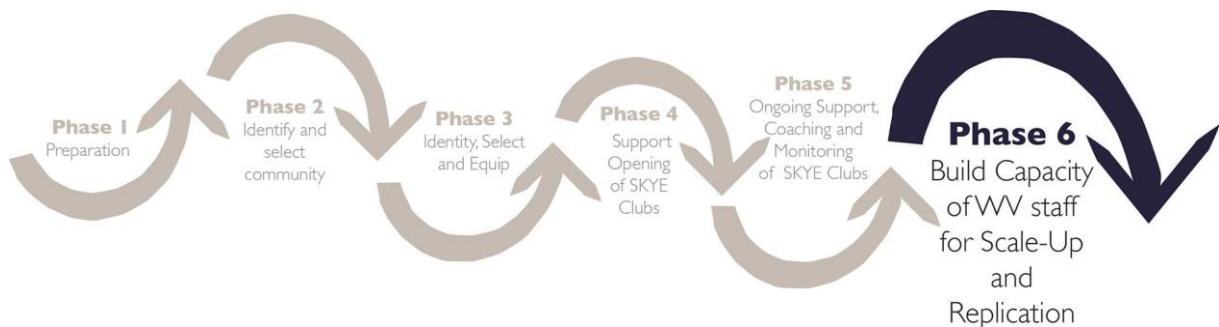
After reading Phase 5 ...	✓
I understand what activities I need to undertake to provide regular coaching and support to SKYE Club Leaders and clubs	
I know different strategies I can use to motivate SKYE Club Leaders	
I understand the purpose of the SKYE Club Leaders Meetings, as well as how to plan and facilitate these meetings	
I understand the role of motivational events for SKYE 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 SKYE Club Facilitators supporting adaption and scale-up of the SKYE Club program. These staff members act as leaders and champions of the SKYE Club program in their country. This phase will present ideas for consideration as they think through how best to adapt 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 SKYE Club pilot has begun or ideally after the first SKYE Club pilot has ended.



Step-by-step guide to Phase 6

6.1 Preparation for scale-up

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

1. Appoint a NO level SKYE Club Project Director;
2. Host a Training of Trainers for existing SKYE Club Facilitators and high-performing SKYE Club Leaders;
3. Evaluate and adapt the SKYE Club curriculum; and
4. Evaluate the SKYE Club pilot project, with explicit attention to the impact on female and male club members, and its 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 SKYE CLUB PROJECT DIRECTOR

At this step, the WV NO will appoint a SKYE Club Project Director²², who will be oversee the growth and replication of SKYE Clubs beyond the first pilot project in the ADPs. This might not be a full-time role; as described in Phase I under “SKYE Club Human Resource Structure” this individual could be someone already based in the WV NO, such as the Youth Advisor or Economic Development Advisor. The position and the SKYE Club Project Director’s workload will relate to the scale of growth within the country.

The SKYE Club Project Director will be responsible for coordinating the SKYE Club program at a national level; fostering the relationship with SEED and NHF to maintain the 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 A SKYE CLUB TRAINING OF TRAINERS

Should a WV NO want to scale and replicate the SKYE Club program, it is necessary that the NO invest in a 7-day SKYE Club Training of Trainers (ToT). This can be done with the support of the SKYE 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 SKYE Club Leaders Training once project staff and volunteers are familiar with the SKYE Club model and have practical, hands-on experience. ToT participants will be SKYE Club Facilitators and high performing SKYE Club Leaders from the SKYE Club pilot project. Participants will be selected based on their experience, demonstrated capacity for leadership, and commitment to the SKYE Club program.

The purpose of the TOT is to equip participants to be SKYE trainers, that is, to lead SKYE Orientation and Leadership training in new ADPs in order to equip new volunteer SKYE Club Facilitators and Leaders. This enables the SKYE 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 would like to replicate and scale the SKYE Club program across additional ADPs after the initial piloting of the model, there should ideally be a curriculum review process. The purpose of this process is to identify areas where the SKYE Club curriculum can be further improved and adapted for the country’s context. This may involve the development of extra modules to address the country’s specific issues.

This step should take place after at least one year of pilot activities. The purpose of this timing is to ensure that the pilot project has had time to stabilize and facilitators have gathered enough information about the country’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, both in terms of developing and leading workshops on curriculum adaptation and development to empower local SKYE Club staff to adapt the curriculum for their country, and in terms of gathering new materials and creating new curriculum, modules and lessons within the existing SKYE Club model.

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

²² 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 SKYE 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 SKYE Club Pilot Project

In addition to new SKYE Clubs that open in new ADPs throughout the country, the SKYE Clubs from the piloting ADPs will continue to run²³. By this point in their life cycles, the older Clubs should be evolving into a more mature and independent stage, needing less direct coaching by their SKYE 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 gained from the evaluation should inform the design and implementation of new SKYE 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 a mix of methods, with gender-sensitive quantitative and qualitative approaches in a thorough study of the SKYE Clubs project.

End of Phase 6 Checklist

After reading Phase 6 ...	✓
I understand the steps required to scale up the SKYE Club program in my WV NO	
I understand the purpose of appointing a SKYE Club Project Director, including their role and responsibilities	
I understand the purpose of holding a SKYE Club Training of Trainers	
I understand the curriculum development and adaption 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 impact groups.	

²³ The pilot ADPs may also open new SKYE clubs, in addition to the older pilot clubs.

References

Allport, G.W. (1955) *Becoming: Basic Considerations for a Psychology of Personality*, Yale University Press, New Haven, US

American Psychological Association (1994) *Monitor*, Journal of the American Psychological Association, September 1994, pp. 48-49.

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

Lickona, T. (1991) *Educating for Character*, Bantam Books, New York, US

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

Rohnke, K, Butler, S. (1995) *Quicksilver*, Dubuque, IA: Kendall/Hunt Publishing Company

Selznick, P. (1992) *The Moral Commonwealth: Social Theory and the Promise of Community*, University of California Press, California, US

Wade, R. (1997) *Community Service-Learning*. Albany: State University of New York Press, New York, US

For more information contact:

Kate Williams

Economic Development Consultant – Youth Pathways Global Champion –
IMPACT Clubs and SKYE Clubs Project Models Social Entrepreneurship & Economic Development (SEED) Unit World Vision Australia

Kate.Williams@worldvision.com.au

—

Chris Rowlands

Manager Social Entrepreneurship & Economic Development (SEED) Unit World Vision Australia

Chris.Rowlands@worldvision.com.au