



# Project Model Guidelines

## **SKYE Club Project Model: Guidance Document**

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

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

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

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

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# I. Snapshot of the SKYE Club Project Model

## What is it?

The Skills and Knowledge for Youth Economic Empowerment (SKYE) Club emerging project model is an integrated approach to support disadvantaged female and male youth develop the skills, behaviors, and attitudes necessary to obtain sustainable livelihoods and participate constructively in their communities.

The SKYE Club project model was co-developed with World Vision's (WV) partner, New Horizons Foundation (NHF), and has been customized to work within WV's ADP's operating framework; that being, a project implemented over five years in a specific geographic area under the supervision of one WV staff member. However, the model has been designed to ensure that it is flexible and adaptable to the local context to meet community interests and the WV office's resource requirements. As such, it is possible to scale the model down, or to use the program as a broad cross-country framework and integrate other interventions such as vocational training, access to youth-relevant financial products, or existing WV project models such as Local Value Chain Development (LVCD) and Business Facilitation (BF).

### Key components:

- 1) **SKYE Club Meetings:** SKYE Clubs are groups of young adults who meet weekly to have fun, learn, and serve their communities together. A SKYE Club is typically made up of approximately 10-25 youth (aged 18-26) who gather once a week for two to three hours. The clubs are led by volunteer SKYE Club Leaders, who are selected from the community. These Leaders use a curriculum based on experiential learning methodologies to help the youth in the club cultivate competencies in the areas of active citizenship, leadership, employability and entrepreneurship. WV supports this activity by hiring a staff member known as 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.
- 2) **Community Service-Learning Projects:** At meetings, SKYE Clubs work together to identify community problems and market opportunities, and then to plan and implement community service-learning and social entrepreneurship-learning projects in response. Youth undertake three to four projects each year, and each project is increasingly complex, delves deeper into community issues, and elicits greater leadership, project management skills, and business development savvy. These projects are SKYE Club's main learning tool and serve multiple purposes:
  - bringing social change to the community;
  - applying skills learnt in meetings to consolidate new behaviors and life-skills; and
  - developing new ideas to create livelihood opportunities.

**Suitable contexts:** urban or rural contexts

**Project length:** five years

**Resources required:** USD306,000 for a five year project

A SKYE Club Facilitator with experience in experiential education methodologies and youth programming.

**Expected impacts:** (estimated for a five year project)

- > 1,125 female and male youth participating in 45 SKYE Clubs
- > 1,125 female and male youth learn and demonstrate critical life, work-readiness and entrepreneurship skills
- > 1,125 female and male youth cultivate and demonstrate capabilities in the domains of leadership and community contribution

- > 1,125 female and male youth increase their understanding of the local market dynamics and are equipped with the knowledge, skills, experience and networks to find and sustain employment or start their own businesses.
- > 5,000 indirect beneficiaries

## 2. Why SKYE Clubs?

Entering the labor force is a critical life transition point for youth; however, in many of the communities where WV works, the lives of young people are severely affected by lack of employment opportunities. This is often further compounded by few prospects for engagement in meaningful activities and a limited sense of belonging or connection to their community. For these young people, one-dimensional, simple solutions do not work. Rather, there is a need for multi-dimensional programs that target the principal causes perpetuating disadvantage.

Young people require a diverse range of support mechanisms to foster the individual competencies necessary for participation in social, civic, and economic life. Evidence suggests that economic strengthening interventions (such as vocational training, business development training, and savings groups) which target vulnerable youth should be applied as part of an integrated approach, layered into projects that cultivate their social and emotional skills and abilities.<sup>1</sup>

The SKYE Club model is a youth-focused economic development model that has been co-developed by WV and NHF to address these needs. The SKYE Club model can be adapted for and applied in communities that have the following characteristics:

- > There is a large youth population in the community
- > 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 hubs or other countries to find employment
- > There is evidence that few youth in the area are transitioning to further education after school
- > There is evidence that youth in the area are engaging in risky behaviors such as stealing, violence, gangs, drugs, prostitution etc.
- > There are structural barriers that affect women's ability to equitably engage in community and/or livelihood activities.

The SKYE Club model is an iteration of the IMPACT Club model, which was developed by NHF for adolescents (aged 12-17 years).

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

## 3. What is the SKYE Club project model?

The SKYE Club model is an integrated approach to helping youth (18-26) develop the skills, behaviors, and attitudes necessary to obtain sustainable livelihoods and participate constructively in their communities.

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

The promotion of female participation and decision-making in 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 via youth-led community service-learning projects. Through participating in social action, youth become more constructive and independent thinkers. As a result, they have a greater impact as they develop into young adults, stepping up to leadership roles in their communities with improved pathways to obtaining sustainable livelihoods.

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

Designed to run on an 18-month cycle, the SKYE Club model includes a suite of learning instruments that are meant to help provide a holistic, standardized, and easily-adapted program for use in a wide variety of contexts:

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

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

The SKYE Club project model specifically targets youth aged between 18 and 26 years old 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, face structural barriers (e.g. women) or are in minority groups. The model is also flexible and can be adapted for the needs of particular contexts, for example the young people from Roma and Gypsy communities in the south of Albania. The project team should work with a specialist who is knowledgeable about the specific vulnerable group being targeted in order to contextualize the approach effectively to meet the target group's needs.

In order to attract youth who are genuinely interested in and motivated to take action to improve their community, project participants are 'self-selecting.' This means the youth choose to take the action to become involved, and WV does not recruit or select members.

While SKYE Club members are self-selecting, it is important to ensure that membership is gender-balanced with equal opportunities for female leadership and decision-making. There may also be occasions where it is appropriate to have female-only groups. This is necessary to consider in contexts where female youth will experience barriers or gender-based violence if there is not strong social support for their participation in a mixed forum.



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

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

While the intended age range for SKYE Club participants is 18-26 years old, the project model is also suitable for young people who are slightly older or younger (16-17 or 28-29). In the case of younger or older participants, it is suggested that the clubs focus on specific age “clusters” of youth in a similar stage of life and development.

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

While the SKYE Club project model is still being tested – the first evaluation will take place in October 2016 – it is believed that the SKYE Club approach has the following expected benefits:

- > Female and male youth learn and demonstrate critical life and work-readiness skills.
- > Female and male youth learn skills and capabilities around leadership and community contribution.
- > Female and male youth gain a deeper understanding of community issues and work towards designing evidence-based solutions.
- > Female and male youth have an improved likelihood of transitioning to further education and training.
- > Female and male youth gain technical skills in a vocation relevant to the local economic context.
- > Female and male youth increase knowledge of the local market and understanding of market dynamics.
- > Female and male youth are equipped with the knowledge, skills, experience and networks to find and sustain employment or start their own business.
- > Female and male youth have improved future orientation, dignity, confidence, self and collective efficacy and attitudes.
- > Improved social capital and future orientation across the community.

As youth participating in SKYE Clubs are or will be parents of children in the communities that WV works, it is expected that the behaviors and mindset learned by SKYE youth will be passed on to their children. As such, the primary child wellbeing aspirations and outcomes that the SKYE Club project model contributes are outlined below:

### **Child wellbeing aspiration: children are educated for life**

Child wellbeing outcomes:

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

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

Child wellbeing outcomes:

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



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

Child wellbeing outcomes:

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

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

Resource name	Description
<b><u>WV's Youth Livelihoods and Empowerment Theory of Change</u></b>	The Theory of Change document seeks to clarify WV's role and priorities in the area of youth livelihood programming.

### 3.3 The key features of the model

The SKYE Club model is a holistic approach to youth engagement that supports male and female youth develop the competencies necessary to obtain sustainable livelihoods and participate constructively in their communities. The SKYE program is built on the methodology of experiential education, a learn-by-doing approach which allows for the transformation of character, attitudes and values, as well as growth in knowledge and skills.

#### Key components:

- 1) SKYE Club Meetings: SKYE Clubs are groups of young adults who meet weekly to have fun, learn, and serve their communities together. A SKYE Club is typically made up of approximately 10-25 youth (age 18-26) who gather once a week for two to three hours. The clubs are led by volunteer SKYE Club Leaders, who are selected from the community. These Leaders use a curriculum based on experiential learning methodologies to help the adolescents in the club cultivate competencies in the areas of active citizenship, leadership, employability and entrepreneurship. WV supports this activity by hiring a staff member known as 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 grow.
- 2) 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. Youth undertake three to four projects each year. Each project is increasingly complex, delves deeper into community issues, and elicits greater leadership, project management skills and business development savvy. These projects are SKYE Club's main learning tool and serve multiple purposes:
  - bringing social change to the community;
  - applying skills learnt in meetings to consolidate new behaviors and life-skills; and
  - developing new ideas to create livelihood opportunities.

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

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

The approach is designed to work within the ADP's operating framework; that being, a project implemented over five years in a specific geographic area under the supervision of one WV staff member. However, the model has been designed to ensure that it is flexible and adaptable to the local context to meet community interests and the WV office's resource requirements. As such, it is possible to scale the model down, or to use the program as a broad cross-country framework and integrate other interventions such as vocational training, access to youth relevant financial products, or existing WV project models such as Local Value Chain Development (LVCD) and Business Facilitation (BF).

For an overview of the main steps required to implement the model please see the 'Phases and Steps in a SKYE Club Project Implementation' resource.

Resource Name	Description
<b><u>Phases and Steps in a SKYE Club Project Implementation</u></b>	This document outlines the required and suggested phases and steps involved in implementing a SKYE Club project, as well as provide descriptions of each step.
<b><u>SKYE Club Example Concept Paper (including 'red flags')</u></b>	The example concept paper can be used by NO and SKYE staff to think through their SKYE Club project and how it could be adapted for the country's context.
<b><u>Illustrative SKYE Club Project Gantt Chart</u></b>	The illustrative project Gantt chart provides a timeline for the activities suggested in the Phases and Steps in SKYE Club Project Implementation resource.
<b>SKYE Club Curriculum Overview:</b> <ul style="list-style-type: none"> <li>- <b><u>Active Citizenship Curriculum</u></b></li> <li>- <b><u>Leadership Curriculum</u></b></li> <li>- <b><u>Employability Curriculum</u></b></li> <li>- <b><u>Social Entrepreneurship Curriculum</u></b></li> </ul>	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 added to reach the learning needs of project beneficiaries.

### 3.4 What is the level of evidence for this model?

WV Armenia, Albania, and Cambodia are currently piloting the SKYE Club model and there is ongoing monitoring and operational research being conducted from the pilots. For more information about these findings, please contact Kate Williams ([kate.williams@worldvision.com.au](mailto:kate.williams@worldvision.com.au)) or Jock Noble ([jock\\_noble@wvi.org](mailto:jock_noble@wvi.org)).

Resource Name	Description
<b><u>SKYE Clubs Evidence Building Plan (Armenia)</u></b>	The evidence building strategy (including hypothesis, assumptions, survey tools, analytical framework and sampling strategy) for WV Armenia. This is being rolled out in FY15, so there is currently no evidence; however, other NOs can adapt this for their own context.
<b><u>IMPACT Clubs: An examination of the evidence</u></b>	A review of the evidence that supports the IMPACT Club model as an effective approach to adolescent engagement and programming. The IMPACT Club model is the basis for the SKYE Club model.
<b><u>IMPACT: Lessons Learnt</u></b>	A paper by Yerevan ADP (Armenia) outlining the lessons learnt from piloting the IMPACT Club model. The paper outlines risks and challenges, and provides options to address these. Many of the challenges that confront SKYE Clubs are similar to that experienced by IMPACT Clubs, thus this is a suggested reference.

### 3.5 In what contexts has this model worked?

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

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

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

- > there are high numbers of youth in the community
- > there are limited opportunities for engagement in activities (sport, community groups etc.)
- > there are various stable community structures to partner with (to ensure sustainability) such as youth groups, churches, community based organizations etc.
- > the geographic area is small enough to ensure that SKYE Club members are willing and able to participate in the club on a weekly basis
- > there is evidence of the local government supporting non-formal education programs such as SKYE Clubs

### 3.6 In which contexts should this model not be considered?

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

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

## 4. How to use this model

### 4.1 What scope is there to adapt?

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

Resource Name	Description
<b><u>SKYE Club Minimum Quality Standards</u></b>	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.

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

WV Australia's SEED Unit has partnered with NHF to co-develop and deliver SKYE Club program to WV NOs. The partnership was established in 2014.

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

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

To improve the sustainability of the SKYE Club program, the WV NO should also build the capacity of that partner so that they can continue to oversee the program.

Partnerships with local businesses also provide opportunities for youth to design and implement entrepreneurship projects that meet the business's needs. This not only offers SKYE Club members practical, real world experience, but also the opportunity to make new professional connections and expand their networks. Through SKYE Clubs there is also a possibility of facilitating links with businesses to provide youth with internships, apprenticeships, or potentially formal employment opportunities.

Local and national governments can also offer fruitful partnerships. For example, WV Albania is currently brokering a partnership with the Ministry of Tourism, Cultural Affairs, Youth and Sports to have the SKYE Club program become an officially recognized non-formal education program which would allow youth to receive recognition for the competencies they cultivate through SKYE Clubs. Local governments can also provide financial or in-kind support to SKYE Clubs as they implement their community service-learning projects.

### 4.3 Local to national advocacy

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

One of the SKYE Club project model's key learning tools is the curriculum. The Active Citizenship curriculum explores topics such as health, environment, corruption, violence and diversity through games, narrative and group discussions. The curriculum also specifically explores the concept of community and creates a space for SKYE Club members to conduct regular community analyses. SKYE Club members then identify a specific issue they would like to address in their community, and using skills they have gained through the other SKYE Club modules (i.e. Leadership, Employability and Social Entrepreneurship), the youth plan and implement community service-learning projects. Depending on issues identified, these community-service learning projects could take the form of an advocacy project (each club must implement at least one advocacy project over a SKYE Club learning cycle) where young people lobby their local government to create child-friendly spaces in their community, or perhaps a business advocacy project where SKYE Club members partner with local business owners to improve local infrastructure in order to stimulate business in the community.

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

# 5. Programme logic

## 5.1 Describe the programme logic

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

**Diagram 1: Sample logic of SKYE Club project model**

<b>SKYE Club Simplified Project Logic</b>			
<b>Goal: Female and male youth are empowered as active citizens, and equipped to transition well to adulthood.</b>			
<b>What youth have and do Outcomes</b>	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		
<b>What World Vision does Activities</b>	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		

<b>Resource Name</b>	<b>Description</b>
<b><u>SKYE Club Illustrative Logframe</u></b>	This document provides an example logframe for the SKYE Club project model. It includes a goal, outcomes and indicators for each.
<b><u>SKYE Club Illustrative Logframe and Activities</u></b>	This document provides an example logframe with activities for the SKYE Club project model. It includes a goal, outcomes and indicators for each.
<b><u>SKYE Club Monitoring and Evaluation (M&amp;E) Framework</u></b>	This document provides an example logframe 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.

## 5.2 Information flow and use

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

**Data for project baseline:** Once the youth have been mobilized and the clubs have been established it is critical to undertake a baseline analysis. The purpose of the baseline is to understand the current situation of the male and female youth in SKYE Clubs, as well as the impact of the program. There are a number of tools that project staff can measure to better understand the education levels of the youth, level of technical competencies (in areas such as project management, financial education, leadership etc.) as well as their social and emotional competencies (communication, problem solving, creativity, resilience, motivation, self-confidence, self-identity, future orientation etc.). For more information refer to the SKYE Club illustrative log-frame for suggested indicators and tools for measurement.

**Weekly SKYE Club Coaching Sessions:** As part of their role, WV SKYE Club Facilitators are to connect individually with IMPACT Club Leaders once a week via phone or in person. The SKYE Club project model has specific coaching instruments that provide guidance for these weekly coaching sessions as well as a quantitative report that SKYE Club Facilitators can complete after the session (not during) to assist them on assessing the Club's performance.

**Quarterly SKYE Club Monitoring Reports:** As part of their role, SKYE Club Facilitators are responsible for filling out monthly gender-sensitive qualitative and quantitative reports. These reports summarize the information gleaned from the weekly coaching sessions with SKYE Club Leaders and assist in assessing the club's performance as well as identify potential challenges and opportunities for the club. The SKYE Club project model has developed the reporting templates and guidelines for use for SKYE Club Facilitators.

**Annual SKYE Club Monitoring Report:** The SKYE Club Facilitator is responsible for completing a bi-annual report which synthesizes the information of all the clubs that the Facilitator is responsible for.

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

Resource Name	Description
<b><u>SKYE Club Coaching, Monitoring and Evaluation Tools</u></b>	The purpose of this document is to provide 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 a narrative that explains the purpose of that tool and how to use it.



## 6. Management Considerations

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

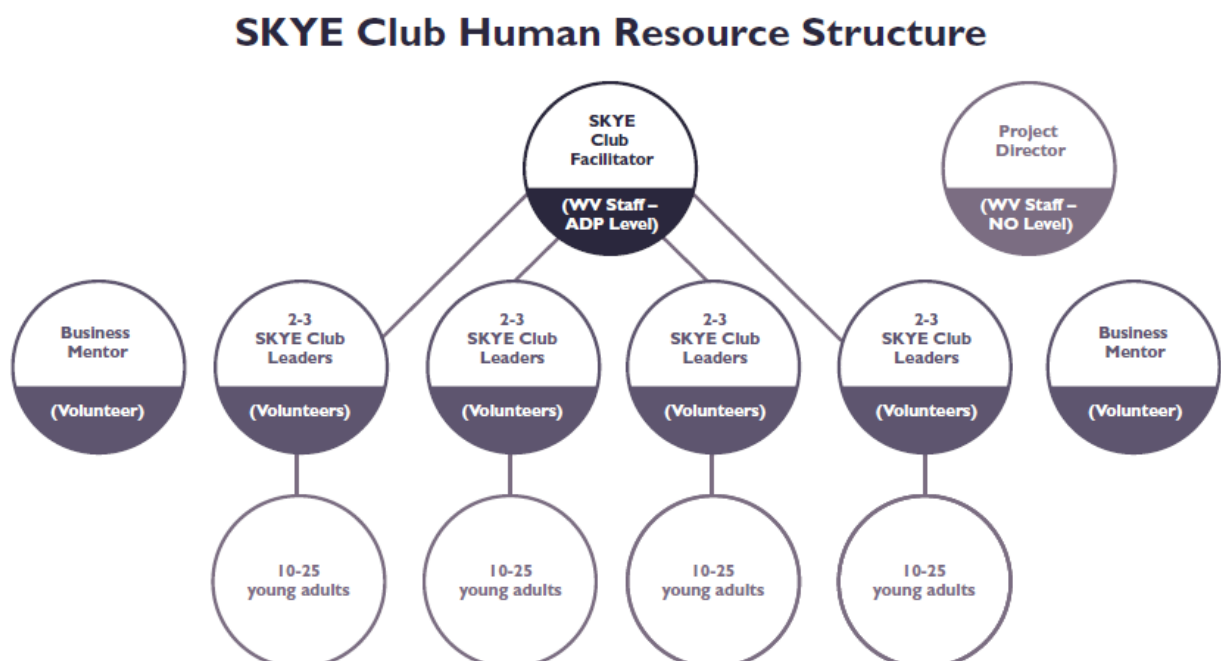
### 6.3 Guidelines for staffing

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

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

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

**Diagram 2. Human Resources Structure for SKYE**



**Table 1 SKYE Club Positions and Role Descriptions**

Position Name	Number of staff	Role Description
<b>Project Director</b>	1 full time	The SKYE Club Project Director is a managerial position at the National Office. The Project Director will assist and mentor SKYE Club project staff, namely the SKYE Club Facilitators, providing administrative and operational support for the project and assisting SKYE Clubs to become cohesive, generate a mission, vision and strategy and develop practical action plans.
<b>SKYE Club Facilitator</b>	1 full time or 2 part time	The SKYE Club Facilitator will take a leading role in providing oversight, support and coordinating the SKYE Club projects in a specific community in close cooperation with the ADP Team Leader and the Project Director.
<b>SKYE Club Leader</b>	1 per 2-3 SKYE Clubs	The SKYE Club Leader will take a leading role in mobilizing and working with young adults, providing a safe, calm, fun environment, and supporting them in developing appropriate life and work readiness skills.
<b>Business Mentor</b>	Number varies, can include volunteers	The role of the Business Mentor is to develop a relationship of mentoring, guidance, and practical advice with the young people in the SKYE club as they develop business plans, social entrepreneurship projects, etc.

Resource Name	Description
<b><u>SKYE Club Facilitator: Detailed Position Description</u></b>	This is an example position description for a SKYE Club Facilitator.
<b><u>SKYE Club Facilitator: Breakdown of Working Hours</u></b>	This document provides suggestions on how a full-time SKYE Club Facilitator should allocate their working hours each month.
<b><u>SKYE Club Facilitator: Sample Interview Questions</u></b>	This document provides example interview questions for hiring a SKYE Club Facilitator.
<b><u>SKYE Club Project Director: Detailed Position Description</u></b>	Large-scale SKYE Club projects (three ADPs +) require a project director to coordinate ADPs, resources, trainings etc. This is an example position description for a SKYE Club Project Director.
<b><u>SKYE Club Director: Sample Interview Questions</u></b>	This document provides example interview questions for SKYE Club projects looking to hire a Project Director.
<b><u>SKYE Club Leader: Example Position Description</u></b>	This document is a position description for a SKYE Club Leader. It is suggested that the Leader sign this when they are recruited as an informal agreement.

## 6.4 Budget

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

It is expected that a five-year project will cost approximately \$306,000 USD (see Table 2. Example SKYE Club Project Budget). The costs are based on a number of key assumptions:

- > The project is being implemented in one ADP over a five year period.
- > The project is being run at 'full-scale' meaning that across the life of the project, there will be three 18 month cycles of SKYE Clubs, and that each SKYE Club will have 25 youth.
- > The project is being implemented by one full-time SKYE Club Facilitator.

- > The SKYE Club learning tools (i.e. curriculum, manual, facilitator’s toolkit, learning journal and passport) have already been adapted and translated as part of the country’s initial SKYE pilot.
- > There is in-country capacity to deliver the SKYE Club Orientation and Leader Trainings.

A SKYE Club project at ‘full-scale’ over five years is expected to directly reach at least 1,125 youth across the life of the project. This is an average of 25 youth in each of the 15 clubs (375 youth reached per a cycle) and three 18 month cycles. This puts the cost per beneficiary at approximately \$273 USD.

There are expected to be 5,000 indirect beneficiaries per SKYE Club project. These include the families of the SKYE Club participants as well as community members who are benefiting from SKYE community service-learning projects.

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

**Table 2 Example SKYE Club Project Budget**

Example Cost of a SKYE Club Project						
ADP Level Expenses	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Totals
Advertising and recruitment of the SKYE Club Facilitator	500		500			<b>1,000</b>
SKYE Club Facilitator’s salary and benefits	\$15,000	\$15,000	\$17,000	\$18,000	\$19,000	<b>\$84,000</b>
Local travel / fuel / insurance / maintenance	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	<b>\$15,000</b>
Domestic travel	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	<b>\$6,000</b>
Telephone and Internet bills	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	<b>\$9,000</b>
Orientation training on SKYE Club Model	\$3,650					<b>\$3,650</b>
SKYE Club project promotion	\$500	\$500	\$500	\$500	\$500	<b>\$2,500</b>
SKYE Club Leaders Training	\$11,790		\$11,790	\$11,790		<b>\$35,370</b>
SKYE Club learning tools	\$2,575		\$2,575	\$2,575		<b>\$7,725</b>
SKYE Club materials	\$3,000		\$3,000	\$3,000		<b>\$9,000</b>
SKYE Club t-shirts	\$3,750		\$3,750	\$3,750		<b>\$11,250</b>
Motivational events for SKYE Club Leaders	\$980	\$980	\$980	\$980	\$980	<b>\$4,900</b>
Monitoring and evaluation	\$7,000	\$500	\$500	\$500	\$7,000	<b>\$15,500</b>
SKYE Club motivational events	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000	<b>\$13,500</b>
SKYE Club learning events		\$2,000	\$2,000	\$2,000	\$2,000	<b>\$8,000</b>
Seed funding for SKYE community service-learning project	\$4,500		\$4,500	\$4,500		<b>\$13,500</b>
Seed funding for SKYE community service-learning project with social enterprise focus		\$6,000	\$6,000		\$6,000	<b>\$18,000</b>
CAM and NO Costs (20%)	\$11,249	\$6,796	\$11,519	\$10,419	\$8,896	<b>\$48,879</b>
<b>Totals</b>	<b>\$71,994</b>	<b>\$40,776</b>	<b>\$73,614</b>	<b>\$67,014</b>	<b>\$53,376</b>	<b>\$306,774</b>

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## SKYE CLUB PILOT COSTS EXPLANATIONS

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

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

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

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

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

### NHF In-Kind Contributions

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

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

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

# 7. Linkages and integration

## 7.1 Development Programme Approach

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

### **Is it possible to recruit suitably skilled and experienced volunteer SKYE Club Leaders in the target community?**

SKYE Club Leaders are members from the target community that are interested and motivated to work with young people, OR experienced and qualified youth themselves. SKYE Leaders should have some experience working with or facilitating groups of youth. SKYE Club Leaders can be teachers, social workers, church leaders, parents, business owners, youth or other responsible and motivated community members.

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

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

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

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

## 7.2 Integration and enabling project models

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

- > **Savings Groups:** Youth-focused savings groups could potentially be run jointly with the SKYE Club model. This would provide SKYE Club members with an opportunity to apply the skills and knowledge they are learning as part of the ‘Financial Responsibility’ module of SKYE Club curriculum, as well as save money to invest into their personal or group business plans.
- > **IMPACT Clubs:** The SKYE Club model is an iteration of the IMPACT Club model. IMPACT is designed for adolescents aged 12-17 years to prepare them for work and life. IMPACT Clubs and SKYE Clubs share similar frameworks, philosophy, methodology, and staffing structure. The core differences are the learning tools (more advanced, succinct curriculum for SKYE youth), and the life cycle of SKYE Clubs (18 months vs three years for IMPACT). A number of ADPs choose to have both IMPACT Clubs and SKYE Clubs, with one WV Facilitator overseeing all of the clubs and supporting cooperation between the young people.
- > **Business Facilitation:** Business Facilitation (BF) and SKYE can be well integrated, as we have seen in Albania and Cambodia. SKYE provides young people with the foundational knowledge, skills, experience, confidence and networks to establish a business, as well as a sense of whether this is a pathway they would like to pursue. A young person (or a small group of youth) may develop a business plan while participating in SKYE Club. Those who show commendable business acumen and entrepreneurial drive may wish to then participate in a BF project as a small business owner to receive advanced skills, training and tailored coaching advice. It is also possible for the Business Facilitator to providing mentoring, coaching and support as a Business Mentor to SKYE Clubs.

- > **Local Value Chain Development:** There is possibility for collaboration between SKYE Clubs and producers participating in Local Value Chain Development (LVCD) projects. Youth who are the children of farmers (and often land holders) could participate in SKYE Clubs to learn new business skills (in particular, taking the optional module on agri-business) to apply to their farms. Also, SKYE Club projects could focus on supporting the producer groups, for example holding a trade fair, providing business services, or contracting the Ministry of Agriculture to provide a workshop on farming best-practice.

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