Volunteerism Action Guide

Multiplying the Power of Service

V2

V² Volunteerism Action Guide:
Multiplying the Power of Service

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Acknowledgements

The development of the *V² Volunteerism Action Guide: Multiplying the Power of Service* was a collaborative process and is intended to build upon some of the best existing resources available in the field of service learning and the current work of Peace Corps Volunteers and field staff. This resource is also the result of the recommendations of a task force that was convened by Director Ron Tschetter. This task force was charged at looking how the Peace Corps can better leverage the valuable opportunities presented to support and expand host country volunteerism in the countries in which the Peace Corps serves.

The resources from a number of organizations were important references in the development of the *V² Action Guide*. Thanks are extended to Youth Service America for its work in developing the *Global Youth Service Day Planning Toolkit* that has been a resource for many Peace Corps Volunteers in supporting youth service activities.

The National Youth Leadership Council initiated and led a process of developing the *K-12 Service-Learning Standards for Quality Practice* in the United States, which was an instrumental foundation for this action guide. In addition, *Learn and Serve America* and *TakingITGlobal* have developed a number of easy to use guides for action, service resources, and introductory tools that were important references. Finally, the work of Cathryn Berger Kaye, M.A., in her "Taking Action in Our Community" worksheet, provided the headings for several steps of the *V² Action Guide*.

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V^2 Volunteerism Action Guide:
Multiplying the Power of Service

What if each Peace Corps Volunteer was the catalyst
for 10 community volunteers who were committed
to making their communities a better place?

What if those 10 new volunteers—men, women, boys, and girls—
were, in turn, inspired to mobilize an additional number of people
committed to giving back to their town or village through service?

Think of how your actions can spark a multiplying effect—
an exponential increase in service—that creates
long-term change in your community!

**The V^2 Action Guide is the "how to"
for that multiplying effect.**

Part I: Introduction

Millions of people worldwide take action every day to help others. Host country partners work alongside Volunteers and both build skills as they serve in their communities. Peace Corps Volunteers already play a significant role in building capacity and collaborating in their communities. And you can do even more!

As a Peace Corps Volunteer, you know you are being changed by your experience. Through serving, you are learning, growing, and developing new skills. Most Volunteers say they gain as much as they give. V² will help you replicate that powerful, transformational aspect of your experience with the people with whom you work.

What is V²?

With the V² Volunteerism initiative, the Peace Corps seeks to help Volunteers inspire and support host country volunteerism by integrating elements of service learning into community development work. This booklet will show you how to motivate and support communities to make service a common experience.

The beginning of V² is selecting a service partner. That person may be someone you already work with or someone else in the community who is interested in making things better. Together, you and your service partner will:

- Support existing and new host country volunteerism efforts through engaging greater numbers of people, especially youth, in service activities that support the priorities of their communities
- Integrate elements of service learning into your work when it is possible and appropriate. This means the people you work with, especially youth, will build real and relevant skills as a result

How do I use the *V² Action Guide*?

This guide assists you and partners to facilitate service learning activities in your communities. It should be adapted to the setting, language, and culture in which you are working. It may be used for a short-term volunteer activity or to launch a longer term service initiative.

This first section is an introduction and overview. You may want to return to this section for definitions, standards, or service learning activity ideas.

Part 2 is step-by-step instructions on how to develop service learning projects. Each step provides tools or complimentary resources and an example of the step from a real service learning project.

Part 3 is a template you and your service partner can use to create your own volunteer action guide for your group or organization. This template can be translated into the local language and used as a basic "how to" guide for community service and action.

This guide can be used in tandem with many other existing Peace Corps resources available in the in-country resource center. These resources can add depth to the analysis and planning stages of a service project, and are cross referenced in the *V² Action Guide*. However, the guide is designed so you can work with a group to design and implement a service project without additional resources.

Some of the useful titles you will find in your in-country resource center:

- *The Roles of the Volunteer in Development (RVID)* (ICE No. T0005)
- *PACA Idea Book: Using Participatory Analysis for Community Action* (ICE No. M0086)
- *The New Project Design and Management Workshop Training Manual (PDM)* (ICE No. T0107)
- *Working with Youth: Approaches for Volunteers* (ICE No. M0067)
- *The Non-Formal Education Manual* (ICE No. M0042)
- *The Life Skills Manual* (ICE No. M0063)

How is this different from what you already do?

Service learning differs from other projects in that there are both service objectives **and learning objectives** so the activity **changes both the recipient and the provider** of the service. Schools and community organizations use service learning as a tool to help youth build stronger academic skills, foster civic responsibility, and develop leadership and other life skills. This is accomplished by combining service activities with structured opportunities that link the tasks to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and content knowledge. These are reflected in the steps of service learning.

Steps for Service Learning

1. Prepare for service
2. Identify what we know
3. Find out more
4. Plan for action
5. Mobilize your community
6. Implement the service activity
7. Assess and reflect
8. Celebrate and demonstrate
9. Wrap up and follow-up

Service learning does not have to be just for youth. But before jumping in and asking people to "volunteer" in your community, it is wise to explore the idea of volunteerism in your host country. In all communities, people volunteer (i.e., do work without compensation or external rewards that often is not even recognized). It is considered **integrative** work and includes all kinds of activities, such as helping the sick; organizing celebrations for births, holidays, deaths; mentoring youth; helping others after some type of crisis, etc. Often it is just a part of the roles different people play in the community. Take time to learn why and how volunteering happens, under what circumstances, and with what expectations.

What are standards for service learning?

Those served are changed and those serving are changed.

In the United States, the National Youth Leadership Council spearheaded a process of identifying the following standards for quality service learning. These standards are based on research evidence and the input of key stakeholders in the service learning field[1]. These standards are important to consider because research has shown they are components that lead to the most effective outcomes with participants. Consider how these standards are similar or different in the context of your country.

1. **Meaningful service.** The activities are developmentally appropriate, address issues personally relevant to the participants, and encourage participants to understand their service experiences in the context of the underlying societal issue being addressed. The activities also lead to attainable and visible outcomes that are valued by those served.

2. **Link to learning goals (or the curriculum, if a school project).** Service learning has clearly defined learning goals, is aligned with the academic or programmatic curriculum, and helps participants learn how to transfer knowledge and skills from one setting to another.

3. **Reflection.** Reflection refers to the many times and places before, within, and at the close of a project that participants think about, discuss, and eventually demonstrate understanding and changes in their own knowledge, skills, and attitudes. It can take place in a variety of verbal, written, artistic, and nonverbal activities. It prompts participants to think deeply about complex community problems and alternative solutions. It also encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as active citizens.

4. **Diversity.** Service learning promotes understanding of diversity and mutual respect among all participants. Activities help participants identify and analyze different points of view to gain an understanding of multiple perspectives. They help participants develop interpersonal skills in conflict resolution and group decision-making. Quality service learning also helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.

5. **Youth Voice.** Service learning provides youth with a strong voice in planning, implementing, and evaluating service experiences with guidance from adults. It engages youth in generating ideas in all phases of the process, from decision-making to evaluating the quality and effectiveness of the service learning experience. It promotes development of skills that enhance youth leadership.

6. **Partnerships.** Quality service learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and businesses. Partners collaborate to establish

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[1] The standards are adapted from *The K–12 Service-Learning Standards for Quality Practice* by the National Youth Leadership Council, ©2008. Used with permission of the National Youth Leadership Council, 1667 Snelling Avenue North, Suite D300, Saint Paul, MN 55108; www.nylc.org.

a shared vision and set common goals to address community needs. They collaboratively develop and implement action plans that meet specified goals, share understanding of community assets and needs, and view each other as valued resources. These partnerships are characterized by frequent and regular communication to keep all partners informed of progress and activities.

7. **Progress monitoring.** Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability. Participants communicate evidence of progress toward goals and outcomes with the broader community, including policy makers and education leaders, to deepen service learning and to ensure that high quality practices are sustained.

8. **Duration and intensity.** Quality service learning includes the processes of investigating community priorities, preparing for service, action, reflection, demonstration of learning, and impacts and celebration. It is conducted during concentrated blocks of time across a period of several weeks or months, and provides enough time to address identified community priorities and achieve learning outcomes.

Students and youth can be powerful forces for change.

How is V² similar to the other work you do?

While there are research-based standards for service learning in the United States, there are critical things related to context and culture that must be considered before service learning approaches can be applied in different countries and settings. You will see that many of these considerations are consistent with the participatory community development approaches you already use.

For most people you live and work with, **the priority is livelihood**. This includes **productive** work (to earn money), **reproductive** work (to maintain a home and family), and **integrative** work (to hold society together). The idea of volunteering may be seen as something wealthy people have the time to do. You will want to find ways to connect the volunteer experience with building work and life skills while honoring community members' other commitments.

Apply gender sensitive approaches to ensure the gender needs and roles are considered and understood. Be careful not to reinforce any existing expectations that certain groups in the community "should" serve others. In many countries much of the work of women and girls may be **reproductive** or **integrative** in that it supports families and the cohesion of a community, but it is also unpaid and, therefore, may not be considered work. Exercise caution to assure that volunteerism efforts don't place additional expectations on groups already burdened with many expectations.

Involve the voice of young people as much as possible in the assessment, design, implementation, and evaluation of projects. Students and youth can be powerful forces for change.

Honor age and experience. Older people in the community can contribute important historical knowledge of the community, work, and life experiences. While they may not be looking for employment skills, they may have a great deal to offer to others in the community.

Find rather than create opportunities. Seek out organizations or groups that currently engage or work with community volunteers before creating new initiatives. Many organizations depend heavily on the assistance and contributions of community volunteers, yet many lack training in how to manage and utilize volunteers effectively. Work both to strengthen organizations' abilities to manage volunteers, as well as to help interested volunteers create structured opportunities where none exist. However, in some communities it will be necessary to help the group create new service opportunities.

Start with existing community resources and seek opportunities to complement and build on these.

Work within Peace Corps' **capacity building, asset-based approach** to development. Start with existing community resources and seek opportunities to complement and build on these.

Consider the sustainability of service activities in two ways. Think about the knowledge, skills, and attitudes that are developed in the participants, as well as the sustainability of the benefits to the community. Projects which are designed, developed, and led by the service group while using locally available resources will lead to more sustainable results.

These considerations are important because they support effective practices for community development and also ensure that Volunteers are not reinforcing existing inequities based on gender, age, or economic status in the community.

What distinguishes this guide from other resources Peace Corps has for participatory community development?

This guide is intended to be a practical tool that builds on and complements other Peace Corps community development resources, including *The PACA Idea Book*, the *Roles of the Volunteer in Development*, and *The New Project Design and Management*, among others. The table on the following page illustrates a few of the distinguishing features of service learning and volunteerism as they relate to participatory community development. In brief, service learning and volunteerism efforts should incorporate the elements of sustainable community development. Service learning approaches may add value to these efforts by incorporating learning or personal growth goals along with participant reflection.

Key Concepts	Definitions and Critical Components	Example and Key Outcomes
Participatory Community Development	• A process that promotes the dignity of people and their capacity to improve their own lives • This relies on inclusive community analysis, prioritizing and decision making by community members to address local priorities • It may include elements of service learning	*Community members come together to analyze, plan, implement, and evaluate ways to address increasing pollution in the local river. They develop a plan, take action, and evaluate how to clean up the river.* **Key outcomes:** A cleaner river that can be sustained over time. Community members develop group planning and decision-making skills.
Volunteerism	• Carrying out service to benefit others or one's community without the expectation of external rewards • Engages and empowers community members to address an issue or priority	*Community members and students organize a day of action around the polluted river and conduct a clean-up.* **Key outcome:** a cleaner river that may or may not be sustained over time.
Service Learning	• Combines service objectives with learning objectives so that *the service activity changes both the recipient and the provider of the service* • Includes action to meet a real community need or priority • Incorporates reflection before, during and after service to reinforce learning from the service experience • One of the goals of service learning is lifelong volunteerism	*Community members and local students analyze and plan ways to address increasing pollution in the local river. The students learn investigation and critical thinking skills. They learn methods to analyze water quality. They send letters to local media and community leaders. They plan for and conduct a river clean-up, along with a community information campaign. The students keep a service journal to reflect on the skills they learned and what they value from the experience.* **Key outcomes:** analytical skills, writing skills, critical thinking, and planning skills. Students learn how to engage local decision makers. A cleaner river that may be sustained over time.

What are some sample service learning ideas?

You and other Volunteers work with a variety of clubs, camps, organizations, and groups through which you serve and educate community members on a range of topics. The service learning projects can be short-term events or extended initiatives. Some activities to consider:

- Start or support youth groups and clubs (through schools, centers, or organizations)
- Develop a theater group that focuses on critical issues such as HIV, girls' education, protecting the environment, or youth employment
- Develop a radio program by and for youth, mothers, or other groups
- Start an art group devoted to expression about key community issues. Create a mural or set up an exhibit at a local business, NGO, or governmental offices

Sample specific topics or issues suitable for service learning projects[2]		
	Short-term projects or activities	**Long-term action**
Eradicate extreme poverty and hunger	• Gather clothes from neighbors and donate them to a shelter or local orphanage • Help cook and serve food in homeless shelters or for elderly people who need assistance	• Spend time with or tutor homeless or orphaned children • Assist with preparation for a school feeding program • Start a "food bank" in your community involving the municipal authorities • Donate time in a community kitchen distributing food or helping create a community garden, whose products are then shared
Promote the equality between genders and the empowerment of women	• Organize sports groups such as volleyball, baseball, basketball, and soccer for girls and youth • Invite local authorities or organize youth groups to give talks on the prevention of gender-based violence in the schools	• Organize classes to support literacy and further education of women and girls • Tutor and mentor girls and boys about the importance of staying in school and receiving a good education • Work with authorities and parents to educate the community on local regulations related to gender-based violence and support resources for victims
Fight HIV/ AIDS, and other common illnesses	• Visit the children's wards of hospitals to do activities with children with cancer, HIV/AIDS, and other illnesses • Organize workshops on the prevention of dengue, malaria, HIV/AIDS, and other illnesses	• Train youth clubs, mothers, and others to safely protect water to avoid dengue, malaria, and other illnesses • Train youth and adults on life skills
Guarantee the sustainability of the environment	• Organize a garbage cleanup in the parks or rivers near your community • Measure the purity of the water in lakes, rivers, or running water in your community for a public awareness campaign • Start a community mural on environmental conservation	• Develop a "youth and the environment" education program on a local radio station • Inaugurate a community garden or nursery where all the community can collaborate on the planting of trees, flowers, and vegetables • Establish a recycling system in your neighborhood or workplace and participate in organized recycling campaigns • Reforest a deforested area
Build strong schools	• Start community murals on important issues or to erase graffiti • Invite local authorities to give talks on the prevention of drug abuse or other topics • Involve a class in a community service day of action	• Work on building separate latrines or bathroom facilities for boys and girls • Organize tutoring or educational enrichment classes • Organize groups of volunteers who collaborate in the safety of the school • Organize volunteers to accompany younger children, especially girls, on the walk to school • Organize campaigns to help the school obtain needed equipment, such as books, computers, or basic supplies

[2] The service project ideas are adapted from the *Global Youth Service Day 2008 Planning Toolkit*, ©2008 by Youth Service America, Inc., Washington, D.C. www.ysa.org. Used with permission of Youth Service America.

Support for people with special needs	• Assist in the planning or implementation of a Special Olympics • Volunteer with an organization that works with children with special needs	• Organize a special system of support for children and youth with special needs in the school • Organize a support group for parents of children with disabilities • Work with local businesses to create job or volunteer opportunities for people with disabilities • Work with schools and teachers to create supportive and friendly learning environments for children with special needs • Create mass media events, theater groups, or art displays that promote special education and/or disability awareness
Build stronger neighborhoods	• Help neighbors paint their homes or make repairs to their houses • Clean parks and abandoned areas • Plant flowers in public areas to give more color to the neighborhood • Design and display signs that help the identification of special areas, such as recreational activities, waste management, etc.	• Organize a community campaign for playgrounds or sports facilities for children/youth • Organize a campaign to improve lighting in public areas • Organize a Youth Action Forum and devise a Plan of Action with youth groups • Organize/professionalize youth group leaders; bring together youth development workers for sharing, skill development, and inter-group collaboration and networking • Promote community participation in local decision-making, such as town or village council meetings • Engage business owners to support a community beautification campaign

Part 2: How to Create a Service Learning Project

Part 2 will describe each step, provide some tools and techniques, and give you an example from a real project. The sample project is Morning Star Girls' Club, a group of six girls, ages 14–17. You will see what the Morning Star Girls' Club did at each step, which should help you visualize the step in a real project.

You and your service project partner should read and discuss all the steps before beginning a project. The steps are interrelated, and you will want to have in mind the seventh step, Assess and Reflect, as you work through the others.

The Action Guide does not provide a specific timeline for how long each of the steps might take. You and your service partner can plan adequate time or sessions to go into some topics and steps in great depth and others may only be an afternoon discussion. Many of the steps are intended to lead to real activities in which the group is researching, analyzing, and doing real things; they will be learning! Much of the work should take place outside of a classroom or workshop.

Additionally, adequate time should be allotted for thinking, planning, and reflecting as individuals and as a group. Be creative with meetings so participants don't get bored. For example, each person could make a poster of the key points they found during research, or bring an object to represent how they are feeling about what they are learning. The group's interests' and available time should be a guide for how much time is planned for each step.

Once you understand the steps and the tools and techniques available, you can use Part 3: V^2 Action Guide Template to develop a service project with a group. Part 3 has prompts for what needs to be done at each step, and a place to write what your group decides. You can always look back to this part for further instructions and ideas.

Steps for Action

1. Prepare for service
2. Identify what we know
3. Find out more
4. Plan for action
5. Mobilize your community
6. Implement the service activity
7. Assess and reflect
8. Celebrate and demonstrate
9. Wrap up and follow-up

Step 1: **Prepare for service**		
What	**How**	**Example**
A. Identify a community partner with whom to work You know that much of the value of your work is gained through the process of collaboration. Finding someone to work with you will ensure that you are sharing the knowledge of how to do service projects with at least one other person in your community. Hereafter, this person will be referred to as the "service partner." In each step, you and your service partner are engaging the group together.	Your partner for a service project may be a formal work partner but is just as likely to be a community member, retired teacher, youth leader, motivated mother, or innovative farmer. The essential ingredients for a good work partner is someone who is motivated to improve his or her community, open to new ideas, and who enjoys working with and engaging other people.	*There is a youth center, Rising Youth Center, in the town. It is a building converted several years ago with funding from Norway. However, there is only one staff person and it isn't frequently open. The programs and activities are sporadic. The Peace Corps Volunteer has begun spending free time there after school. The young man who is in charge of opening and closing the center, Sando, is smart and motivated. He finished school last year and is looking for work. In the meantime, he gets a small stipend for helping with the center. He has great ideas about making the center a vibrant, active place for youth.*
B. In collaboration with your service partner, identify a group, individuals, organization, or club with whom to work Are there organizations or groups that already engage community members in service? If so, start here. Otherwise, look for groups that are open and interested in improving their communities and working with a Volunteer. Hereafter, this group will be referred to as the "service group" or "the group."	Find people who are invested in bringing about change on a particular topic or issue. Alternatively, there may be youth involved in a club or organization interested in doing "something" but may not be sure what. The Action Guide is intended to be used with adults or young people. However, Volunteers in many countries work with youth groups or help to form clubs or associations. For additional guidance and activities to assist you in forming a youth group, see *Working with Youth: Approaches for Volunteers*, (ICE No. M0067) pages 96–110, for ideas on how to get started or manage a youth group. See page 111 for "60 things to do on the spot" with youth.	*When the center is open after school there is a group of girls who often show up. They ask for help with their English homework, but they like to talk with the Volunteer about many different topics and about their lives. They would like to form a more official youth group to plan activities that are fun and interesting for girls at the center. The Volunteer helped them come up with their group name, Morning Star Girls' Club.*
C. Ask the service group to think about the people, events, or activities that inspire them It may be music, words of a leader, poetry, their faith, or a book. What is it about these people, events, or work that is moving or inspirational?	This first step helps participants identify what is motivating to them and helps you better understand the hopes, values, and aspirations of the members of the group. Here are some questions to help guide the discussion: • Is there someone who you know or have heard about who you aspire to be like? • What are the qualities of a "hero" or someone you look up to? Do they help others? Do they work to make the world a better place?	• *Our faith tells us to help each other.* • *The words of Margaret Mead are an inspiration: "Never doubt that a small group of committed individuals can make a difference. Indeed it's the only thing that ever has."* • *My mother always helps everyone in our family and neighborhood. She is my hero because she is always strong and always helps anyone who needs it.* • *My father has always taken care of his brother's children when they have had hard times.*

D. Learn how neighbors help neighbors in their community What is the meaning of service or volunteering in this country context? Is it different in urban or rural communities? Are there words in the local language that describe how people help one another? What motivates people to help? Are there familiar proverbs which highlight service and collaboration?	• Discuss these questions within the group. • Develop a survey or interview questions for other members of the community. Have each member survey his or her parents and at least two other adults. Agree on a few key persons who should be surveyed, such as a teacher, librarian, mayor, etc.	• *When someone is sick or has a baby, the women will bring food to the family.* • *When the storms took down several of the houses, the men and boys worked to help the families rebuild them quickly.* • *There is an old proverb that helps us understand the importance of working together: "The work of many is the work of one."*
E. List the skills, strengths, and talents they bring to a project For many participants, this may be difficult. Most people don't consider things they already know how to do as skills or talents.	As facilitators, it may be necessary to provide examples or draw out participants' experiences. • Strengths and talents to ask about may include things like musical ability, cooking, or practical, local knowledge. A question to get at strengths and talents is, "What are you good at?" • Skills may include being viewed as a good friend, a listener, or clear writer. Others may know carpentry, how to save money, speak persuasively, use the Internet, etc. A question for getting at skills is, "What do you know how to do?" You may choose to have an informal discussion to share the results, or ask group members to compile their lists, post them on the wall and build a "wall of talents and skills." There are two useful sessions in the *New Project Design and Management Workshop Training Manual* (ICE No. T0107), page 27, "Sharing Stories-Building a Wall of Success," and pages 32–34, "Creating Asset Maps."	• *My friends and family say I am a good listener.* • *I know how to cook and sew well.* • *I am good at sports, football in particular.* • *I am unafraid to speak to anyone.* • *My teachers say I can write well and I love to read.* • *I know how to use the computer.* • *We all know how to cooperate and work together.*

F. What they would like to strengthen, improve, or change in their community? The group may be quick to generate ideas, issues, or priorities of things they would like to build upon, expand, or change. If not, jumpstart ideas with some activities.	• Community walks. If the group would like, develop an observation guide. What are the community resources? Who uses them? Why are they important? Look around at the schools, public areas or markets for things that the group would like to see improved or better utilized. • Interview different individuals or groups in the community (elders, leaders, parents, women's groups, farmers). Find out what is important to these groups, what parts of the community they value, and what they would like to see improved. • Create community maps. Draw these with different groups (boys/girls or men/women) and compare them for alternate views of community priorities and resources. Session plans and activity ideas for this step are detailed in *Roles of the Volunteer in Development* (ICE No. T0005), Toolkit No. 1, pages 19–29. These activities were designed to assist you in your role as a learner, but could be easily adapted for a group to learn about and view its own community in a new way. These sessions may also be used after the group has selected its community issue to address and would like to learn more about it (see Step 3).	*There are many:* • *Some children don't always go to school.* • *The library is wonderful, but it isn't open very often and the materials aren't very well organized.* • *There aren't enough places for the youth to spend their free time, so the boys hang around on the street and harass the girls.* • *When we look around the town center, there is trash everywhere.*

By the end of Step 1 group members have:

- Identified the sources of their own inspiration, passions, and interest
- Uncovered how service already takes place in their community
- Identified their individual talents, skills and strengths along with those of the group
- Begun to identify some of the things they would like to change, strengthen, or improve in their community

Step 2: **Identify what we know**[3]		
What	**How**	**Example**
A. Select a community issue or priority that the group would like to address Things to consider when asking the group to select the issue include: • What has been tried before and succeeded or failed? • What resources are currently available? • What can be accomplished in the short term versus what requires long term commitments or changes?	• If the group is having a difficult time selecting one community issue to address, see the *PDM Manual* for a session plan on analyzing and prioritizing community issues, (page 56). This tool will assist in examining the urgency, level of interest, feasibility, scope, and other key factors that determines whether it is a good issue to select. • Also see the *PACA Idea Book* (ICE No. M0086) for priority ranking techniques, (pages 112–120). If the group has multiple issues they would like to see addressed, these techniques can help them rank and select what will best lead them to action. These strategies may include traditional decision-making techniques, consensus discussions, or various voting methods. Steps for pairwise ranking, a method of comparing multiple potential issues, are also outlined here.	*All of the issues we identified are important, but the one we would most like to see changed right now is the trash in the center of town. It affects how we feel about our town every day when we walk to school. It is also something we think can be changed.*
B. Discover what they already know about the issue Start with what the group already knows. This is an opportunity to establish the facts, discuss perceptions, and identify where there are knowledge gaps. The collective group may discover that it already has a great deal of knowledge about this community topic.	Visual organizers are often helpful for this step. An example is the mind map included here. (See example on page 15) Other visual/graphic organizers can be found in the *Classroom Management Idea Book*, (ICE No. M0088) pages 12–14.	• *Trash is not fun to look at!* • *It makes us feel like our town is not a nice place to live.* • *There was a group from the school that did a cleanup day and picked up trash last year, but then a week later the community was full of trash again.* • *There was talk a while back of putting trash cans on the corners, but we don't know what happened to that idea.* • *Everyone in town is always complaining about the trash, yet no one does anything about it.*

[3] Several of the action guide steps were adapted from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action*, ©2004 by Cathryn Berger Kaye, M.A. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800.735.7323; www.freespirit.com. All Rights Reserved.

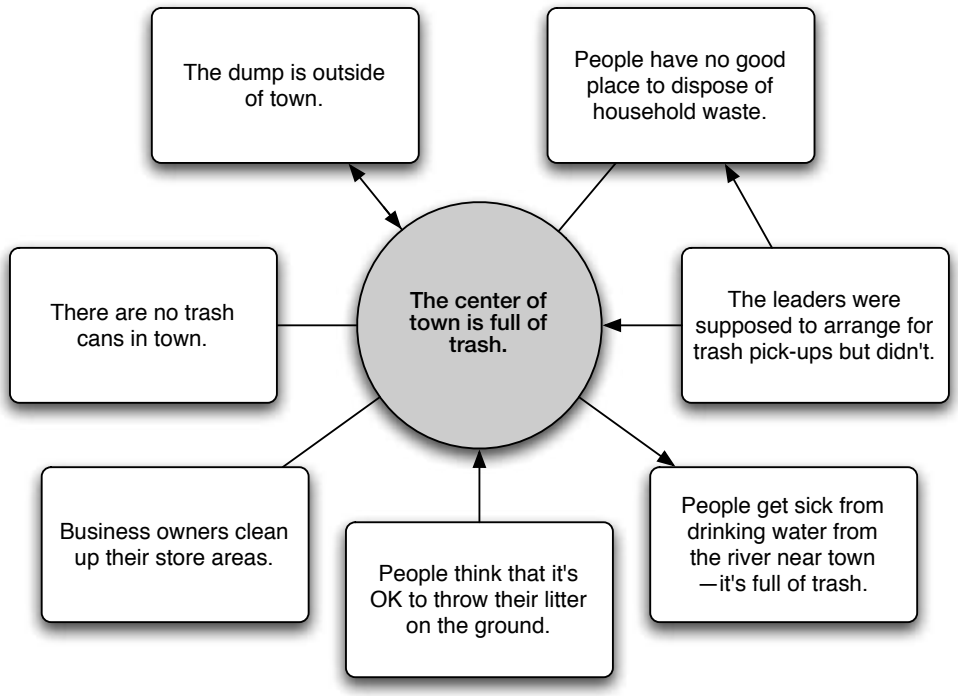
C. Discuss some of the causes of the priority issue Ask the group to consider some of the factors that contribute to this issue, both positive and negative.	Refer to the mind map developed in the previous step to focus in on some of the key causes.	• *There are no trash cans!* • *People don't want to take their household trash all the way outside of town to the dump, so they leave it on the street.* • *The town never comes to pick up the trash.* • *People see all the other trash on the street and think that it is OK to throw things on the ground.*
D. Consider who is currently helping to address this issue Who are some of the people, organizations, and institutions that are working toward improving this situation?	Refer back to the mind map to think about all the various components of the priority issue and note that some people or organizations may only be addressing one part of the issue. Later the group will plan how it is going to learn more from those already involved.	• *The school group that did the cleanup was trying to help. Some of the teachers helped the students arrange it.* • *The town leaders who talked about getting the trash cans are trying to help.* • *It is likely that some of the businesses are trying to get the trash away from their stores.*
E. Identify some ways in which the service group can help address this issue At this point, don't try to select or choose one method, just try and generate many different ideas.	Brainstorm a list of ways the service group can help solve or address the issue. Remember that brainstorming is a technique to generate as many ideas as possible without judging the quality of the ideas. First brainstorm all the ideas they have, and then go back and discuss the various options. Choosing the ones to pursue comes later.	• *We could try and get the leaders to get the trash cans.* • *There also must be people who empty the cans and take the trash to the dump.* • *We could have a campaign to get community members not to throw their trash in the street.* • *We could arrange for a truck that picks up trash and takes it to the dump.* • *We could clean up the street again, only this time organize a campaign to keep it clean.* • *The school group might help again and maybe the business owners would want to help us.*

Sample mind map[4]

Start with the key issue in the center of the map. Ask the group members to collectively identify the facts they know about this priority issue. Place each fact in a box and connect it back to the issue. Through discussion, ask the group to draw the connections that emerge between the boxes. Are some of these facts causes or

[4] The Mind Map and the "Checking In" boxes were adapted from the *TakingITGlobal HIV/AIDS Youth Guide for Action*, ©2006 by TakingITGlobal. Used with permission of TakingITGlobal, Toronto, Ontario, Canada M5H 3H1. www.takingitglobal.org.

effects of the priority issues? Use arrows where the group thinks there are causal relationships. Through the discussion, the mind map will help uncover aspects of the issue about which the group will need to learn more in order to successfully address the issue.



Here are some discussion topics for the mind map:

- Note the wide range of collective knowledge within the group. Point out that this will help create a better project, motivate others, and lead to more successful action.
- Is there uncertainty about some of the causal relationships?
- Are there “missing pieces” to the puzzle we need to learn more about?

Use this mind map as a starting point in Step 3 to look at some of the causes of the priority issue.

By the end of Step 2 group members have:

- Selected a priority issue it would like to address
- Assessed its current knowledge of the issue
- Begun to analyze some of the causes of the issue
- Begun to identify some of the current community resources already addressing the issue
- Begun to identify how the group might help address the issue

Step 3: **Find out more**		
What	**How**	**Example**
A. Identify what they need to know in order to understand the issue more in depth With the service partner, continue discussion with the group.	Refer back to the mind map done in Step 2 to identify the areas in which there are gaps in knowledge or understanding. Identify the key questions that need to be answered in order to better understand the causes of the community issue. Expand the groups' understanding of the priority issue using the mind map in a different way. (See page 19)	*We need to know why people throw trash in the street. Maybe if we could show people the negative effects, such as the health or environmental consequences, they would think about it more. We need to find out how much it costs to get trucks to take trash out to the dump. We need to know why the mayor didn't get the trash cans when it was first discussed.*
B. Determine how the group can learn more from those who are already involved in addressing the issue In the previous mind mapping activity, the group began to identify some of the important community sources of knowledge and information. Hopefully, it also began to identify some of the key potential partners; the people and groups who are already addressing the issue. In this step the group is going to identify how it is going to proceed to learn more from these resources and engage them in support of the service activity.	Refer back to the topics, people, and organizations that were identified in the ovals of the mind map. Ask the group to list ways in which it can learn more from those who are already involved in the various components of the priority issue. If the group needs a jumpstart in identifying some of the resources in its community, use some of the following questions to spark the discussion: • How do members define their community? Is it the town or village they live in? Is it their school or a church community? What other ways can community be defined? • How does your community traditionally organize itself? • Where are its greatest assets? • To whom do people look for leadership, both formally and informally? • Who are well-connected people? Where do people gather? • Who values young people and community service in your community? • Who is usually involved in these projects? Who is not? Why or why not?	• *We could talk with the students and teachers who did the cleanup last year and find out what worked well from their cleanup day and what they would do differently.* • *We could talk to the mayor and ask him what prevented him from getting the cans in place.*

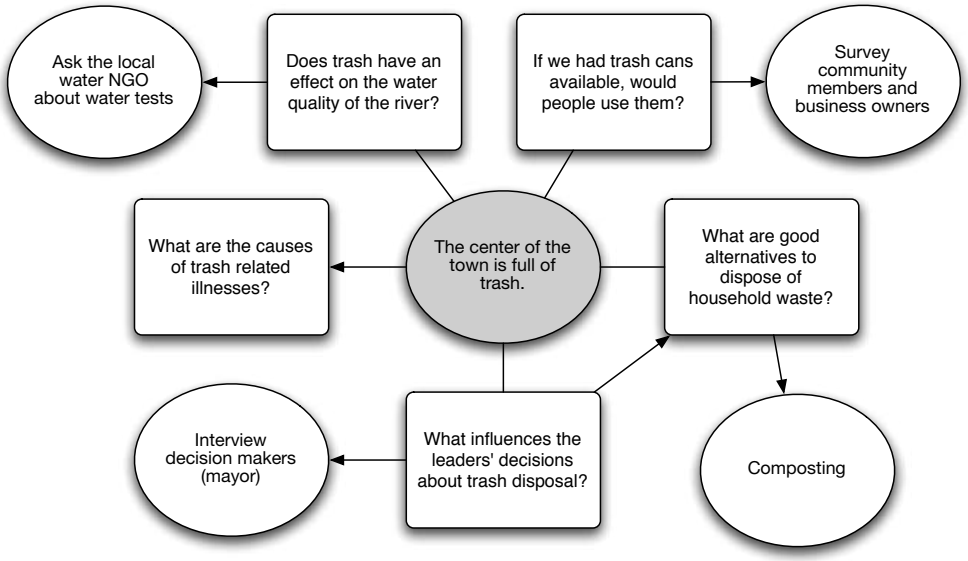
C. Determine how to learn more about the priority issue Assist the service group in developing a more complete understanding of the changes it would like to see within the community of focus. Now that the group has identified some of the key questions and possible resources, it may begin a more focused assessment that will lead to effective action. These techniques may help to not only learn more about the issue, but it may assist in getting people and groups that are not typically involved in service activities more involved in addressing this particular issue.	Techniques and tools to help the group go about this in a structured, thoughtful way include: community mapping, brainstorming, focus groups, elder or expert interviews, observations, or surveys. Now that the group has focused more on the component(s) of the issue it would like to address, this is a good time to use some of the assessment techniques from Step 1 if they weren't applied already. Have the group design its own approach to assessment or use several of these techniques or tools to assess potential areas of focus. For ideas and session plans see: • *The Roles of Volunteers in Development (RVID)*, Toolkit No. 1 (pages 19–34). These activities were developed to assist the Peace Corps Volunteers in their role as a learner. However, these same activities can all be adapted for use by community groups to learn new things about their own community. • *The PACA Idea Book*, (pages 31–47). This section provides examples of how to use the key PACA tools, including community mapping, seasonal calendars, daily activity schedules, and needs assessments. Adapt these for various audiences. • *Working with Youth: Approaches for Volunteers* (pages 81–91). This section of the manual focuses on various assessment tools that can be implemented by young people.	• *We could do a survey of people in the neighborhood to find out how they feel about the trash on the street and if they would use trash cans if they were available.* • *We could do a map of the town and figure out the best places for the trash cans so they would be more likely to be used.* • *We could survey the business owners* • *to find out if they would spend money to collect and get rid of trash.* • *We could interview the community leaders and the mayor to find out what would help them or persuade them to get trash cans placed and the trash collected regularly.*

D. Conduct the investigation and identify key findings The group has made a plan for its investigation, now it has to implement it and analyze the results. Its analysis should result in a few conclusions or key findings. These findings should reflect the most critical lessons it learned and strategic opportunities the group identified. Often the investigation and process of inquiry leads to action. Through interviewing and researching, the group may be developing partnerships and engaging others to be a part of their service activity. Help the group understand the value of asking the right questions of the right people.	Once the group has conducted its research and analyzed the results, help the members synthesize the information into key findings. This process should prompt group members to take a step back from their individual work and look at their collective information. These findings will address the critical areas of opportunity the group identifies. A resource that may be useful is The *New Project Design and Management Workshop Training Manual* (pages 44–63). These PDM sessions would help a service group take what it learned from its community assessment to think about its findings more deeply.	*We implemented the survey over the course of two afternoons in the town center. Over 55 people completed it.* *While implementing the survey, we had a map of the town center and asked people to identify the most useful places to place trash cans.* *We conducted interviews with 10 business owners in the town center. We learned about what they are doing to manage the trash near their stores and what their priorities are for how they would like to see trash management improved.* *We conducted interviews with the mayor and two council members to learn the history of why they were not able to get trash cans in place previously. Both the mayor and council members were working on this issue two years ago. However, when the town budget was being reviewed, no one advocated for it and other budget items became a priority. Following that budget year, it fell off the list of town action items.* *Our findings from our investigation:* **Town Members** *Most town members surveyed agree that trash is a priority and managing it better would significantly improve our town.* *Most town members surveyed agree that a clean, better looking community is a priority. Town members would use trash cans if they were conveniently placed and emptied often.* **Business Owners** *They are currently investing significant resources in their individual efforts to clean and maintain the areas in front of their stores. They would be willing to reinvest a portion of those resources into a collective response that improves the appearance of the town overall.* **Decision Makers** *They would be willing to support and prioritize trash management if the public asks for it and demonstrates the benefits to town members.*

Expand the groups' understanding of the priority issue

Repeat the mind map activity with some variation. In the first step the group assessed what they currently know. This time, focus on what the group wants to learn more about with regard to the priority issue. Again, start with the priority issue in the center of the map.

- Use the rectangular boxes to represent some of the questions the group generates. These help answer the question, "What does the group need to know in order to better understand the issue?
- The ovals represent some of the possible resources or possible answers to these questions that may lead to further investigation.



Use this version of the mind map to determine where the group would like to focus to learn more. Would the group like to learn more about how leaders make community decisions? Would they like to know how water quality is tested? Should they investigate how household waste is disposed of and properly managed? Any issue that the group might choose may have many different components on which to focus. As the facilitators, you and the service partner have the opportunity to help the participants connect the learning experience to the larger context of this issue that the group cares deeply about. This is a useful exercise to begin to select the areas in which the group may be able to have an impact.

By the end of Step 3 group members have:

- A broad understanding of the many components of the priority issue, the causes and some possible solutions
- Identified strategies to learn more from current community's resources
- Identified what areas require further investigation and have done that investigation
- Synthesized the information to identify the best opportunities for action *and* determined there is a role it can play in addressing the issue

Step 4: **Plan for Action**		
What	**How**	**Example**
A. Determine what the group would like to do in order to bring about change Now that the group has a more detailed understanding of the community issue, it can make an informed choice about the changes it would like to help bring about. Ask the group to consider what the community would look like if there were changes or improvements made in the priority issue.	Complete the sentence, *"We are working for the day when …"* For ideas on how to facilitate this process refer to *The New Project Design and Management Workshop Training Manual (PDM)*, pages 67–68, and page 72. There is a simple worksheet that asks participants to imagine the future they want for their community. What does it look like? Using pictures, symbols, or words, create their vision.	*We are working for a day when we look around and feel proud of how our community looks. People will want to spend time in the village center because it is beautiful and clean. There will be flowers and people will gather in town to meet and talk with each other. Children can play in the town center. The adults in the community, including the leaders, business owners and teachers, will know that the young people can make our town a better place to live.*
B. Set Goals; identify what they are going to do in order to bring about their vision These goals should address the change or outcome that the group would like to have in its community. Make sure the goals are owned by the group and obtainable within the time frame available. If they are not, go back to the priority issues and ask the group to select one that is more "doable" or a smaller project that will lead to longer term changes.	Consider the resources the group currently has, what it will need, what it can reasonably accomplish, the time the group has to devote to this, and how the group will define success. For examples and worksheets to help you walk through these questions with a group, see *The Roles of the Volunteer in Development Toolkit No. 5* Volunteer as Project Co-Planner, pages 8–15. This section helps walk group members through the key questions to help them determine how to realize their vision for action or change. Allow the group to identify its goals on its own terms. Then work with group members to ensure they address the following. Project goals: • Restate the vision and approach in terms of what is to be accomplished • Define the long-term results or changes that the project will bring about • Are realistic and include an overall time frame The group may want to post these goals somewhere on a wall or bulletin board to refer back to frequently throughout the project.	• *We will help our leaders get the trash cans on the street corners and make sure they are emptied regularly.* • *We will raise awareness among people who walk on the street about why it is good not to throw trash on the ground and make it easy to use the trash cans.* • *We will help the business owners work together with the leaders to make the streets cleaner and more beautiful.* *Reframed goals in terms of the long-term results they would like to see:* • *Community leaders will help to keep our community clean by providing trash cans and ensuring they are emptied regularly.* • *Community members will use the trash cans regularly. They will be more aware of the benefits of, and their role in, creating a cleaner community.* • *Business owners will work together with the leaders to make the streets cleaner and more beautiful.*

C. Identify the steps that need to happen Consider what the group will need to do in order to accomplish its goals and be successful. Think about the resources that the group will need to make the steps happen.	Consider the following: • What resources do group members already have to assist them? (Include human resources such as friends, leaders, as well as materials or financial resources). • Who needs to be involved and at what time within the project life-span? • What "winnable victories" are possible for the group? To make this happen, use the group planning table to outline the steps you will take. (See below). In addition, for an example of a more detailed action planning worksheet that incorporates a timeline, see the *PDM Manual*, pages 153–155.	See example of the group planning table on page 23
D. Determine how the group will define success for its service project Ask the group to determine what observable changes it hopes to see as a result of its service work. It may include things like "streets with less trash" or "greater number of hours of youth programs." It may also include less tangible outcomes such as "community leaders know the value of young people's contribution to the community" or "students know about their community history and value the elders more."	Begin by asking the group to list its ideas of success. Then ask the group members to review their indicators of success to *make sure* they are observable. If not, discuss ways in which group members can gather information that will help them know if they are successful. For example, the group of young adults who facilitate activities and games with children in the orphanage may want to come up with a short set of questions to ask staff and children about what they value in their service. In this case, they may use a short interview or survey to evaluate their efforts. No matter how big and far-reaching the service groups' goals may be, there should always be simple ways in which they can see the results of their work.	*We will be successful when:* • *We look on the street and don't see any trash!* • *There are garbage cans on the corners (that are emptied regularly!)* • *People use the trash cans instead of throwing their rubbish on the street.* • *The street is clean, not only after the cleanup, but one month later, six months later, and one year later.* • *People say they feel proud looking at their cleaner community.* • *Adults in the community have a more positive view about young people in the community. They will know we can change things for the better.*

E. Identify learning or participant growth goals, if appropriate With your service partner, consider the principles behind service learning. Are there specific knowledge or skills group members want to learn in doing this project? Is it relevant to topics covered in school or for their professional aspirations? Goals for the service project can include both benefits to the community and new knowledge or skills on the part of the people engaged in service. This is the unique value of applying service learning approaches. Personal growth goals may address specific knowledge, skills or personal development of the service group individuals.	An example of learning goals may be seen in a youth group that wants to gain work experience. It organizes a service program conducting recreational programs in a local orphanage. Its learning goals may relate to professional conduct, youth development skills, or program design and management. It may also have learning goals connected to school curriculum, such as developing writing or communication skills. A group of adult mentors engaging in service may not need work skills or experience. Their learning goals may be related to personal growth or they may want to develop their teaching or coaching skills. **Examples of personal growth or life skills:** Leadership skills, such as the ability to make decisions, communicate effectively, be motivational and persuasive, work with diverse groups, demonstrate honesty, creativity, and patience **Examples of academic skills** (school-based standards): Mathematical skills, (managing finances, budgeting, presenting data) language arts, (journaling, writing persuasive pieces, reporting, speaking), social studies, history or science **Examples of work or career skills:** Computer literacy (using basic software, Internet search techniques); communication skills (interviewing and making presentations, writing press releases, letters to the editor, or brochures) **Examples of civic engagement skills:** Assessment and investigative skills, motivational skills, the ability to work effectively with teams, interviewing and analytical skills, communication and design skills, project design and implementation, proposal writing, public speaking, and monitoring and evaluation skills **Examples of technical skills:** Environmental competence such as investigative and observational skills; how to analyze and present information related to findings of plant, water, or environmental health; indigenous practices related to protecting and preserving their environment; newer technologies related to efficient stoves, water purification or generating energy	See the example of personal skills development chart on page 24.

Group planning table				
Who	**Will do what to achieve the goal**	**How will it get done and by when?**	**What help or resources will we need?**	**How will we know if we are successful?**
Everyone in the group	Present a proposal of our idea to the director of the youth center	Work together the next two meetings (in one week)	The Volunteer and Sando's help to write out our ideas and proposal! We need basic supplies (paper, pencils, and markers)	The youth center supports our plan
Nesta & Shilpa	Interview the mayor, members of the council	We will get an appointment after school (in two weeks)	Help from our parents to arrange the meetings; interview questions, paper, pencils	We will be able to arrange the meeting and have a good interview
Rasa & Josefina	Develop a short survey to ask people on the street about how they feel about trash	Work together during next week's meetings (one week to design, one week to implement it)	Paper, pencils; help in designing the survey; permission from our parents	People will be willing to answer our questions and will provide us with useful information
Tanya & Enkhee	Talk to the teachers and students who did the last cleanup to learn about what worked and what didn't	Ask teachers to meet with them after school; find and meet with the leaders of the school club (in one week)	Paper, pencils and interview questions	People will be willing to answer our questions and they will provide us with useful information
All group members	Plan a community trash cleanup day with an ongoing awareness raising activity	Recruit other volunteers. We will get leaders, and other community members involved (in two months)	Lots! Help from our parents, youth center, Sando, the Volunteer and leaders; flyers, trash bags, gloves, permission from our parents	30 volunteers will come to help us, the mayor will come and others; the streets will be clean and new trash cans will be in place
Tanya & Nesta	Get mayor and leaders to get trash cans on corners picked up regularly	Initial meeting with mayor, then submit to him our findings and a request (in two months)	Trash cans; workers and trucks to empty cans	We will have trash cans that are emptied regularly
Rasa & Josefina	Ask business owners to help maintain clean streets afterwards	Meet with them, show them our proposal and request their help (in two months)	The help of the Volunteer and Sando to put together a one page version of our proposal and the findings from our survey	The business owners will commit to keeping their part of the street clean
Nesta	Ask local newspaper and radio to come to cleanup day and ask mayor or principal to recognize the efforts	Write a press release and include the information from our research (in one month)	Develop the talking points for what we want people to learn about the hazards of trash and the findings of our investigation	The radio and newspaper will announce and cover the event

Personal Skills Development

Use a table to identify the areas in which the group wants to develop their skills or gain experience. This can be done individually or shared with the group.

Areas of learning	Skills to develop
Personal growth or life skills	• I will learn how to speak to adults or people in authority to ask questions. • I will learn how to work effectively as a team member to accomplish our goals.
Academic skills	• We will improve our writing skills and learn how to write persuasively. • I will learn how to analyze and present the data from our investigations.
Work/career skills	• I will develop better computer skills to write surveys and observation tools. • We will understand how the business owners think and make decisions. • I will learn how to manage a project and make it successful. • I will get to talk to people from the newspaper and radio station and learn about how they became journalists.
Civic engagement	• We will learn about what influences the mayor and council members have to make things happen in our town. • We will learn how to analyze information and present it to the public to help people make better decisions.
Technical skills	• I will learn about good methods of waste management and what happens to all the trash we produce.

By the end of Step 4 group members have:

- Identified the components of a better future in which change has occurred
- Established the goals for its service activity
- Outlined the strategies and steps for how it is going to accomplish its goals
- Identified how it will determine when it is successful
- Established both personal and group learning goals and personal growth goals

Step 5: **Mobilize Your Community**		
What	**How**	**Example**
A. List the key stakeholders in the community that might share similar goals In previous steps, the group identified who is already involved, the people and organizations that may serve as resources. In this step, the group is examining how to get other groups involved and engaged in addressing the issue. The group will also look at how their efforts can "add value" to other existing organizations and initiatives in the community.	Consider how the group might engage and involve a wide range of groups and organizations in the community. Have them think of various attributes and missions of the groups—some are service oriented, some have funds, some have skills and expertise, some have equipment, etc. Also consider how the group might engage typically under-represented groups, such as girls, women, or people with disabilities. • Youth committees or councils • Local businesses • Primary, secondary schools or universities • Service clubs (Rotary, Samaritan, etc.) • Athletic groups or associations • Elected and appointed officials • Companies (especially those that involve their employees) • Local NGOs • Fraternal or faith-based organizations • Local government officials and agencies • Neighborhood associations • Local media • International NGOs • Informal leaders	• *Business owners, teachers, students, the mayor, and council members may have similar priorities in wanting to take care of the trash.* • *Maybe the chamber of commerce would want to help us build pride in a cleaner city.* • *Perhaps one of the women's groups would like to help the town look better.* • *Maybe the student council at the school would be interested in a day of service. They might want to help with the cleanup campaign.* • *What about the people from the district health offices? Would they want to help make our town cleaner and healthier? Maybe they can help us get news or good information broadcast on the radio about the importance of a clean environment and the hazards of poor waste management.* • *The local environmental groups might have some of the same goals as we do. Maybe they would be willing to donate to cover the costs of the events or campaign.*

B. Consider whether they want to start a mobilization campaign with other volunteers in the community that share an interest in the priority issue	The first step in a mobilization campaign is designing a good message. One approach may be to write a press release for local media. The press release should be one page that has a title that catches people's attention. It should include: • What activity will occur? • Who will be involved? • When will it happen? • Why? What the service group and the project will achieve? • Who from the service group can be contacted by others who are interested in the project (name, telephone number, email)? Once the message is clear, some of these means will help spread it: • Have service group members speak about the project in schools, churches, and to other groups such as youth clubs. Invite them to join in the project on a specific day. • Create posters or promotional brochures by hand or by computer and disseminate them in places where community members can see them. • Use the local media to spread the word. If possible and appropriate, inform newspapers, radio stations or television one month before your activities will take place and, again, one week before any of your principal activities begin. If the group decides to use the local media, remember that it should be the group members, not the Peace Corps Volunteer, leading the activity and interacting with the media.	• *We will ask our friends at school, and the student council, to help.* • *After we do our research, surveys, and interviews we will ask the people we talk with if they will help us on the cleanup day.* • *We will ask for volunteers to come, via radio and newspaper announcements.*

By the end of Step 5 group members have:

- Identified the current and new potential partners for the service activity
- Planned ways in which it is going to reach out to the various partners
- Considered and possibly established a mobilization campaign to get new volunteers and resources involved

Step 6: **Implement the Service Activity!**		
What	**How**	**Example**
A. Clarify tasks, skill-building, and resource acquisition Engage the service group participants in all phases of planning and managing the project. A key part of planning is confirming that anyone who will be involved in the project knows their responsibilities, tasks, as well as the date(s) and time(s) they are expected.	Well in advance of the day of the project (or beginning of a longer project), have the group use a task table or a similar visual organizer to make sure everyone's tasks are clear, that they will know how to do them, and that they will have whatever materials they need. The task table should include: • Each person involved and their responsibilities during the implementation of the service project • Any instruction or training each needs to do the tasks • Times and places for instruction or informational meetings • Any materials, tools, funds each needs; where it will come from/ when See sample on pages 30–31.	• *Each of us is prepared for our role during the big day.* • *The other volunteers will be picking up trash, so they don't need training, but Josefina and Tanya will be organizing them and giving directions.* • *We just need to make sure there are adequate supplies, (gloves, bags, shovels) and that the volunteers understand what areas we will be focusing on.* • *We also need to make sure there is a good place to dispose of and carry away the trash.* • *We will coordinate with the mayor's office to make sure they take care of getting the trash cans and trucks to the site on the morning of the cleanup.* • *The woman's group is making ginger ale and will be providing food for the volunteers. They will need tables to put out the drinks and snacks, and cups and plates. We will have to make sure the trash is disposed of properly!* • *The environmental group will be setting up a table to provide information and materials on waste management.* • *The health promoters will have a table for materials and demonstrations as well.*
B. Develop contingency plans Planning should also include anticipating what might go wrong, such as changes in weather, too many volunteers showing up, a lack of resources (tools, food, tables)—anticipate as much as you can.	Ask your group to brainstorm a list of "what ifs … " Then go through the list and come up with a plan of how to handle each of them. For example: • There isn't enough work for each participant to do • There is a change in the weather (it rains and you are doing an outside project) • So many people show up that you run out of tools, resources, food • It takes longer/shorter to do some aspects of the program	*Is there enough work for each participant?* • *If we get more volunteers than we expect, there is an alternate plan to take a group down to the river to clean up more trash there as well. Our tasks and plan will address whether we have 10, 25 or 50 volunteers.* I*s there a backup plan in case conditions change, (i.e., the weather)?* • *It is the dry season, so hopefully there will be no rain! If it does rain we planned a rain date for next Saturday, but we might not have as many guests or helpers.* • *If many more volunteers show up than we expect, the women's group is prepared to get additional refreshments. One of the business owners said, if needed, he can get more bags, shovels, and gloves.*

C. Schedule reflection and assessment times and develop methods Review your schedule and make sure you have built in time for all the people involved to learn about and reflect on the project and to assess what they have accomplished and think about the future.	Ask your group to think about how they will find out how the participants feel about the issue you are addressing. Do they remember past history about it? Prior attempts to address it? Decide how the group will share its vision with the participants. How and when will participants have an opportunity to share how they felt about participating, and what their vision of the future is related to the issue?	• *When everyone arrives and before we distribute trash bags, we will share our "vision" for the community.* • *After this, we will ask volunteers to share their vision of what they would like to see.* • *We will ask one of the elders to share her reflections on what the town used to be like when she was young.* • *After the cleanup and while the refreshments are served, we have developed several reflection questions we will be asking people to share with each other or with the group (see below).* • *Throughout the day, we will have markers and poster paper, and will ask volunteers to contribute to a mural with drawings, words, and poems to describe what makes them proud to live in our town. Our idea is that if people feel pride in the town, they are more likely to take care of it.* • *In closing, we will read some of the thoughts and contributions to the mural.* (See schedule on page 29)
D. Develop ways to recognize and thank the participants Feeling appreciated is one reason people are willing to help. Just as the service group hopes to be appreciated, they should find ways to express their appreciation for those who helped the project in any way – from the initial information gathering to the implementation and with any follow-up that will occur.	Is there some sort of recognition for the work that participants did? When and how will the recognition take place?	• *Tanya and Rasa are working together on the computer to develop certificates of recognition and thanks for the leaders, businesses, and organizations that helped us and are donating materials. They will present them at the end of the cleanup day.* • *We will write follow-up letters of recognition and thanks to the newspaper and radio and ask them to publish or broadcast the names of the volunteers who came to help us.*

Morning Star Girls' Club—Community Clean-Up Day Schedule	
Time	**Activity**
7:00 a.m.	Morning Star team meets in town center
8:00 a.m.	Set up platform and podium for presentations Set up tables for refreshments, health/environment information, and volunteer registration
9:00 a.m.	Volunteers begin to arrive Garbage cans, garbage truck, and workers arrive Mayor arrives (9:45 a.m.) Newspaper/ radio personnel arrive (9:45 a.m.)
10:00 a.m.	(10:15 a.m.) Nesta: Welcomes everyone; presents the vision of the Morning Star group, the purpose of the activity and the results of the assessments; introduces town elder to speak about what town was like in the past. (10 min.); asks participants for their vision, hopes for the day, then introduces health and environment resources, and finally introduces the mayor (10:35 a.m.) Mayor speaks, presents new trash cans (10:50 a.m.) Josefina and Tanya address and thank volunteers and provide directions for cleanup; they then make sure each volunteer gets a survey to complete by the end of day
11:00 a.m.	Teams of volunteers fan out with garbage bags and cleanup materials; garbage truck is ready to receive trash
Noon	Refreshments are served as teams return with trash; women's group can also collect surveys (Noon) Direct people to the reflection mural "pride in our community" and ask them to take time to draw or write their reflections (12:30 p.m.) Reconvene volunteers (depending on whether cleanup is finished); ask for reflections from volunteers about the service; refer to some of the comments on the reflection mural
1:00 p.m.	Wrap up and public thanks to all who contributed; secure commitments and next steps from mayor, businesses, and health and environmental groups; express our own commitment to help keep the town clean (1:15 p.m.) Closing words by director of the youth center and/or mayor
2:00 p.m.	Break down and clean up (student council has agreed to help); make sure all borrowed materials and supplies are returned
3:00 p.m.	Morning Star team meets at youth center to reflect on the day's events and establish any immediate follow-up, as needed

Tasks table for implementation			
Person	**Tasks**	**Training or preparation needed—when**	**Materials, tools, other resources needed—source/when delivered**
Nesta	1. Ensure that the radio and newspaper people show up and get the key facts about what we are trying to accomplish 2. Present the summary and findings of the research we did to develop this project 3. Publicly thank the businesses who donated bags, gloves, and other materials for the cleanup	1. How to write a press release or fact sheet summarizing the purpose of the project and group findings (completed in one month) 2. How to analyze and present the summary of our assessment tools (completed in one month) 3. Public speaking skills and practice; complete certificates (work on over next two months)	1. One month prior: sample press release or fact sheet; computer and printer (if it is working) 2. Next two weeks: help from the PCV/ group leader with analysis and review 3. Ongoing: practice public speaking time during the group meetings: need feedback from group and leaders Two weeks prior: Print the certificates of completion
Josefina & Tanya	1. Coordinate the volunteers who come to help 2. Distribute trash bags, ensure there is a good disposal facility (a truck) 3. Work with the women's group to make sure people get refreshments	1. Task list for volunteers based on numbers who arrive; plan for the potential of 10, 25, or 50 volunteers; break into teams 2. Ensure we have materials from business owners one week ahead; make sure we keep tracking list to publicly thank them 3. Get a list of supplies needed to women's group for refreshments; confirm with them two days before the time/set-up arrangements; make sure they are thanked, as well	1. None needed 2. One week prior: trash bags, gloves, shovels, confirm with mayor's office that garbage truck with crew will be there throughout the service activity 3. One week prior: cups, plates, napkins; tables/ tablecloths to set up (women's group to provide food); make a sign to ensure all waste is disposed of correctly!
Enkhee	1. Ensure there is a place for the mayor and invited guests to speak and a place to thank those who helped 2. Coordinate the unveiling ceremony for the new trash cans that will take place during the cleanup	1. Set up platform, podium and speaker in town center on the morning of the event; two weeks prior, talk to church minister about borrowing a microphone and speaker 2. Plan with mayor's office to ensure the trash cans will be delivered to the site by 8 a.m.	1. At 8 a.m. on day of service: borrow platform and podium from youth center (it will be delivered by center director); pick up microphone and speaker from church the previous day 2. We need the trash cans and a delivery truck and workers to unload them

Shilpa	1. Set up a place for the people from the health office and environmental groups to share information about good waste disposal and management 2. Ensure they have what they need to conduct demonstrations on composting, water safety, and managing household waste	1. One week prior: confirm we have enough tables and chairs to borrow from the youth center and that they will be transported to the town center 2. One week prior: Get a materials and setup list from each of the groups	1. 8 a.m. the day of the event: tables and chairs delivered to town center (the center director is supervising) 2. Three days prior: gather all needed materials in the group room at the youth center; make sure they are transported with other materials
Rasa	1. Work with the mayor's office to make sure the trucks will arrive to take away and dispose of the trash correctly 2. Work with the volunteers from the student council to set up and monitor the poster/mural for volunteers	1. Identify the point of contact for this event at the mayor's office 2. Work with student council president and the rest of the group to discuss volunteer mural reflection activity; discuss directions and their responsibilities for the day	1. One week prior and again one day prior: confirm the time of arrival for the trucks, trash cans, and the mayor on cleanup day 2. Two weeks prior: student council is in charge of getting all the materials (markers, poster paper, mounting boards) for the day; confirm this is completed and which group members will assist one week prior, then one day prior
PCV & Team Leader	1. Will float and help team members and others as needed 2. Will also help pick up trash and be good role models 3. Coordinate cleanup and return of materials after the service activity	1. Offer technical assistance and support: assist and facilitate group to analyze and present the results of its assessments 2. Provide models of press releases and fact sheets 3. Provide coaching on communication and public speaking skills 4. Provide models and session plans for reflection activities 5. Meet with student council to plan for cleanup and return of materials	1. CD-ROM of ICE resources provided by Peace Corps. These will assist with analysis and communication skills 2. Internet access to conduct searches for examples of press releases 3. Reflection activities and session plans
Everyone	Will help clean up trash	No training needed	8 a.m. on the day of event: garbage bags, gloves, masks, shovels

By the end of Step 6 group members have:

- Identified the tasks and responsibilities for each member in order to implement the project successfully
- Taken in account planning and management challenges that may affect the success of the project and made plans to address them
- Identified any additional resources or help it needs
- Received any instructions/training and done any preparation needed
- Planned for reflection and assessment time during the event
- Planned how it will recognize those who assisted in any way

Step 7: Assess and Reflect

The purpose of **assessment** is to establish progress, capture the accomplishments that have occurred, to inform, and to improve subsequent efforts. The purpose of **reflection** is to enable the service participants to gain a deeper understanding of themselves, their community, and society.

It is somewhat misleading to place this step after implementation of the service activity. While it is important to dedicate time to assessment and reflection after the service activity, the field of service learning tells us that good reflection occurs before, during, and after the service. In order to determine whether the goals have been met, assessment guidelines dictate that the starting point is established from which change is measured or that some sort of baseline information is gathered.

By following the steps in this guide, both assessment and reflection have occurred throughout all of the activities of the group. Now after the service activity they can refer back to those previous discussions and activities to reflect on and assess the progress they have made.

Z

What	How	Example
A. Describe what happened during the service activity Simply recounting the activity will allow the service group members to compare and share their various perspectives.	Some questions for discussion: • How did our project go? • Did the group's planning help you address any challenges that arose? • Were there any unexpected surprises, either positive or negative, during the activity? If so, how well did we handle them?	• *It was amazing! The mayor came and spoke about how the "children will lead." He said that what we were doing should be an example to the community. He even had people paint proverbs about helping each other on the sides of the trash cans.* • *We had 53 community members help us.* • *The radio and newspaper people both came and ended up helping us clean up!* • *At first it seemed like there wouldn't be enough work for people to do, but teams of people fanned out and ended up picking up trash in the alleys, by the river, and some of the side streets.*

B. Examine the difference that it made in the community Ask the group members to consider the goals they chose and how they planned to determine their success. Did they meet their own expectations? Were there other unintended outcomes that made a difference?	There are limitless possibilities on the methods, tools, and approaches the service group could use to assess the affect of its activities on the priority issue it wanted to address. There are a number of recommended Peace Corps resources that address this topic. *The PDM Manual*, pages 101–114, provides a number of session plans to introduce monitoring and evaluation of community projects, including sample tools. The group may choose some combination of surveys, observations, interviews, or focus groups to help it assess the difference its project made. In thinking about the intended benefits to the community: • If the service project involved educational topics or raising awareness, did the people who the group intended to reach acquire knowledge in a new topic? For example, did community members acquire new knowledge of methods of HIV/AIDS prevention or the value of girls' education? • Did community members develop new skills? For example, did the career mentorship result in young people developing new literacy or vocational skills? • Was there new awareness of a particular topic or issue? For example, is there increased awareness among community members about the value of protecting the environment? • Did anything physically change in the community? For example, is the river cleaner? Does the orphanage have a new garden? Is the school library organized? (See two examples of possible tools —an observation checklist on page 38 and a survey on page 39.)	• *The town looks so much better!* • *Now there are trash cans on the corners and the mayor has committed to having them emptied regularly.* • *It was great to see adults and young people working side by side.* • *Some members of the women's group were talking about planting flowers and shrubs next month to make it even prettier in town.*

C. Examine the difference it made in the participants What did the group members learn from the service activity?	Ask the service group to refer back to its personal and group learning or growth goals it developed in Step No. 4. Reflect on the experiences, thus far, in the planning, assessment, and implementation stages of the group members' service project. What new skills have they developed? Have they met any of their personal goals? What areas do they want to pursue further? Consider developing a self-assessment or reflection tool for the service participants. This may occur through: • Service journals the group members keep throughout the project • Portfolios or art projects • An evaluation tool or rubric that participants complete First they may complete a "pre-assessment" when they establish their personal learning goals and then, as a "post-assessment," they complete it again. One model is to use a scale for participants to track and assess their own progress. See example on page 40.	See the group's assessment of personal growth and learning goals on page 40.

D. Examine their thoughts and feelings about the service, as well as place the experience into a larger context Reflection is an important component of service learning, as well as an important part of any learning process. It is important that the service project participants reflect on their project experience in a way that will help them achieve a new level of awareness about themselves, their community, or their country. Through reflection, participants learn to generalize an experience so they will be able to apply what they have learned to other situations and settings. Discuss why the group thinks the priority issue or situation that it worked on exists. Now that group members have learned more about it, what do they think are the root causes? What role did the service project play in addressing the larger priority issue?	Apply multiple methods to engage in reflection throughout the project. It should be a fun and interesting part of service. Reflection can be creative and take various forms, such as: • Skits, role plays, drama • Service journals, diaries, or writing assignments • Discussion groups • Artwork, group banners, posters, portfolios • Radio shows led by youth that involve reports and interviews of those benefiting from and participating in service activities • Photo or video documentaries • Group discussion before and after the project	*Our thoughts and feelings:* • *I felt like I was so important! People, including adults, were asking me questions about where to go and what to do.* • *I was so grateful for all the people who helped us.* • *My parents were there and I felt like they were so proud of me too.* • *Even though this was way more work than I thought it would be, it was fun to work together. I feel like now I can accomplish anything!* *The experience in a larger context:* • *If the people can come together in our community over a small thing like picking up trash, think of all the other things they could come together to improve!* • *I used to think the leaders of the town were very separate from us. It never occurred to me that a small group of us could influence or could help them.* • *It never occurred to us that health outreach workers or the environmental groups were resources that are there to assist us. Now we know how to access them.*
E. Brainstorm ideas for how the project could be further improved This allows participants to look back on the implementation of the service activity and examine both what went well and what could have been done better. As a brainstorming activity, this is intended to simply generate ideas for the future.		• *On the big day, if we had a larger planning group we could have coordinated things a little better.* • *We could have planned more structured time for reflection.* • *Next time we are presenting our findings or summary of work that led us to this project, it would be good to have charts or posters to show people what we learned.*

F. Identify the things that are already working well in the community One of the expected outcomes of the service project is that participants will uncover new or unexpected assets or resources in their community. Make sure that part of the discussion helps to draw attention and focus to these assets.	Some questions about the community: • What is currently working well in our community? • What new resources did we discover? • What assets does the community have that we never knew about? • What did we learn about in terms of how decisions are made? • Who are the informal leaders and how do they get things done?	• *The leaders genuinely want to help the community. They live here too.* • *There are many more resources to help us than we thought! There are very knowledgeable people in the regional health offices who would like to share more information with the people in our community.* • *The business owners, too, want the streets to look nice and clean.* • *Our parents and adults support and believe in us!*
G. Generate ideas for additional service After the service project the group members may be full of enthusiasm and ideas for additional things they would like to accomplish or change in their community. It is important to capture this energy and to build on the sense of "we can accomplish anything" they may have.	Think of some creative ways to get ideas generated and recorded: • Each person writes one idea per sticky note; all are posted and read by the whole, and then grouped. They are then recorded. • On the blackboard, white board, or flip charts put the headings What, Who, How. Have members write any of their ideas under each and then review and flesh them out. • Create some type of project idea book to keep for future reference.	• *The people from the radio station were impressed with our news releases. They said we should write regular pieces and bring them in.* • *The river still needs more cleaning and maintenance.* • *The health outreach workers said we could help them anytime with outreach here or in other communities.* • *The student council said they would help us plan and coordinate any future events.* • *Maybe we could start "eco-action" clubs for students with the help of the environmental organization. Different clubs could handle different types of projects.*

H. Clarify remaining questions and receive feedback Ask the group to identify any outstanding questions it has about the project or the process. Ensure group members have the opportunity to provide feedback on the project.	Develop a short evaluation instrument, conduct interviews, or facilitate a discussion. Consider things they will look for in the future. • What will the group members look for to determine if their project was sustainable? • Are there factors that will affect the future success and impact of their efforts? • What support provided by the project facilitators was useful and what could be improved? • Would you do the project over again if you had the chance? Why or why not? • What considerations would make this type of experience useful for other service participants?	*Questions we have:* • *Will the streets remain clean?* • *What will happen to the trash cleanup when we get a new mayor?* • *Are there ways we could have incorporated better reflection activities for the people who volunteered to help us?* • *Did we each develop the skills we wanted to work on and meet our own learning goals?* *As part of the clean-up day reflection, we asked all the people who came to complete a series of short questions:* • *Now that the trash was removed would they commit to helping keep the area clean and use the trash cans?* • *What other projects could we do that would help beautify our community and make people feel proud to live here?* • *How can we remind other people to use the trash cans and make them want to be part of the solution to a better community?* • *Would they be willing to participate in other voluntary or service activities? If so, what kind?* • *What were the things they liked best about volunteering and contributing for the clean-up day?* • *What things could we, as planners, do to make the day better or more productive?*

Observation Checklist

Create an observation checklist to investigate the issue of trash on the street in the town center. This could be organized in different ways. If the group members wanted to look at the types of trash (litter, household trash, market waste, etc.) they could organize a table with those categories and report several observations, comparing the results with each other over time. Observational assessments can help the group better understand the different components of the issue and help them demonstrate the effect of their service work on the priority issue.

Observation # (below)	Area trash observed					
	Street	Sidewalk (in front of businesses)	Market area	Town square	# places trash observed	Notes
#1—Three months prior to cleanup day (pre)	■	■	■	■	4	As we thought, trash is dropped everywhere.
#2—One month prior to cleanup day (pre) (When we did the survey)	■		■	■	3	It seems that doing the survey near the businesses resulted in some of the owners cleaned the area in front of their stores.
#3—The Intervention! Immediately after cleanup					0	The town is clean!
#4—One week after cleanup day (post)			■		1	The market still seems to generate trash that is not picked up. Be sure to follow-up.
#5—One month after cleanup day (post)					0	Still clean! The town council has hired people to continue to maintain the clean streets.
#6—Three months after cleanup day (post)					0	Still clean, and people are using the trash cans.

Survey Questions

This survey could be used with community members and implemented as a pre and post survey of attitudes toward town members' trash. The questions are designed so the group members are asking about "community members" in general so people don't have to answer questions about their own behaviors if they throw trash on the ground. This could change the integrity of their answers.

The results from this survey in the early steps of the project may help the group when presenting their proposed ideas to decision makers. The results may support that: 1) Other community members consider this a priority issue; and, 2) If there were trash cans, people would likely use them. They may also get ideas from community members about other strategies to improve the appearance or instill pride in the town. Implementing this survey after the activity may demonstrate that community members feel greater pride in their community or help the group show they have raised awareness about the importance of using trash receptacles.

Introduce yourself and explain the purpose of the Morning Star Girls Club's project to help make the center of town a cleaner and more beautiful place. Ask if the person is willing to answer a short series of questions.

1. Do you feel pride in the appearance of the town when you walk down the main street? *(circle one)*

   Yes No

   (Follow-up open-ended question) Why or why not?

2. If you had to choose one single change that would improve the appearance of our town, what would it be? *(open ended)*

3. If the town placed trash receptacles on the corners do you think community members would use them? *(circle one)*

   Yes No

   (Follow-up open-ended question) Why or why not?

4. On a scale of 1–5, with 5 being the most important community issue, how important do you think it is to have a clean, beautiful community?

   (least important) 1 2 3 4 5 *(most important)*

5. Our Morning Star Girls Club is proposing (or has completed) a community cleanup and is asking that the town provide trash cans on the streets and that they are emptied regularly. On a scale of 1–5, with 5 being the most likely, if the town supports our project (or already has supported) how likely do you think it is that community members will use the trash cans and continue to keep the streets clean?

   (least likely) 1 2 3 4 5 *(most likely)*

Self-Assessment Tool for Learning Goals

(for service group participants)

Use this tool at the beginning, middle, and end of the service project to assess your own progress and growth in reaching your learning goals. Feel free to adjust this after you start the project if you identify new areas in which you want to develop skills or learn more.

Select the appropriate number for each objective. **1**=Needs Improvement **2**=Satisfactory **3**=Very well **4**=Outstanding				
Name: Nesta	**My learning goal progress**			
Learning Goals	**Beginning of project**	**Middle of project**	**End of project**	**Notes**
1.1 Improve my computer skills	1	3	3	Writing the press releases and certificates helped me to use Word really well. I need to learn how to use Excel better.
1.2 Become a better public speaker	1	2	4	This was difficult to practice, but I think I did great on the day of service, presenting our results and leading the participants. Maybe I will be the mayor someday.
1.3 Identify new career options	2	3	4	I made a point of talking to the mayor, and the health and environment people. I also interviewed the business owners during the preparations. I have much more information about four possible careers and plan to volunteer at the health clinic one day per week during the summer break.

By the end of Step 7 group members have:

- Reviewed the entire project—from planning to implementation—and assessed how it went from its point of view
- Learned how the project was seen by the community
- As a group and individually, reflected on their learning from participating in the project
- Started a list of potential other service learning projects and collaborations

Step 8: **Celebrate and Demonstrate**		
What	**How**	**Example**
A. Plan a public demonstration to highlight what was accomplished or improved through the service	There are multiple ways in which the group might approach this. • Plan a demonstration of the findings from its research and investigations during the implementation of the service. • Plan a way to demonstrate and share the accomplishments of the service in the community following the implementation.	• *We explained the project, and what we learned and planned to accomplish during the service day.* • *For the next step, we invited the environmental groups to do a recycling demonstration for Earth Day. At that time we will celebrate the long term results of the trash cans and the cleanup day.*
B. Determine ways to acknowledge and thank all the people and organizations that participated	This may include letters of appreciation, drawings, or public acknowledgement though radio, newspapers, or other public forms of communication.	• *We sent letters to each of the businesses and organizations.* • *We sent public letters of thanks to the newspaper and radio station.* • *We received permission from the youth center to create a "service board" so when people walk in they can see photos and highlights from our project. It can be a way to advertise future projects and volunteer opportunities.*
C. Plan a social activity for all of those who participated in the service project	With the service partner, ask a respected individual to present words of support and certificates of participation or have a celebration, concert or party.	• *We heard that the mayor is sending us a letter of thanks. We will post it on our new service board!* • *We will also acknowledge everyone who helped and invite them to the year end party for the youth center.*

By the end of Step 8 group members have:

- Developed and carried out a plan to demonstrate the success of the service learning project to the community
- Developed and carried out a plan to thank everyone who provided support and assistance

Step 9: **Wrap up and Follow-up**		
What	**How**	**Example**
A. Ask the group what it would like to do following this experience Would the group like to plan the next event, write a press release, or contact a municipal or village leader to take some action? Many groups use a service project or experience to launch youth groups or clubs that engage in ongoing service and other activities that address the groups' interests and priorities.	Use some of the following questions to guide a discussion with the group. Would the group do another project? If so, how would the successes within this project help make the next one better? What types of activities, projects or initiatives would the group like to tackle next? (If desired, go back to their list of issues in steps 1 and 2.)	*The youth eco-action clubs will be the next project for the group. We need to help other young people become a part of the solution in keeping the town clean. The clubs could plan a wide range of activities that address different types of pollution. Besides trash, they could address clean air, clean water, and the importance of planting trees.*
B. And last… make sure the participants have completed an evaluation of the service project Make sure you have gathered some input from the organization, community, or people who have benefited from the project to determine the actual outcomes that were achieved.	To what extent were the project goals met? This should include both the community and personal growth goals.	• *The evaluation was really useful to think about the skills we acquired, what we accomplished, and what we want to work on next.* • *We learned that we work well together, but it would be useful to have a committee that starts earlier and brings in more people to help as part of the planning group.* • *We did our survey during the day of service. We will also perform observations of how much the trash cans are used and emptied at one month, three months, and six months.*
C. Determine how the results of the project will be compiled or documented in a report or article so the lessons can inform further projects		*We are working on the report! It might help us get support from the municipality to fund the eco-clubs.*

By the end of Step 9 group members have:

- Determined if they want to pursue another project, and if so, what project
- Gathered input from those involved in order to evaluate the project
- Produced written documentation of the project

Additional Resources on Volunteerism, Service, and Service Learning

Peace Corps' World Wise Schools
www.peacecorps.gov/wws/educators/lessonplans/section.cfm?sid=5
The Peace Corps' website contains some very useful session plans on conducting interviews, discovering heroes, reflection, and service project planning resources. They are geared toward educators in the United States, but can be easily adapted for use overseas.

Corporation for National and Community Service's Resource Center
http://nationalserviceresources.org/
This site includes tools and training for volunteer and service programs. Browse topics such as volunteer management, building partnerships or sector specific resources like environment, education or health. There are also resources to address specific populations, such as at-risk youth or older volunteers.

Global Service Institute Network
http://gwbweb.wustl.edu/csd/gsi/
This website provides a comprehensive searchable database on service programs globally. It enables one to search by region, country or type of service or organization. This is a good starting point to identify organizations involved in service programs in your country. It also includes links to scholarly publications and research related to service.

Learn and Serve America's National Service-Learning Clearinghouse
www.servicelearning.org
This website is a comprehensive resource on service learning in the United States. Included are the basics of service learning, professional development resources, and various starter kits for educators and community organizations.

Youth Service America and Global Youth Service Day
www.ysa.org/planit/ww.projectplanit.org
This website provides a number of practical toolkits, as well as a way to connect with a global movement of people and organizations supporting youth service. Resources of interest include the Global Youth Service Day toolkit, Environmental Service Learning Modules, and Project Plan-It!, an online project management system for service projects.

TakingITGlobal
www.takingitglobal.org/action/guide/
This youth focused website supports and promotes young people as agents of change in their communities and in the world. There are several useful resources, such as the *Guide to Action* and the *Climate Change Youth Guide to Action.*

Part 3. V² Action Guide Template

This part is your working guide. Use it with your service group to plan, design, implement, assess, and reflect on your service learning project. Use Part 2 as a reference for each step, as needed. Translate this part if it helps your service partner or the group.

Step 1: Prepare for Service

Think about and discuss how we, as a service group, would like to strengthen, improve, or change our community and what we have to offer.

Who and what are the people, events, or activities that inspire your group? Why do these motivate you?

What are the ways in which people help their neighbors in the community? What are some of the ways in which the idea of service and volunteering are described?

Skills, talents, and strengths our group has to offer:

Things we would like to strengthen, improve or change in our community:

Step 2: Identify What We Know

Select a community issue or priority to address. Consider using a mind map exercise to help you select an issue.

Priority issue(s) to address:

What do we already know about it?

What are some of the causes of this issue?

Who is currently helping to address the issue? What are they doing?

What are some ways our group might help to address this issue?

Step 3: Find Out More

What do we need to know in order to better understand the issue? Techniques and tools to help the group find out more: community mapping, brainstorming, focus groups, elder or expert interviews, observations, or surveys. Have the group design its own approach to assessment or use several of these techniques or tools to assess potential focus areas.

What do we need to know in order to better understand the community issue?

How can we learn more from those who are already involved in addressing the issue?

In what other ways can we learn more about the issue?

Implement the investigation or research plan.

Key findings we have learned about the issue:

Are there any roles we can play in addressing the issue? If yes, what can we do?

Note: it is possible that after further investigation a group finds that the issue is too big, too political, or for some other reason it cannot really do anything significant about it. In that case, group members should return to step one and select a different issue they are interested in. Then proceed to follow step two with the new issue.

Step 4: Plan for Action

Envision a better future. Set goals. "To help our community, we will..." Outline the steps each member of the group will take. Determine new skills needed. Identify what success will look like.

Vision of the project: "We are working toward a day when … "

Our goals for the project: "To help our community, we will … "

Who	Will do what to achieve the goal	How will it get done?	What help will we need?	How will we know if we are successful?

Through the service project, we need to/would like to learn about or develop the following skills:

Potential areas of growth	Skills we want to/need to develop
Personal growth or life skills	
Academic skills	
Work or career skills	
Civic engagement	
Technical skills	

We will know when we are successful by looking for these changes:
Success of Goal 1:

Success of Goal 2:

Success of Goal 3:

Step 5: Mobilize Your Community

Make a list of the resources (people, organizations and initiatives) in your community that may share the service group's priorities or issues. Identify how each may be engaged to assist with your group's goals. Determine how to mobilize these partners.

Consider the following resources:

- Youth committees or councils
- Local businesses
- Primary, secondary schools or universities
- Service clubs (Rotary, Samaritan, etc.)
- Athletic groups or associations
- Elected or appointed officials
- Companies (especially those that involve their employees)
- Local NGOs/CBOs
- Fraternal or faith-based organizations
- Local government officials and agencies
- Neighborhood associations
- Local media
- International NGOs
- Informal leaders

Who are the potential partners (people and organizations) for our project?

How can each be engaged to assist?

What steps will the group take to "mobilize" stakeholders and the community?

1.
2.
3.
4.

Step 6: Implement the Service Activity!

Before you begin, consider the following to ensure there is adequate planning and management for a successful service project.

Review the task list for group members in step 4. Add any tasks you think are missing. Then analyze what training or instruction needs to take place for individuals to do their tasks.

Tasks table for implementation			
Person	Tasks	Training or preparation needed—when	Materials, tools, other resources needed—source/when delivered

Think through your plan to identify and resolve how you will address potential challenges as you implement your project. For example:

- Is there enough work for each participant?
- Is there a backup plan in case conditions change, (i.e., the weather)?
- Is there time for participants to reflect on their experiences?
- Is it possible to provide refreshments or food during or when the project is completed?
- Is there some sort of recognition for the work that was accomplished?

What are the things the service group needs to plan for to make sure the service project goes well during the implementation?

When and how will we provide reflection and assessment time for the participants in our project?

How will we recognize and thank our participants?

Step 7: Assess and Reflect

Assess how the project went and what difference it made to the community.
Reflect on how the project was a learning experience for the group.
Assess the project from your group's view and from the view of others in the community.

Describe what happened during the service activity:

What difference did it make in the community?

What difference did it make in the participants? How were their learning or personal growth goals met?

How does this experience fit into the larger context or situation in your community or country?

Ask group participants to reflect on their personal feelings about the project. Some reflection should be group discussion so all can participate and hear. Also give individual reflection opportunities. Reflection can be creative and take various forms:

- Skits, role plays, drama
- Service journals or writing assignments
- Discussion groups
- Artwork, group banners, posters, portfolios
- Writing articles for school newspapers, local radio show stories, story "headlines" or engaging other local news sources (newsletters or mailings)

Review all the steps of planning the project and determine which went well, where there was inadequate thought/planning or lack of skills to do the job, any problems with implementation, and suggestions for how it could have been more successful:

What did we find out about our community—resources or assets we didn't know about before?

What do we want to do now? Do we have ideas for other service projects?

Step 8: Celebrate and Demonstrate

Develop a plan with the service group to demonstrate what was learned and celebrate with the community. Some ideas to consider:

- Plan a public demonstration to highlight what was accomplished or improved through the service.
- Determine ways to acknowledge and thank all the people and organizations that participated.
- Identify a respected individual you can ask to present words of support and certificates of participation or have a celebration, concert or party.

How will the group present its project and its accomplishments to the community?

How will the group thank individuals, organizations, and the community as a whole for assistance in carrying out the project?

Step 9: Wrap up and Follow-up

Complete an evaluation of the service project:

- Gather some sort of input from the organization, community, or people who have benefited from the project to determine the actual outcomes that were achieved.
- Compile the results of the project in a report or article so the lessons can inform subsequent projects.
- Think about next steps or follow-up. Would the group do another project, and if so, how would the successes in this project help make the next one better?

To what extent were the goals of the project achieved according to those who benefited?

How will we document our service project?

What additional things would you like to see changed or improved in your community?

Our follow-up actions are:

Checklist

This checklist will allow the members of your organization or group to make sure they have completed all the steps for an effective service activity.

Step 1: Prepare for Service

Check yourself! Step 1 is completed when the group has:

- ○ Identified the sources of its own inspiration, passions and interests
- ○ Uncovered how service already takes place in its community
- ○ Identified its individual talents, skills and strengths, along with those of the group
- ○ Begun to identify some of the things it would like to change, strengthen, or improve in the community

Step 2: Identify What We Know

Check yourself! Step 2 is completed when the group has:

- ○ Selected a priority issue it would like to address
- ○ Identified its own current knowledge of the issue
- ○ Begun to analyze some of the causes of the issue
- ○ Begun to identify some of the current community resources already addressing the issue
- ○ Begun to identify how the group might help address the issue

Step 3: Find Out More

Check yourself! Step 3 is completed when the group has:

- ○ A broad understanding of the many components of the priority issue, the causes, and some possible solutions
- ○ Identified and used strategies to learn more from current community resources
- ○ Identified what areas require further investigation and has done that investigation
- ○ Synthesized the information to identify the best opportunities for action and determined that there is a role it can play in addressing the issue

Step 4: Plan for Action

Check yourself! Step 4 is completed when the group has:

- ○ Developed a vision of a better future
- ○ Established the goals for its service activity
- ○ Outlined the strategies and steps for how it is going to accomplish its goals
- ○ Established personal and group learning or personal growth goals
- ○ Identified how it will determine when it is successful

Step 5: Mobilize Your Community

Check yourself! Step 5 is completed when the group has:

- ○ Identified the current and new potential partners for the service activity
- ○ Planned ways in which it is going to reach out to the various partners
- ○ Considered and possibly established a mobilization campaign to get new volunteers and resources involved

Step 6: Implement the Service Activity!

Check yourself! Step 6 is completed when the group has:

- ○ Identified the tasks and responsibilities for each member in order to implement the project
- ○ Identified any training or instruction needed to carry out the individual tasks and who will provide it
- ○ Identified any additional resources needed
- ○ Obtained any instructions/training and done any preparation needed
- ○ Taken into account planning and management challenges which may effect the success of the project and made plans to address them
- ○ Planned for reflection and assessment time during the event
- ○ Planned how it will recognize those who assisted in any way

Step 7: Assess and Reflect

Check yourself! Step 7 is completed when the group has:

- ○ Reviewed the entire project—from planning to implementation—and assessed how it went from its point of view
- ○ Used some methods to identify how the project was seen in the community
- ○ As a group and individually, reflected on what they have learned by participating in the project
- ○ Determined if it wants to do another project

Step 8: Celebrate and Demonstrate

Check yourself! Step 8 is completed when the group has:

- ○ Developed and carried out a plan to demonstrate the service learning project to the community
- ○ Developed and carried out a plan to thank those who provided support and assistance

Step 9: Wrap up and Follow-up

Check yourself! Step 9 is completed when the group has:

- ○ Completed an evaluation
- ○ Received input from those who benefited from the project
- ○ Documented the project
- ○ Considered if it would like to pursue another service learning project

Volunteerism Action Guide

Multiplying the Power of Service

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