YOUTH CLUBS TOOLKIT

Peace Corps

Youth Clubs Toolkit

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Acknowledgments

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About These Tools

This workbook is one of a number of tools produced by *Let Girls Learn* that is intended to provide Volunteers, staff at the Peace Corps' posts, and counterparts with guidance needed for them to feel comfortable, competent, and motivated to promote and implement activities that:

- Increase girls' leadership and overall perceived sense of agency

- Improve opportunities for girls to attain quality education

- Increase community engagement, including with men and boys, in support of positive, gender-equitable norms that facilitate girls' education and full participation in economic and community life

The programming highlighted in these tools takes tried-and-true Peace Corps activities and builds on them through the addition of evidence-based standards as well as tools and materials to support training and implementation. Peace Corps post staff may select from a targeted set of anchor activities that reflect the priorities identified in their project frameworks, meet a certain level of quality standards, and are easily implementable by Volunteers. These anchor activities have the following elements:

- Evidence-based: built on the evidence base in gender and community development, as well as the Peace Corps' experiences and best practices in six sectors (Agriculture, Community Economic Development, Education, Environment, Health, and Youth in Development).

- Sustainable: interventions are lasting and sustained over a period of time considering long-term, community-level ownership and sustainability, rather than one-time activities or events.

- Feasible: interventions that most generalist Volunteers can implement with community partners, based on community resources and the contexts where Volunteers live and work.

- Scalable: replicable by Volunteers and counterparts in different contexts and interventions that most Volunteers can be trained to implement using global standards for quality practice.

- Appropriate:

  - *Relevant and integrated:* relevant to the country context and specific gender issues and integrated into the existing projects targeting the same individuals, organizations, and communities.

  - *Age and sex/gender:* reflect understanding of and relevance for specific developmental stages, age, sex, and gender.

- Quality implementation: Volunteers and community counterparts implement the activity with integrity following the quality standards and checklists.

Introduction

Youth clubs are a powerful, yet often underutilized, way to reach young people. Research has shown that clubs complement formal schooling and that they play an important role in knowledge acquisition and skill building. Skills learned in clubs, such as how to plant a garden, open a bank account, work as a team, or perform for an audience, can also help youth develop essential life skills. Evidence shows that extended participation in high-quality clubs correlates with youth well-being, and improved outcomes in educational attainment, health, and civic engagement, as well as decreased risk behavior.

For clubs to be effective, they must be safe, stable, and structured. Youth must feel comfortable enough to learn, which means the safety, predictability, and ownership of the club are all critical. What youth learn in a club is also dependent upon how skills are developed, and how they build to more complex ones.

The goal of this toolkit is to improve the quality of clubs and to help Volunteers identify areas for their club's improvement. The toolkit is written for anyone who wants to start a youth club or enhance its impact. It outlines many evidence-based, easily implemented, and best practice approaches, including for a club's design and structure, the safety of club members, the role youth play in leading clubs, engagement and support from the broader community, diversity and inclusion in club participation (including leadership roles for girls and young women), and ways that clubs and camps can build on each other to strengthen long-term effectiveness and sustainability. It also highlights minimum quality standards, a short list of specific, "doable" actions that reflect the global evidence base around effective clubs.

The toolkit outlines two primary tools that can be used by Volunteers, counterparts, and community members who are supporting a club, as well as youth who are running or thinking of starting a club:

1. The **Club Checklist** is a short checklist of evidence-based actions that outline specific steps through which Volunteers, counterparts, and other youth can start, lead, and support effective clubs. A club's performance can be evaluated through simply checking which action steps were or are being followed.

2. The **Clubs Rubric**[1] is a longer tool that can be used to gauge an existing club's quality and effectiveness. The rubric complements the checklist, highlighting the same actions, but utilizing a matrix to walk users through what those actions might look like when a club is just getting started, when it is "moving along," and when it is showing results.

Links are provided within both the checklist and rubric to forms and templates to use in order to improve a club. Additional information and resources about specific topics are provided in the expanded resources.

Monitoring, Evaluation, and Reporting

The importance of monitoring, evaluating, and reporting Peace Corps activities cannot be overstated. Monitoring and evaluation are critical for building a strong, global evidence base around positive youth

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[1] A rubric is a decision-making and monitoring tool.

development, gender education, and empowerment, and for assessing the interventions being implemented to achieve these goals.

At the global level, tracking progress using the Peace Corps' Standard Indicators (SI) and Cross-Sector Programming Priorities (CSPPs) forms the basis for our understanding of our program reach and its effectiveness across diverse contexts. This is also important at the program level as the purpose of monitoring and evaluation is to track implementation and outputs systematically and determine when changes may be needed. Monitoring and evaluation forms the basis for modification of activities and assessing their quality.

Volunteers should report all of their activities using the Peace Corps Volunteer Report Form (VRF) and refer to relevant Standard Indicators and CSPPs that align with the specific activity design and intent. As a reminder, all Volunteers doing activities in any of the six sectors that seek to promote gender equality or address gender-related barriers to access or participation should report under the Gender CSPP.[2]

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[2] See guidance at https://pclive.peacecorps.gov/pclive/index.php/library/general-subjects/monitoring-evaluation/item/1032-2017-geneq-lgl-cspp-guidance

Implementing a Quality Club

What is a Youth Club?

A youth club is an organization of young people with clear membership and youth leadership, which meets regularly to socialize and learn. Clubs can be organized through schools, youth centers, or in the community at large. In some instances, youth attend clubs for academic or religious study. In others, clubs are meant to be venues for socializing, and focus on fun activities such as sports, video games, dancing, or other entertainment.

Clubs are one of the best investments for youth and their communities. Clubs can strengthen families and support stronger communities; club participants have stronger earning power and learn the skills to be healthy and productive community members.

Evidence-Based Approaches to Quality Clubs Implementation

The impact of clubs can be relatively immediate. Active participation in high-quality youth clubs can result in:

- **Education Attainment:** Youth involved in clubs tend to have improved school attendance and performance.

- **Life Skills Development:** Youth in clubs can work on problem-solving skills, positive identity and healthy self-esteem, healthy coping strategies, and strong emotional health.

- **Strengthened Peer Networks:** Clubs and camps offer youth a sense of belonging and an environment in which to enhance friendships and supportive peer relationships.

- **Healthy Behaviors:** Youth who actively participate in clubs are more likely to demonstrate healthy behaviors and less likely to engage in risky activities such as smoking, drinking, drug use, and unprotected sex.

- **Leadership:** Through clubs, youth can develop the knowledge and skills to demonstrate leadership traits and actively participate in community life.

- **Civic Engagement:** Youth who participate in clubs can have a greater sense of belonging to their communities and are more likely to volunteer, be engaged in community organizations, and vote.[3]

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[3] National Federation of High School Association. (n.d.) The Case for High School Activities, https://www.nfhs.org/articles/the-case-for-high-school-activities/; Baker, E. (n.d.) The Importance of Afterschool Programs in Education Reform Worldwide: Making It Essential in America, http://expandinglearning.org/expandingminds/article/importance-afterschool-programs-education-reform-worldwide-making-it; Afterschool Alliance (n.d.) Afterschool Supports Students Achievement, http://afterschoolalliance.org/documents/Afterschool-Supports-Students-Success-May2016.pdf

Principles of Youth Programming

Research highlights the use of three approaches for youth development.[4] The Peace Corps' approach to youth development and effective clubs reflects these principles:

Positive Youth Development (PYD): This approach is fundamental to working with youth, especially in clubs. It focuses on youths' strengths and opportunities for development rather than on things youth do wrong or issues that need to be solved. PYD focuses on surrounding youth with positive experiences, education, opportunities, and relationships that support their development. [5]

Asset-Based Approach: An asset-based approach focuses on developing youth's "assets," or positive experiences and qualities that are proven to influence youth development.[6] This approach applies a framework of 40 developmental assets to measure youth's well-being and likelihood of success.[7]

Participation: Youth participation refers to how youth are engaged in the design and implementation of policies and programs that affect them, their communities, and their nations. Research has clearly demonstrated that the more involved youth are in making program decisions, in planning events and activities for their benefit and enjoyment, and in program evaluation, the more successful those programs will be. Involving youth in decision making also provides them with opportunities to learn life skills and interact with adults.

Roles Within and Supporting a Club

There are many different actors that support the implementation of effective clubs:

- **Host Organization:** Most clubs are implemented under the auspices of a host organization such as a school, youth center, religious institution, or national organizations such as 4-H or scouting. These organizations provide guidance and credibility to the club, as well as providing a meeting space, reviewing club presentation content, and ensuring the safety of club members. In this way, if a young person is injured, parents and medical staff know who is responsible and that care will be rapid. The host organization bears responsibility for the safety of all club participants and the protection of minors, including in cases of medical or other emergencies.

- **Community Leaders:** Many individuals such as religious officials, members of women's groups, club alumni, teachers, and business owners play a role in supporting youth development. They can present on relevant topics, facilitate club activities, and mentor youth, as well as becoming adult facilitators.

- **Parents:** Clubs cannot exist without parents' approval of their children's participation. Parents must be confident that their children are safe and that the club activities are beneficial in relation to other obligations such as studying, chores, or work in the family business. Parental involvement in club activities can enhance their understanding and support of their children.

- **Adult Facilitators:** Adult facilitators oversee the long-term planning and coordination of activities. Their primary roles are to ensure both youth safety and that the club's content is age-

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[4] USAID's Youth Power: http://www.youthpower.org/positive-youth-development

[5] See Expanded Resource 3 on PYD for more information.

[6] This approach was developed by Search Institute, a research-based non-profit organization based in Minneapolis, Minnesota. From 1989 to 1999, Search Institute surveyed more than 1 million youth in the United States and developed the 40-developmental-assets framework, which is widely accepted and frequently used in programs in the United States and abroad.

[7] See Expanded Resource 3 on asset-based approaches for more information.

appropriate, relevant, and accurate. Other important roles include supporting the diversity of club membership and maintaining relationships with parents and any host organization.

Two adult facilitators supporting a club is recommended to ensure that activities are well implemented and that club members are always safe. When two adults are not available, an older mature youth can act as a youth facilitator and assist the adult facilitator.

- **Club Leaders:** Club members choose leaders to represent them and facilitate club activities. The role of club leaders depends upon members' age and the maturity of a club. Often, clubs elect youth officers such as president and vice president.

- **Members:** These are the primary beneficiaries of clubs. Members are active participants in club activities *and* leaders of the club. Members shape the direction of the club, governing it, electing leaders, and expecting that they also can be leaders.

- **Community Members:** A club has many links to the local community. Interactions can be the result of engaged community leaders, but more commonly they are the result of club leaders and members reaching out to community members.

Figure 1
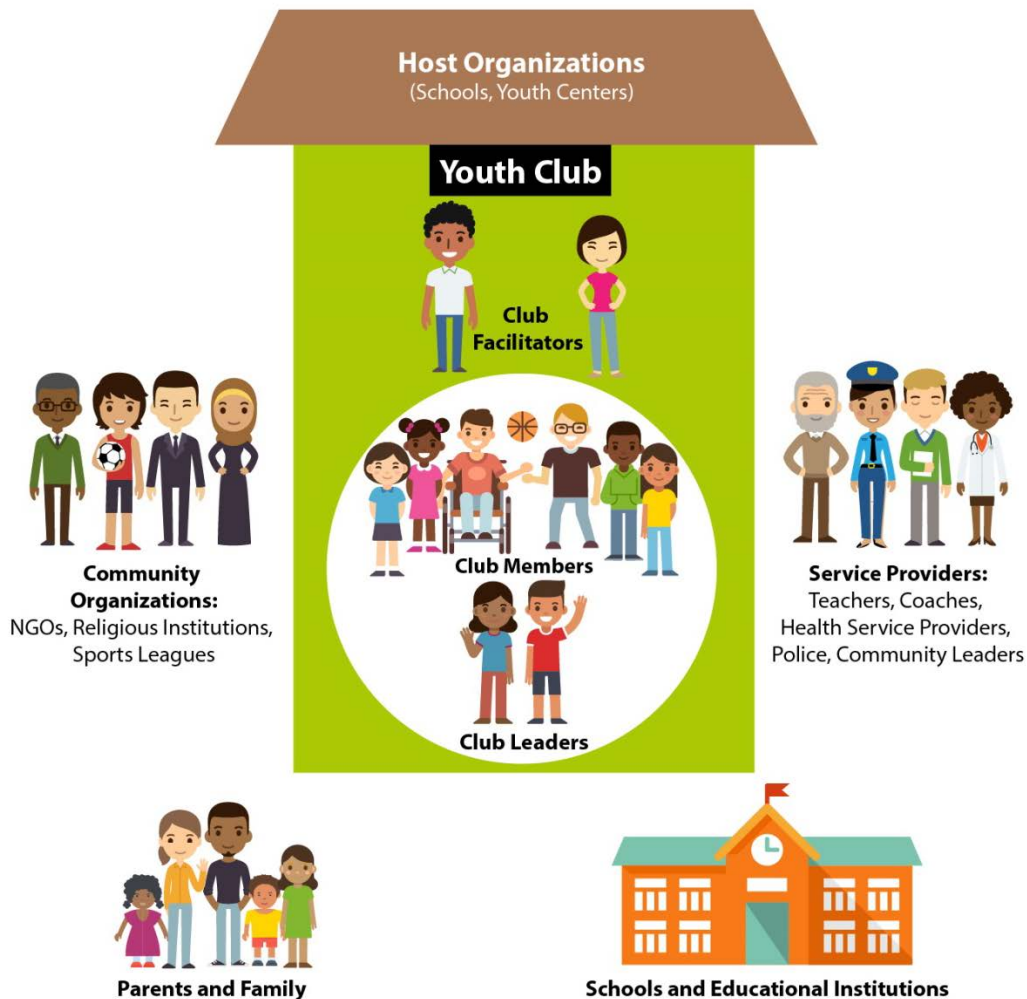
All these actors can be invited to make a contribution, present at meetings, or raise the club's profile. These important relationships can be strengthened by providing regular updates and reports, and being visible during events. Simple acts such as attending a soccer match, play, agriculture presentation, or awards ceremony encourage people to participate more. This support increases the number of adults in youth's lives and supports the club's sustainability.

In addition, engagement with local and national organizations such as 4-H or Scouting gives the club credibility when representing activities to the parents and community. Regular meetings with leaders of the host organization can increase their understanding of the club and its activities. They can then raise awareness of the club through newsletters, assemblies, or radio messages.

GLOW Leadership Club: I started a GLOW club at Maloyi High School in April 2015. The first step was identifying a counterpart, who is a computer teacher at the school. I then met with the head teacher and gave him a proposal for the club, the goals and objectives, how often we would meet, and who would be invited to join. He was thrilled and gave us approval. I then attended a community meeting where I was given a chance to speak with the local leaders about the GLOW clubs that I wanted to start at the primary and high schools. They also approved. My counterpart and I take turns leading sessions. The club has a president, vice president, and secretary who were elected by the members following two sessions on leadership. When my counterpart and I are not available, the leaders may hold a meeting without us and do some activities. So far that has happened once. — PC/Swaziland

Gender Considerations

Clubs support and can improve the lives for girls and boys, young women and men. For girls and young women, clubs can provide a supportive environment to develop and practice leadership and other critical life skills in contexts where these skills may not typically be encouraged. Clubs focusing specifically on girls and young women offer safe spaces for exploring sensitive issues such as sexual and reproductive health concerns, for developing peer and mentor networks, and for taking on leadership roles and responsibilities.

Developmentally, the impact of gender norms and expectations on girls becomes stark as they reach puberty, between ages 10 and 12.[8] This is an especially important period to provide a nurturing environment to girls and young women. These clubs also provide spaces for girls and young women to become comfortable with traditionally male-focused topics such as STEM (science, technology, engineering, and mathematics) without fear of judgment. The Peace Corps' *Health and HIV Life Skills Manual*,[9] *Mentoring Workbook*,[10] and other resources such as *Go Girls Community Based Life Skills for Girls Manual* might be helpful in thinking through content for clubs. Ideally, female Volunteers and adult or older peer facilitators would support girls' or women's clubs. Culturally, it may be inappropriate for male Volunteers and adult facilitators to work with a girls' club.

GLOW Leadership Club: This club was established roughly five years ago, by the first Volunteer to be placed in my community, and has thrived ever since due to stable leadership. This activity is meant to empower female students to become further educated on womanhood, to become positive, successful individuals. Because this club is so strong, I have taken a major backseat with this activity. I was able to

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[8] See Expanded Resource 5 on stages of development.

[9] Peace Corps 2016. Health and HIV Life Skills Manual. https://pclive.peacecorps.gov/pclive/index.php/pclive-resources/resource-library/62-m0063-life-skills-manual/file

[10] Peace Corps 2017. Peace Corps Youth Mentoring Workbook. http://pclive.peacecorps.gov/pclive/index.php/library/general-subjects/children-youth/item/1210-youth-mentoring-workbook-m0127

achieve the goal of having three girls from our club attend Camp GLOW this year. I am currently in the process of organizing training for a second potential club counselor who has expressed interest in taking the club over at some point in the future. It is clear that this club will continue to live on long after my departure, and my role here is to ensure that happens by providing information for event participation and support while I am serving in this community. — PC/Swaziland

For boys and young men, single-sex clubs can also offer a safe space to explore sensitive issues, including any fears or concerns they may have, without feeling judged or embarrassed. It is especially important during the critical later adolescent years for young men to feel supported as they begin dealing with the impact of masculine norms and expectations in their lives and relationships.[11] As with girls and young women, clubs provide a venue for boys and young men to develop relationships with mentors, allies, and champions that can help them negotiate issues. Ideally, male Volunteers and adult or older peer facilitators would support boys' or men's clubs.

Clubs can also offer a wonderful opportunity to bring boys and girls, or young men and women together to listen to and learn from each other. Examples include having girls or young women take the lead in presenting information they have learned about a specific topic (i.e., RUMPS—reusable menstrual pads) or other life skills in a joint meeting with boys or young men, or encouraging girls and boys to have joint sports events and clubs. Bringing boys and girls or young men and women together, however, requires that whoever is leading the activity, whether a youth club leader or an adult or older peer facilitator, feels comfortable facilitating safe, respectful, and meaningful dialogue and interaction.

Remember Gender

- Are girls and boys, young women and men supported in participating in activities and taking on leadership roles?

- Was a needs assessment conducted to get a sense of the priorities for girls and boys, young women and men? Were youth and community members involved in the needs assessment?

- Are the planned activities appropriate for the targeted age group and gender?

- Is the club held at a time and location that allows for full participation by girls and boys, young women and men?

Planning for any club should take into consideration any gender-related norms that may prevent full participation by girls and young women, boys and young men in the target group. For example, clubs should be held during times that girls and young women can easily attend (i.e., nighttime sessions may not be appropriate), and in places that are safe to access.

Needs Assessment

Club activities should be based on a participatory needs and resources assessment that identifies priorities and goals identified by youth—girls and boys as well as young women and men—in the community. Youth should be involved in conducting and responding to the assessment. PACA (Participatory Analysis for Community Action) activities including priority ranking, school calendars and daily activity schedules, community and school maps, and other participatory methods such as focus group discussions and interviews can be helpful in planning appropriate locations, timing, and topics for

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[11] See Expanded Resource 5 on stages of development.

clubs.[12] Community assessments conducted with and by youth leaders can also focus on perceptions around future options for young people in the community, current levels of community support for youth development, and areas where youth in the community are already being successful.

A similar assessment can be done to help monitor, strengthen, and build on existing camps or clubs. Volunteers can work with youth leaders to engage members at critical milestones—for example halfway through the life of the club, at three- or six-month intervals, just prior to a school break, or at the end of the club—on what they liked and did not like, why they participated in the club, and how the experience could be improved. Feedback from counterparts, adult facilitators, and parents at these junctures can also help enrich an existing club and strengthen the important role the adults can play in the lives of the youth.[13]

After GLOW. We partnered with two organizations in Gyumri, Armenia, the Nor Luyce Mentoring Center for Youth Charitable NGO and the Gyumri "Youth Initiative Centre" NGO, on Camp GLOW 2016. This was the second year that GLOW partnered with these organizations, leading to more opportunities for skill transfers and fostering independent decision making on the part of our partner organizations. Adapting and building on successful topics from past GLOW Camps, our curriculum included topics such as healthy lifestyles, environmental stewardship, gender roles, and project design and management.

Prior to arriving at the camp, each participant was tasked with doing a brief needs assessment of their community. Based upon their assessment and understanding of community needs, participants implemented a short project designed during the program design and management sessions using the skills they gained during Camp GLOW, such as community cleanup, "inspirational woman" presentations, an environmental stewardship seminar, and others. Watching our girls from GLOW grow and become leaders is one of the most rewarding experiences of my service, and something I look forward to continuously observing! — PC/Armenia

Youth Leadership and Community Engagement

Club activities should be led by youth, and strongly supported by members of the community. While Volunteers can offer encouragement and logistical, capacity-building, and other invaluable support, youth should always take the lead in planning clubs. Youth should also be encouraged to take on leadership of club implementation. This includes serving as elected leaders, as well as participating in developing club goals, activities, rules, and related expectations. [14]

It is important to remember that significant resources already exist in communities—whether in schools, youth or community centers, governing or leadership bodies, or in other services or entities—that should be built on, rather than starting something new. Active engagement and support from the community is critical to ensuring clubs' success and sustainability. All clubs should be implemented in collaboration with a strong community counterpart, a trusted member of the community who can commit to participating in activities, serving as a mentor and providing guidance and support to the youth in the club.

An important guiding rule for clubs to follow is the "two-adult" rule, which emphasizes the need for at least two adults (ideally including the Volunteer and another adult from the community) to co-facilitate the club as a way of supporting the youth leaders while ensuring activities are appropriate and safe.[15]

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[12] Peace Corps (2005). "Using Participatory Analysis for Community Action (PACA) Idea Book."
https://pclive.peacecorps.gov/pclive/index.php/pclive-resources/resource-library/106-m0086-paca-idea-book/file

[13] See the Expanded Resource 2 for examples of club survey questions.

[14] See Appendix B on youth leadership roles, rules and responsibilities, as well as additional resources on youth ownership of clubs.

[15] See Expanded Resource 6 on the role and responsibility of adult facilitators and a sample position description for adult facilitators.

Ideally and eventually, youth should assume leadership of all aspects of the club including everything from planning club meetings to determining club rules to evaluating the effectiveness of the club. As youth grow and gain more experiences, they can take on these responsibilities while the adults step back. All along the way, the adults are there to minimize risks and make sure that the young people are safe.

Safety and Child Protection

The safety and well-being of the youth participating in clubs is of paramount importance. Care should be taken that club activities do not put youth in physical and emotional danger. Everyone in the club should be aware of their individual role and responsibility in promoting the safety of youth. As part of the needs assessment, youth leaders, adult facilitators, and community counterparts should be involved in selecting a location and time that ensures girls and boys, young women and men feel safe attending and traveling to and from the club meeting. Adult facilitators are responsible for working with youth leaders to monitor members' safety throughout the duration of the club.[16] This "Do No Harm" philosophy also applies to the appropriateness of what is learned within the club. For example, activities on sexual and reproductive health or even yoga need to be reviewed by host organizations to ensure they are culturally, age, and sex appropriate. The Peace Corps' Child Protection Policy and Code of Conduct provide clear guidance on how the Peace Corps' staff, Volunteers, and counterparts can ensure safety remains a primary consideration. Other important tools include parental permission slips and emergency preparedness plans. Note that the host organization must be prepared to assume responsibility in cases of medical and other emergencies.[17]

> ### *Remember Safety and Child Protection*
>
> - *Do No Harm!*
> - *Two-adult rule*
> - *Parental involvement and permission slips*
> - *Involvement of youth leaders, counterparts, and adult facilitators in identifying safe locations and timing for all members*
> - *Involvement of adult facilitators and youth leaders in continual monitoring of club safety*

Skill-Building

As highlighted earlier, clubs can play an important role in supporting learning and longer-term behavior change. For clubs to be successful, however, they must be structured in a way that allows youth to continually build on the knowledge and skills being developed. One way to ensure longer-term learning is to plan club activities based around a unifying theme, and a series of linked sessions related to that theme. Activities for each meeting should build on previous meetings with increasing levels of skill and difficulty so as to foster progress. Volunteers, counterparts, and youth leaders should consider using one

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[16]   See the safe meeting checklist in Expanded Resource 5 for a quick checklist that can be used when planning or monitoring an existing club location and timing.

[17]   See Appendix A for information on the Peace Corps CPP, the Peace Corps Code of Conduct, and a template for a parental permission slip.

See Expanded Resource 5 for the entire CPP, additional information on the importance of parental permission slips, emergency preparedness plans, and a safe meeting environment checklist.

of a wide range of existing curricula and resources to plan their clubs.[18] Volunteerism and service learning are good opportunities for youth to build skills, although not every club will focus on these two approaches. See the expanded resources for information and related checklists.

> ***Student English Environment and Agriculture Association.*** *I started a club up at the local secondary school for 1st, 2nd, and terminal students called the Student English Environment and Agriculture Association (SEEAA). The club learns English as well as different environmental and agriculture techniques, and meets every Tuesday, Wednesday, and Saturday. The 30 students in the club have already elected a president, vice-president, and secretary. The requirement to join and stay in the club is to do at least one community service project a month. Last month's community service project included tree planting. — PC/Madagascar*

Camps and Clubs Cycle

This toolkit also offers guidance around linking camps and clubs as a way of supporting youth with consistent, long-term development of new knowledge, skills, and behavior change. This can be seen as a two-way, mutually reinforcing cycle, where participants are encouraged to move from camps to clubs, or vice versa. Camps and clubs are similar as they create a special time for youth to have fun and focus on a specific area of interest. The difference between the two is their duration. Camps are held anywhere from a day to, at most, a couple of weeks, and do not allow much time for youth to reflect upon and apply what they have learned. Club activities can continue for months or years, allowing youth time for reflection and application. The cycle can start with either camps or clubs.

Figure 2
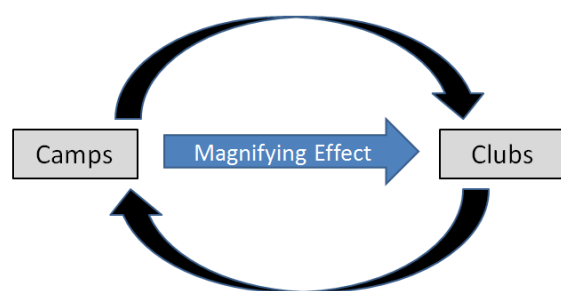
Camps to Clubs

Many Volunteers are encouraged to either begin or support existing camps, typically in a facilitation capacity. These camps are most often seen as one-time opportunities for youth to come together to learn skills and build supportive friendships. Encouraging participants to take what they have learned in the camp and start a longer-term club in their school or community promotes the sharing of knowledge and skills and a more sustainable approach to encouraging adoption of those new skills and related behavior change.

One of the challenges for camp participants is translating what they have learned into ongoing club activities. Sessions on how to improve clubs and enhance their impact can be included within a camp's program of activities. These trainings could be done for both adult facilitators and club members so they can act as a team when they return to their communities. Camp participants should devise a simple action plan at the end of a camp that outlines how they will share and practice what they have learned, in new clubs or presentations to school and community members. The plan should include specific actions they will take and resources they will need.[19]

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[18] See Appendix C for templates for club plans and meeting agendas. See Expanded Resource 13 for examples of curricula that were used in Peace Corps clubs as well as other content materials tools. See Resources for additional resources that may be helpful in thinking about curricula for clubs.

[19] See Expanded Resource 9 for a sample camp to club action plan.

GLOW Club: In April, the school principal and I started a GLOW camp in Duck Run 1. The group itself began as a puberty/sex education group that the principal asked me to facilitate in February. We covered basic sessions focusing on topics related to puberty such as menstruation. I then discussed with the principal about the possibility of starting a GLOW club and asked for her collaboration. In April, I proposed the idea to the girls and gave them permission slips for their parents to sign informing them about the goal of the group (to promote positive self-esteem, self-reliance, and self-expression by encouraging self-awareness, development of goal-setting skills, leadership, assertiveness, and life planning). We have had a couple of meetings focusing on both getting to know each other and self-esteem and have discussed future plans (i.e., a trash pick-up campaign, dance classes, soccer competitions, goal-setting sessions, leadership sessions, etc.). — PC/Belize

Clubs to Camps

On the other side of the cycle, the impact of youth clubs can be increased by encouraging links to camps, which enhance youth's experience by giving them a chance to share and practice what they have learned with a broader group, work in groups, and demonstrate leadership. Motivated youth from clubs can be selected to participate in follow-up camps, building leadership capacity by involving themselves in every aspect of implementation, from planning to evaluation. Similar to what happens at the end of a camp, an action plan can be developed by participants at the end of a club that outlines how members will translate what they have learned into a camp.[20]

This toolkit outlines how camps and clubs can serve to support and reinforce continued learning and skill-building for youth. Ideally, clubs should build on existing resources in the community.[21]

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[20] See Expanded Resource 9 for a sample club to camp action plan.

[21] For Volunteers, counterparts, and youth thinking of starting a club, Appendix D outlines concrete steps for planning new clubs, and Expanded Resource 12 contains additional information.

Clubs Checklist and Rubric

Clubs are a powerful tool for youth development. They help youth foster traits such as problem-solving skills, a positive identity, self-esteem, and leadership outside of formal schooling. In order for clubs to be effective, they must address several different aspects of organization:

1. **Needs Assessment:** It is important that clubs are not based only on a Volunteer and counterpart's interests or observations. Rather, it is essential that an assessment *of*, *with, and led by* youth is conducted before the club begins to ensure that the topics are identified by youth, that youth are invested in the club, and that activities reflect their needs and priorities.

2. **Structure:** Youth participate in clubs that have a reliable structure. Clubs should have a clear beginning and end and a general structure of the meetings. Club rules articulating members' behavior also ensure that clubs are consistently productive and safe.

3. **Youth leadership**: Leadership skills are essential for youth to feel they can shape their future and contribute to society. Clubs can provide opportunities for youth to identify and practice leadership skills through leadership roles, teamwork exercises, and volunteerism.[22]

4. **Community engagement:** Engagement of the community is critical to building sustainability. Active involvement of parents, teachers, mentors, and other community members and leaders helps support opportunities for continued learning, development, and leadership.

5. **Safety:** Effective clubs actively promote the safety of club activities through codes of conduct for leaders and members, and permission from parents. This includes physical and emotional safety during and surrounding the club meetings.

6. **Support**: Club meetings should be fun and social for youth; this distinguishes the meetings from just another class and also helps keep members coming back.

7. **Skill-building:** Clubs should be organized around a theme where the activities build on each other to help members learn higher-level skills and knowledge.

8. **Diversity and inclusion:** Clubs should strive to be as inclusive as possible, reaching out and facilitating access to a diverse range of community members.

9. **Fostering the camps and clubs cycle:** Linking camp and club activities provides a perfect opportunity to build leadership and life skills with youth.

The following checklist and rubric are designed to help Volunteers and other adult facilitators gauge how well a club is functioning and identify points where more work may be necessary to achieve better results.

Clubs Checklist

Clubs are a powerful tool for youth development. They help youth foster traits such as problem-solving skills, a positive identity, self-esteem, and leadership outside of formal schooling. These soft skills are

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[22] Hancock, D., Hyder Dyk, P., and Jones, K. (2012) Adolescent Involvement in Extracurricular Activities: Influences on Leadership Skills *Journal of Leadership Education I Vol 11: 1*

valued by employers, and help youth to seek higher education and be more civically engaged.[23] When clubs are implemented effectively, participants feel safe, and youth are supported to take on leadership roles and learn these valuable new skills. For girls and young women who may not otherwise have options, clubs can provide unique learning opportunities that are critical to their future success. The checklist below includes the Peace Corps' recommendation to link clubs and camps as a reinforcing system to support youth with the consistent, long-term development of new knowledge, skills, and behavior change. This checklist can be used by Volunteers and other counterparts and community members who are supporting a club, as well as by youth who are running a club.

Italics indicate that the action is also included as a quality standard that Volunteers report on under the GenEq CSPP in the VRF.

1. **Needs Assessment**
    ☐ Club activities are based on an assessment of youth needs, interests, and the resources of the local community.

    ☐ Youth are involved in conducting the needs assessment.

2. **Structure**
    ☐ Membership is clearly established and attendance is taken at each meeting in order to monitor members' participation.

    ☐ Meetings have clear and consistent beginning and end times.

    ☐ Club timeframe is appropriately scheduled for maximum youth participation.

    ☐ Meetings have clear objectives identified by the youth and approved by the adults.

    ☐ *The club meets regularly over the course of at least six months.*

3. **Youth leadership**
    ☐ Youth leaders are elected by the members.

    ☐ *Female and/or male youth are involved in club design and the identification of club goals.*

    ☐ Rules and expectations are developed by youth who have responsibility for their enforcement.

    ☐ Meeting agendas and activities are organized by youth club members.

    ☐ The club is co-led by youth and, ideally, two adults (Volunteer and host country national).

4. **Community engagement**
    ☐ The school and community leadership are aware of and take an active role in helping to sustain club activities.

    ☐ Youth reach out to build supportive relationships with adult leaders and mentors in the community.

5. **Safety**
    ☐ The meeting area is reviewed to ensure physical safety, including the safety of participants traveling to and from meetings.

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[23] See for example: Go Girls! Community-Based Life Skills for Girls: http://www.aidstar-one.com/sites/default/files/GoGirls_English_Final_Rev1.pdf

- ☐ Youth and adult leaders are aware of existing child protection codes of conduct of their respective organizations and of local laws regarding child protection.

- ☐ Contingency plans are established for emergencies.

- ☐ Participants have permission slips on file that cover parental approval and emergency contact information.

- ☐ *Based on observations obtained through ongoing club monitoring, club members consider the club safe.*

6. **Support**
   - ☐ Fun social activities are planned and are a regular part of every meeting.

   - ☐ Members are regularly and publicly recognized for their achievements and development.

   - ☐ Members establish a common emblem, shirt, or other sign such as a cheer, song, or chant to unify the club and recognize each other in public.

7. **Skill-building**
   - ☐ Club activities build on each other and are increasingly difficult in order to foster skills development.

   - ☐ Club activities are well structured and planned around themes to meet a clearly outlined goal.

   - ☐ Club activities include a focus on life skills such as goal setting, communication, and critical thinking.

8. **Diversity and inclusion**
   - ☐ If the club is co-ed, both boys and girls are active members and encouraged to hold leadership roles.

   - ☐ Barriers to participation for girls and boys are identified and actively addressed.

   - ☐ To the extent possible, youth with special needs and disabilities actively participate in activities and leadership.

   - ☐ To the extent possible and appropriate, youth from different ethnic, religious, and linguistic groups are encouraged to participate in activities and leadership roles.

   - ☐ Club activities are appropriate for the targeted age group and developmental stage.

   - ☐ *If the club is co-ed, both sexes actively participate in selecting the club location and design.*

   - ☐ *Based on observations obtained through ongoing club monitoring, club members consider the club inclusive.*

9. **Fostering the camps and clubs cycle**
   - ☐ The same youth participate in camps and clubs as a way to continue developing their leadership and life skills.

   - ☐ The youth take on increasingly more responsibility and leadership roles through their continued participation in camps and clubs.

   - ☐ Activities are designed to be easily adapted and replicated in later camps or clubs, with session plans and templates outlined.

   - ☐ *Community members are consulted about the camp location and design.*

☐ *If the camp is co-ed, female and/or male youth are involved in the camp design and the identification of camp goals.*

☐ *Based on the participants' final evaluations, campers consider the camp to be inclusive and safe.*

☐ *Participants create an action plan for how they intend to share what they learn with members of their community and/or club.*

Clubs Rubric

The Clubs Rubric is used to evaluate the quality and implementation of a club. It is not a measurement of a club's success but is instead a means to identify ways in which a club could be improved. The tool should be applied to get an initial sense (or a baseline) of how an existing club is doing, and be subsequently applied at transition points (i.e., three months later) to help gauge progress and identify different areas that can be strengthened. The tool allows club participants to see where they may fall on a spectrum of effective implementation in different areas, from "getting started," to "moving along," to "showing results."

To be sustainable, the application of the rubric should involve both club leaders and members. An action plan outlining the steps that leaders and members identify for improvement can then be developed.[24] Issues of safety should be prioritized first. Importantly, not everything needs to be done at once. The rubric complements the Clubs Checklist, which provides a short overview of action steps and considerations for youth and adult or older peer facilitators seeking to run or support a club.

Prior to using the rubric:

- **Commit to following through with the findings.** Avoid reviewing a club and not seeing to the implementation of any resulting action plan.

- **Review and adapt the Clubs Rubric.** Be clear about the different categories before presenting the matrix to the other adult facilitator and club members.

- **Create a process.** Use one copy of the rubric for each club. If a club has not yet met the "Getting Started" criteria for a given factor, do not rate that factor, but describe the situation in the comments area. Additionally, if certain criteria are not applicable to the club, leave that section blank. Note any information or additional behaviors that also apply to that particular component.

Using the rubric:

- **Use the process to strengthen relationships.** Apply the rubric with the adult facilitator and youth leaders, who each bring different perspectives to the process. Be open to new ideas, and avoid suggesting solutions. A team approach engages a larger group of people who can follow through with the action plan.

After using the rubric:

- **Celebrate the findings.** Identify areas for improvement, but don't be discouraged by the process. This process should also identify what is going well.

- **Develop an action plan.** Review the findings and create an action plan.[25] Existing adult facilitators and club members should take the lead in interpreting the findings. Simple questions, such as what is going well and what is not, are a good starting point, and can be followed up with what can be improved. Choosing simple things to change can be the most satisfying.

  - Review findings and identify areas for improvement, which should initially be things that can easily be changed.

  - Discuss how these changes would be implemented and the time it would take to carry this out.

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24   An example of an action plan is provided in Expanded Resource 9.

25   See Expanded Resource 9 for an example of an action plan.

- Prioritize findings and agree on what the areas to work on should be, and in what order, depending for example on importance, how easy issues are to tackle, or how long they may take to address.

- Identify club members who will be responsible for leading the changes.

- Agree on if and when the rubric should be used again to gauge progress.

- **Where possible, present the results** to leaders of the host organization.

When the rubric is first applied to a club, it creates a starting point for measuring change. An action plan can then be made by those involved in the evaluation, whether youth leaders, or adult or older peer facilitators. This plan identifies specific areas for improvement. As an example, club members can track whether attendance was taken at every meeting. The assessment can then be reapplied at a later date, such as the end of the school year, to see what changes have been made. Importantly, the tool focuses on the improvement within the club and not on benefits to individual club members.

Boxed text indicates clubs standards within the GenEq CSPP in the VRF.

Clubs Rubric

	Getting Started	Moving Along	Showing Results
1. Needs Assessment			
Assess access to youth services *Tool: Club Survey Questions*	Few youth in the community know or are involved in clubs.	Some youth are engaged in clubs. Clubs are not available to all youth, especially girls, due to timing and club theme.	Most youth belong to clubs. Clubs are offered at different times and places to ensure participation.
2. Structure			
Institute regular club meetings and attendance *Tool: Club Meeting Template*	Meetings do not happen on a regular schedule. Attendance of members is rarely taken.	Meetings have agendas and start and end on time but are frequently postponed or canceled. Attendance is taken at every meeting.	Meetings occur on a regular basis. Attendance is taken and reviewed. Facilitators follow up with those absent.
Set rules and expectations *Tool: Sample Club Rules*	Rules for the club are not known or followed. Rules are not explained to new members.	Rules developed by the adult facilitators are known and adhered to by members.	Club members develop rules for their behavior in the club and follow them.

- The club meets regularly over the course of at least six months.
- Attendance is taken at each meeting in order to monitor members' participation.

	Getting Started	Moving Along	Showing Results
3. Youth Leadership			
Role of adults	Adult facilitators organize all club activities. Club members participate but do not play leadership roles.	Adult facilitators work with youth to develop the meeting agenda. A few youth are chosen by adult facilitators to lead activities.	Meetings and activities are organized completely by youth club members. Adult facilitators mentor youth, serve as advisors, and ensure safety protocols.
Encourage youth decision making	Youth involvement in leading the club is limited.	Youth leaders are elected to leadership posts (president, vice president) and assume responsibility for club tasks. Important decisions such as allocation of resources and long-term planning are made by adults.	Elected youth leaders run the club. Important decisions are made by voting of club members. Adult facilitators act as advisors.
Female and/or male youth are involved in club design and the identification of club goals.			
Plan for sustainability	Club has a constitution and elects club member as leader.	Club actively recruits new members and formally orients them into the club. Younger members are encouraged to seek elected office.	Club is considered part of the function of host organization or youth center. The transition of leaders is written down and planned. Youth leaders receive training in club leadership.

	Getting Started	Moving Along	Showing Results
4. Community Engagement			
Foster the role of the adult facilitator *Tool: Responsibilities of Club Facilitator* *References: Addressing Bullying Tips for Working with Youth*	The club has facilitators but their roles are not clear and they have difficulty managing youth. Both facilitators do not attend all meetings.	Both facilitators attend some meetings but actively ensure club activities are safe and well run.	Both adult facilitators attend all meetings. Facilitators receive training to improve their support of the club.
	Two adults are present during club activities.		
Encourage parental involvement	Parents are aware that their children attend club activities.	Parents attend events such as sports games, plays, and spelling bees.	Parents volunteer with the club and assist with implementation of activities.
Develop relationships with partner organizations	The club operates in isolation with limited involvement of a partner organization such as a school or an NGO.	Partner organization assumes liability responsibility. Staff or volunteers from partner organization attend some meetings.	Staff or volunteers from partner organization co-facilitate meetings.
Build capacity of local organizations and communities	The role of host country nationals (HCNs), including counterparts and members of partner organizations, is given limited consideration.	HCNs are involved in the needs assessment to identify their needs regarding club oversight, mentoring, and specific content areas.	HCNs equally co-plan and co-facilitate all aspects of camp and club activities.

	Getting Started	Moving Along	Showing Results
5. Safety			
Develop a code of conduct *Tool: Peace Corps Code of Conduct*	Club facilitators understand local laws and apply standard approaches from local schools and/or organizations to working with children.	Club facilitators follow a specific Code of Conduct (e.g., Volunteers review the Code of Conduct with other adults supporting the club).	Club facilitators are trained in a Code of Conduct.
Ensure safe meeting spaces *Tools: Meeting Area Checklist* *Club Meeting Template*	The club meets in an approved area such as a classroom or community space. The space is sometimes checked for safety hazards before meetings.	Club facilitators always check meeting area for potential hazards.	Youth leaders are involved in ensuring safety with adult facilitator before all meetings.
Based upon their ongoing observations obtained through club monitoring, club members consider the club safe.			
Secure parental permission *Tool: Permission Slip Template*	Parents are aware that their child is participating in the club and are familiar with the club's contents.	Parental permissions slips have been distributed but are not required for participation.	The partner organization maintains all permission slips. Permission includes contact information, photo release, liability waver, and medical concerns. Permission slips are readily available in case of emergency.

	Getting Started	Moving Along	Showing Results
Adopt an emergency plan *Tool: Emergency Plan Template*	Host organizations work with facilitators to develop an emergency medical plan for the club. Host organizations responsible for ensuring that health care providers are available for any issues.	Host organizations work with facilitators to ensure an emergency plan for health and natural disasters has been developed for all activities, including after-school and weekend activities.	Club facilitators know the emergency plan and their roles in it. Facilitators and members practice emergency drills to ensure the correct response. Host organizations
6. Support			
Recognize member achievements	Club members are informally recognized for their achievements.	All club members receive certificates of participation. Special awards are given to recognize achievement.	Club members are frequently recognized for achievements and their development (e.g., most improved, most supportive).
Make meetings fun	Not all meeting topics are of interest to youth. No time is allocated for socializing and fun.	Meetings topics interest youth. Meetings are supposed to allocate time for fun, but this doesn't always happen.	Fun and social activities are a planned and regular part of every meeting.
Establish club identity	Club members know each other outside of the club activities.	Club members use a unifying element (emblem, call, t-shirt, motto) to emphasize their association. Where possible, clubs align with national organizations such as Scouting, 4-H, and national agriculture associations.	Club members identify each other in public. Members are proud of their unifying element.

	Getting Started	Moving Along	Showing Results
7. Skill-building			
Plan for progressive activities	Club activities are not always related thematically from one meeting to the next, and are not always related to the club's goals.	Most club activities are related thematically. The progressive development of knowledge and skills is clear.	Club activities build upon each other and are increasingly challenging. It is clear to club members how each activity contributes to the club's goal.
Design activities carefully	Activities are loosely structured and lack a clear beginning and ending.	Activity objectives and structures are clear. An appropriate amount of time is allotted for the activities.	Activities are well-designed and meet the stated goals for achievement.
Use youth-centered experiential learning	Club activities do not fully engage youth. Learning comes from the adult facilitators.	Club activities are engaging. Learning comes from the youth members' own experiences and adult facilitator input.	Club activities encourage authentic exploration of youth experiences. Learning comes from reflection and critical analysis of youth members' own experiences. Structured opportunities are available for youth to apply what they have learned in authentic situations.
Take gender into consideration in planning activities	Club activities do not recognize or take into account the role of gender norms and expectations and how they may impact participation in activities.	Clubs recognize the role of gender norms and expectations and take them into consideration when planning activities that can benefit girls and boys, young women and men.	Club activities actively seek to engage girls and boys, young women and men with programming and learning that builds on their unique strengths, priorities, needs, challenges and learning styles.

	Getting Started	**Moving Along**	**Showing Results**
Consider appropriateness of activities for different age groups and developmental stages *Reference: Ages and Stages*	Youth of any age participate in the club. Little consideration is made for different age groups or stages of development.	The club targets a specific age or gender group (e.g., 10–14 or 15–19 year olds) with age-appropriate content or activities divided for different ages and developmental stages.	Club activities are designed for the targeted age or gender group. Adult facilitators adapt support strategies based on youths' developmental stage.
Reinforce soft skills	Integration of soft skills into club activities is limited.	Soft skills development is included in club activities. Members are encouraged to reflect on what they have learned.	Club members' soft skills are reinforced through multiple activities. Members are encouraged to apply their soft skills outside of the club.
Soft skills are a set of skills and abilities that anyone can develop in order to be active and productive members of their communities. Examples are social skills, communication, goal setting, self-esteem, decision making, problem-solving, and critical thinking.			
Reinforce hard skills	Content focus in the club is similar to that which youth have learned in school or during previous club activities.	Content is new to club members and builds upon what they know. Facilitators take steps to ensure the material is accurate and up-to-date.	Youth lead in identifying and developing original and relevant activity content.
Hard skills are quantifiable skills that require technical expertise to master and can be tested. These can be associated with the Peace Corps' sectors. Examples could include learning English, planting a garden, making a budget, and using a computer.			

	Getting Started	Moving Along	Showing Results
8. Diversity and Inclusion			
Foster girls' participation	The importance of girls' participation is acknowledged but no specific actions are taken.	Girls' schedules and needs are sometimes considered in meeting planning. Barriers to girls' and boys' participation are known.	Girls' schedules and needs are always considered in meeting planning. Meetings are held at convenient times for all members.
Encourage gender equality	The club does not actively discourage the participation of either males or females.	The club has proactively identified gender inequalities. Gender-related barriers to girls' and boys' participation and leadership are considered.	Both boys and girls are active members and hold leadership roles. Barriers to girls' and boys' meaningful participation and leadership are actively addressed.
If the club is co-ed, both sexes actively participate in selecting the club location and design.			
Accommodate special needs	Youth with special needs and disabilities are invited to attend club meetings.	Youth with special needs and disabilities participate in some but not all activities.	Youth with special needs and disabilities actively participate in activities and leadership with accommodations as needed that can be reasonably provided.
Based upon their ongoing observations obtained through club monitoring, club members consider the club inclusive.			

	Getting Started	Moving Along	Showing Results
Foster diversity	Youth from different ethnic, religious and linguistic groups are invited to attend club meetings.	Youth from different ethnic, religious and linguistic groups participate in some but not all activities.	Youth from different ethnic, religious and linguistic groups actively participate in activities and leadership with accommodations as needed that can be reasonably provided.
9. Fostering the Camps and Clubs Cycle			
Carefully select camp participants	There is not a clear strategy or process for selecting youth to participate in camps. Youth are selected for camps based upon their availability and qualifications.	Camp participants are selected from club members based on their potential for leadership. Selection is also based upon whether the participant can receive ongoing support from Volunteers or counterparts.	Camp participants are selected from club members based on their demonstrated leadership and commitment to club leadership after the camp.
Develop common content themes	Camps cover some of the same topics as those in clubs (e.g., HIV/AIDS, girl's empowerment, and environmental action). An informal needs assessment is conducted to develop these themes.	Camp activities are based upon clubs' needs assessments. Camp activities reinforce clubs' themes and provide more advanced learning and peer education opportunities.	Camp activities are designed to be replicated by youth leaders when they return to their clubs. Camp participants develop action plans with session plans/resources provided.

	Getting Started	Moving Along	Showing Results
Facilitate camp to club transition	Youth informally commit to share what they have learned with their clubs, schools, and communities. Where clubs don't exist, camp members pledge to start a club.	Campers create an action plan to share what they have learned at camp. Action plans include steps to enhance the operation of their clubs.	Camp facilitators support counterparts and youth to implement their action plans. Camp facilitators maintain contact with youth through regional meetings, telephone, or the internet.
Strengthen clubs with camp activities	Camp activities loosely relate to strengthening club organizational development and leadership.	One or two camp sessions address steps to improve clubs' operation based on a needs assessment of clubs.	Camp activities are designed to be easily adapted for clubs. Templates and resources provided.

Adapted from: Addae, Boahene and Arkorful, Kinsley (2001). Community School Alliances Project Ghana: Community Education Development Center, Inc.

Resources

Gender
- Guidance for Promoting Gender Equality and Women's Empowerment in Peace Corps (M0117)
- Beyond the Classroom: Empowering Girls Idea Book

Youth in Development
- Equip, Empower, Engage: Youth Clubs Toolkit (PC/Uganda)
- Life Skills and Leadership Manual (M-0098), (Arabic M-114, French M-115, Spanish M-110)
- V2 Volunteerism Action Guide: Multiplying the Power of Service (CD0065) (French CD064, Portuguese CD065, Spanish CD063)
- Working with Youth: Approaches for Volunteers (M0067)
- World Map Project Manual for PCVs (R088)
- Youth Development Through English Practice Activities (M0109)
- Youth Camps Manual: GLOW and Other Leadership Camps (M0100)
- Youth Mentoring Workbook (M0127)

Community Economic Development
- Youth Livelihoods: Employability (M0093) (Spanish M0102)
- Youth Livelihoods: Financial Literacy Manual (M0092) (Spanish M0101)
- Youth Livelihoods: Youth Entrepreneurship (M0116)
- Youth Livelihoods Mentoring Workbook (forthcoming)

Education
- Classroom Management Idea Book (M0088)
- Hands-On Activities: A Literacy, Math, and Science Resource Manual (M0106)
- In the Classroom: Empowering Girls (M0083)

Environment
- Adapting Environmental Education Materials (M0059)
- Environmental Activities for Youth Camps and Clubs (M0126)
- Environmental Education in Schools: Creating a Program That Works (M0044)
- Environmental Education in the Community (M0075)
- Youth Development and the Environment (M0057)

Health
- Health and HIV: Life Skills Manual (M0063)
- Water, Sanitation, and Hygiene (WASH) in Schools Toolkit (M0124)

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Appendices

Appendix A: Child Protection and Safety Tools

A number of resources guide youth club leaders, counterparts, Volunteers, and other adult or older peer facilitators in ensuring the safety of youth participating in clubs and other Peace Corps activities. The Peace Corps Child Protection Policy and Code of Conduct outlined below are the agency's guiding documents that outline specific responsibilities of staff and Volunteers. Information on the importance of parental permission and sample permission forms are also provided.

Peace Corps Child Protection Policy (MS 648)

1.0 Purpose
The purpose of this Manual Section is to set out the policy on proper conduct while working or engaging with children during Peace Corps service or employment. It also establishes the process for reporting instances of child abuse or exploitation by an employee or Volunteer. The Peace Corps strongly supports measures to reduce the risks of child abuse and exploitation caused or perpetrated by an employee or Volunteer.

2.0 Authorities
22 U.S.C. §2504(a); 22 U.S.C. §2506(c).

3.0 Definitions
(a) **Child** is defined as any individual under the age of 18 years, regardless of local laws that may set a lower age for adulthood.

(b) **Child Abuse** includes four categories of abuse:

(1) **Physical Abuse** means any non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child.

(2) **Emotional Abuse** means the actual or likely adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill treatment or rejection.

(3) **Sexual Abuse** means the employment, use, persuasion, inducement, enticement, the manipulation, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct, including for the purpose of producing a visual depiction of such conduct (i.e., photography, videography); or the rape, molestation, prostitution, or other form of sexual exploitation of children. It includes any behavior that makes it easier for an offender to procure a child for sexual activity (i.e., grooming of a child to engage in sexual activity).

(4) **Child Exploitation** means any actual or attempted abuse of a position of differential power or trust with respect to a child for sexual or monetary purposes, including, but not limited to, the distribution and retention of child pornography or engaging a child in labor that is mentally, physically, socially, or morally dangerous or harmful, or interferes with their schooling.

(c) **Child Protection** is defined as all reasonable measures taken to protect children from child abuse.

(d) **Employee** means an individual hired by the Peace Corps, whether full-time or part-time, permanent or temporary, and includes individuals performing duties as experts, consultants, and personal services contractors.

(e) **Volunteer** means any Peace Corps Volunteer or Trainee.

4.0 Policy

(a) All employees while working with children in the course of their official duties and all Volunteers must adhere to the Child Protection Code of Conduct set out in Attachment A.

(b) In order to identify individuals who may pose a risk to child safety, Peace Corps will conduct a background investigation in the selection of employees and Volunteers.

(c) Peace Corps will incorporate the principles of its child protection policy into its regular training for employees and Volunteers.

(d) Employees and Volunteers must bring to the attention of the Peace Corps any suspected child abuse by any employee or Volunteer.

(e) Failure to comply with this Manual Section may result in disciplinary action, up to and including termination of Peace Corps service or employment. An employee or Volunteer found to have violated this policy may also be subject to host country and U.S. prosecution.

5.0 How to Report Violations

Employees and Volunteers may report allegations of violations of this Manual Section to the Country Director or other senior staff at post, or the appropriate Regional Director, the Associate Director for Safety and Security, the Associate Director for Global Operations, the Office of Inspector General, or other appropriate offices at Headquarters. Volunteers may confidentially make such reports under the provisions of MS 271 *Confidentiality Protection*. For information on reporting violations of this Manual Section to the Office of Inspector General, see MS 861 *Office of Inspector General*.

6.0 Roles and Responsibilities

6.1 Country Directors
Country Directors are responsible for:

(a) Ensuring that employees and Volunteers receive appropriate training on child protection issues and on their obligations under this Manual Section.

(b) Responding in a timely manner to reports or allegations of child abuse committed by employees and Volunteers.

(c) Considering child protection issues and policies in making appropriate site placements and developing relationships with other organizations and agencies.

6.2 Office of Human Resource Management
The Office of Human Resource Management is responsible for:

(a) Ensuring that new Headquarters and Regional Recruiting Offices employees receive appropriate training on MS 648 Child Protection and on their obligations under this Manual Section.

(b) Providing notification to current Headquarters and Regional Recruiting Offices employees about their obligations under this Manual Section.

6.3 Office of Volunteer Recruitment and Selection
The Office of Volunteer Recruitment and Selection is responsible for the screening of applicants for Volunteer service in order to identify individuals who have a documented record of child abuse.

6.4 Office of Safety and Security
The Office of Safety and Security is responsible for implementing the screening protocols of potential employees in order to identify individuals who have a documented record of child abuse.

6.5 Office of Overseas Programming and Training Support
The Office of Overseas Programming and Training Support is responsible for ensuring that overseas U.S. direct hires receive appropriate training on child protection issues and on their obligations under this Manual Section during Overseas Staff Training (OST).

7.0 Procedures
Any necessary procedures implementing this Manual Section must be approved by the Office of Global Operations, the Office of Safety and Security, the Office of Volunteer Recruitment and Selection, the Office of Human Resource Management, and the Office of the General Counsel.

8.0 Effective Date
The Effective Date is the date of issuance.

Peace Corps Code of Conduct

Peace Corps is committed to ensuring all steps are taken to protect children within our programs. The Child Protection Code of Conduct (MS 648) articulates the acceptable and unacceptable behavior for Volunteers and staff.

In the course of an employee's or Volunteer's association with the Peace Corps:

Acceptable Conduct
At a minimum, the employee or Volunteer will:

Treat every child with respect and dignity.

When possible, work in a visible space and avoid being alone with a child.

Be accountable for maintaining appropriate responses to children's behavior, even if a child behaves in a sexually inappropriate manner.

Promptly report any concern or allegation of child abuse by an employee or Volunteer.

Unacceptable Conduct
And, at a minimum, the employee or Volunteer will not:

Hire a child for domestic or other labor which is culturally inappropriate or inappropriate given the child's age or developmental stage, or which significantly interferes with the child's time available for education and recreational activities or which places the child at significant risk of injury.

Practice corporal punishment against, or physically assault, any child.

Emotionally abuse a child.

Develop a sexual or romantic relationship with a child.

Touch, hold, kiss, or hug a child in an inappropriate or culturally insensitive way.

Use language that is offensive, or abusive towards or around a child.

Behave in a sexually provocative or threatening way in the presence of a child.

Perform tasks for a child that the child is able to do for himself or herself that involves physical contact, including changing the child's clothing or cleaning the child's private parts.

Access, create, or distribute photos, videos, or other visual material of a sexual and abusive nature to or involving a child.

Definitions
(a) **Child** is defined as any individual under the age of 18 years, regardless of local laws that may set a lower age for adulthood.

(b) **Child Abuse** includes four categories of abuse:

 (1) **Physical Abuse** means any non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child.

 (2) **Emotional Abuse** means the actual or likely adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill treatment or rejection.

(3) **Sexual Abuse** means the employment, use, persuasion, inducement, enticement, the manipulation, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct, including for the purpose of producing a visual depiction of such conduct (i.e., photography, videography); or the rape, molestation, prostitution, or other form of sexual exploitation of children. It includes any behavior that makes it easier for an offender to procure a child for sexual activity (i.e., grooming of a child to engage in sexual activity).

(4) **Child Exploitation** means any actual or attempted abuse of a position of differential power or trust with respect to a child for sexual or monetary purposes, including, but not limited to, the distribution and retention of child pornography or engaging a child in labor that is mentally, physically, socially, or morally dangerous or harmful, or interferes with their schooling.

(c) **Child Protection** is defined as all reasonable measures taken to protect children from child abuse.

Parental Permission Slips

Parental permission slips authorize young people to participate in a club or event. They document that parents know about the activities their children are participating in, the risks that are involved, and the steps that have been taken to ensure their safety. Permission slips also let the adult facilitator know how to contact the parents, and if the children have any special needs.

Permission slips are issued by the organizations that are hosting the activity, such as schools, youth centers, and NGOs. They should clearly spell out the organization's role as host and provide contact information. Permissions slips should be signed by parents or guardians of youth participating in activities, including after-school activities. Permission slips should be kept near wherever a child is, in case there is an emergency. They should be kept on file for six months after an event, or longer if they are used for photo permission. The following sample permission slip can be adapted for use by club facilitators and leaders. In some cases, posts may need to translate the slips, and adapt them for the country and programming context.[26]

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[26] For more information on the importance of parental permission slips as well as information on emergency preparedness plans, see Expanded Resource 1.

Example of Permission Slip and Medical Information Form[27]

[Name of Hosting Organization] Permission Slip

[Name of hosting organization] will be hosting [name of club] from [date]. The activities will be implemented by [name of hosting organization] staff, and supported by the U.S. Peace Corps. [The host organization name] bears responsibility for the safety of all club participants and the protection of minors, including in cases of medical or other emergencies. Participants will be involved in [name common activities the club does on a regular basis e.g. English-language discussion and activities focusing on self-esteem, relationships, decision-making, and leadership. Any activities involving sexual reproductive health should be clearly stated.] Physical activity, cooking, and campfires will be an important part of the camp [if relevant].

All participants have agreed not to smoke, drink alcohol, or use illegal drugs during the [activity]. Any participant who smokes, drinks, or uses drugs will be sent home. Furthermore, all participants will abide by the rules of the club and the instructions of adult or older peer facilitators, and youth leaders.

Photographs will be taken during club meetings that may include your child. By signing this form, you agree that these photographs may be shared and used by the Peace Corps to promote the Peace Corps' work with youth.

Description of club and main activities:

_____
_____
_____

Areas of concern and preventative actions:

_____
_____

Participant Name

_____   M   F

Date of Birth   Age   Sex (circle one)

Home Address: _____

_____

Home Phone _____ Mobile Phone _____

_____   _____

Name of Parent or Guardian   Relationship to Child

Home Address

_____   _____   _____

Home Phone   Work Phone   Other Phone (please specify)

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[27] Adapted from Peace Corps (2013). "Youth Camps Manual: GLOW and Other Leadership Camps."
https://pclive.peacecorps.gov/pclive/index.php/library/general-subjects/children-youth/item/121-youth-camps-manual-glow-and-other-leadership-camps-m0100

Consent/Approval

I give my permission for _____ to attend the [club name] and participate in the mentioned activities. I specifically:

Authorize the [name of host organization] staff to seek any medical assistance that my child requires in the case of an emergency.

- Understand that, in the case of an emergency, I will be responsible for all of the cost incurred for care provided.

- Do not hold [name of host organization], partners, and any associated volunteers (including Peace Corps Volunteers) or staff liable for any injury to my child or any damages or losses to my child's property while my child attends and participates in the mentioned activities.

- Give the [name of host organization] permission to use and publish photos and videos of my child. I understand that this applies to both photos of my child individually and in groups. I also give permission for the [name of host organization] to use my child's name in caption information published with the photo.

_____

Parent's Signature

Please include the name of one contact (other than the parent) in the case of emergency.

Additional Emergency Contact Information

_____   _____

Name   Relationship to Child

_____

Home Address

_____   _____   _____

Home Phone   Work Phone   Other Phone (please specify)

Medical History

Does your child have any allergies?   Yes   No

If yes, please specify: _____

Is your child being treated for any other condition we should know about? Yes   No

If yes, please describe: _____

_____

_____

Is your child taking any medications?   Yes   No

To ensure your child's full participation, it is useful to know whether they are taking any medications. Please list here:

Club leaders and adult facilitators will not dispense medications, but will provide this information to medical staff during an emergency

CUT HERE

Information for Parents

Thank you for allowing your child to participate in this event. If you have any questions or concerns before or during the activity, feel free to contact us.

Name of Club_____

Dates of Club_____

Location of Club (be specific)

_____
_____

Sponsoring Organization (Contact information)

_____
_____
_____

On-Site Contact_____

Emergency Planning for Youth Events

Every event involving youth should have a plan for how to respond to emergencies that includes prevention, preparedness, response, and review. Careful planning ensures that event staff know their roles and responsibilities and be decisive and thoughtful in their response to any emergencies. Host organizations are responsible for the development and implementation of these plans. Planning should include what to do during emergencies involving Volunteers.

I. Checklist for emergency planning for youth event

Assessment
- Assess area of the event
- Review previous year's event records for any concerns.
- Review different emergency scenarios and develop response plans

Emergency Plan
- Create an emergency plan and assign responsibilities including:
  o Emergency contact information
  o Identify individuals with current First Aid and CPR training
  o Contact with local emergency officials (health, police fire)
  o Pre-arrange transportation

Before the Event
- Distribute parental permission slips
- Establish assembly area for emergencies
- Create an emergency station with medical supplies
- Create an attendance/sign in / sign out books to establish youth's arrival and departure Conduct/orientation for staff or counterparts on:
  o Child Protection: Code of Conduct and two adult rule, reporting, and how to address bullying
  o Emergency Response protocols
  o Roles and responsivities of staff including meeting areas, method of contacting authorities, and communications
- Develop a system of welcoming and recognizing strangers.
- Ensure adult-participant ratio is appropriate for safety.
- Submit emergency plan to host organization and Peace Corps including emergency contact information

During event
- First Day
  o Review emergency response plans with youth including drill to gather at meeting area
  o Create a file of permissions slips that can be easily accessed during an emergency
  o Create rooster of participants and initiate a buddy system
  o Introduce point of contact or ways of communicating for participants to voice/report their concerns
  o Support youth to develop a Code of Conduct the event

- o Establish sign-in/sign out sheets for participants and adults
- Ongoing
  - o Maintain sign in and sign out roosters
  - o Hold morning assembly to account for all participants and announcements
  - o Implement a system for welcoming and recognizing strangers.

Following the Event
- Contact emergency officials to say the event is finished.
- Review event document what went well and any security concerns.

Emergency Plan Template

<table>
<tr><td colspan="3" align="center">Emergency Planning Form for Youth</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3">Event:</td></tr>
<tr><td>*Circle:*   Club</td><td align="center">Day-Camp</td><td align="center">Overnight Camp</td></tr>
<tr><td colspan="3">Other (Describe)_____</td></tr>
<tr><td colspan="3">Sponsor's Name:</td></tr>
<tr><td colspan="3">Name of Event :</td></tr>
<tr><td colspan="3">Event Address

Telephone:</td></tr>
<tr><td colspan="3">Staff Involved:</td></tr>
<tr><td colspan="3">   Staff :</td></tr>
<tr><td colspan="3">   Volunteer</td></tr>
<tr><td colspan="3">Participants Number:</td></tr>
</table>

Emergency Planning Form for Youth

Organizational Structure:

Please draw a simple organizational diagram to indicate responsibilities of the event:

II. Contact Information

	Name	Contact information/Phone number
Emergency Numbers		
Medical		
Police		
Fire		
Emergency Transport		
Facilities		
Facilities Manager		
Guards		

Cook		
Hosting organization		
Head of Organization		
Point of Contact (if different)		
Event Staff	(note if any have First Aid Training)	
Counterparts		
Volunteer		
Peace Corps		
Regional Director		
Peace Corps Emergency Line		
Peace Corps Director		

III. Particpant Contact Information		
Name	**Guardian/Parent**	**Contact information/Phone number**

Note: Are there sufficient adults?	Yes	No

If there are not, discuss why and address how this will be addressed?

III. Assessment of Event Site

Site accessibility:	
Can participants easily use resources (desks, chairs) and easily exit?	
Are there any special considerations for people with special needs	
Communications	
Does the event area have a landline? How reliable is it?	
Does the event area have cellphone access? How reliable is it?	
Hygiene and sanitation	
Is water sufficient and acceptable for:	
Drinking?	
Handwashing?	
Cooking?	
Are toilets sufficient available and close to event?	
Cleaning	
When does cleaning occur and can this be adjusted for the event?	
Security	
How secure is the premise of the event area? e.g., gates, guards	
When and where are guards provided	
Entrance	
Night time	
Roaming	
Emergency Preparedness	

III. Assessment of Event Site

Are there places where participants or intruders be hidden?	
Are there areas of high risk that need additional support, e.g., swimming or sports?	
Are there areas that should be declared off limits? Lakes/rivers, eroded area,	
Identify areas within the facility where people can be safest in different situations (dangerous storms, flash flooding, fires, intruders, etc.)	

III. Harzard Identiication

Local knowledge is important in the identification of hazards. Outsiders such as Volunteers can play an important role asking questions and challenging assumptions of safety. Conducting this exercise collaboratively also alerts Volunteers to potential hazards.

Natural Hazards		(e.g., dead trees, poisonous plants or animals, etc.)	
Type observed or common to area	Warning Signs	Safety precautions taken	Emergency Action Required
Man-made		(e.g., weather-related, fire, etc.)	
Type possible in area	Warning Signs	Safety precautions taken	Emergency Action Required
Facility or equipment		(e.g. lack of electricity, lack of water, flooding)	
Type observed or common to area	Warning Signs	Safety precautions taken	Emergency Action Required

Staff Behavior			Drug/alcohol misuse, abusive behavior,
Type observed or common to area	Warning Signs	Safety precautions taken	Emergency Action Required

Participant Behavior			Drug/alcohol misuse, abusive behavior,
Type observed or common to area	Warning Signs	Safety precautions taken	Emergency Action Required

IV. Emergency Response Templates

Below are responses to different emergency response scenarios which can be adapted for different youth events.

1. Natural Disaster (earthquake, flood, mudslide)

Who to contact	Guards, Facilities Manager, Host Organization Point of Contact

IV. Emergency Response Templates	
Materials needed	Emergency medical kit, flashlight, radio

Ways to mitigate impact:

Response:

- Review meeting area to determine whether it is safe or develop an alternative space
- Collect and account for all participants and leaders
- Review and respond to any first aid needs
- Locate Permission Slip Files
- Listen to radio or emergency officials for advice
- Remain in contact with all children and youth until it is safe
- Evacuating ensure group gets to together
- Contact point of contact at local organization
- Contact parents
- Maintain contact with youth until it is clear they can return safely to their homes

Follow up:

- Ensure all participants safety returned to their homes
- Ascertain whether event activities will continue and communicate this to participants
- Review the emergency response

2. Fire

Who to contact	Guards, Facilities Manager, Host Organization Point of Contact
Materials needed	Emergency Medical Kit, Method for putting out fire (sand, fire extinguisher)

Ways to mitigate impact:

Response:

- Sound alarm
- Notify guards
- Ensure everyone is evacuated from the danger
- Direct youth to the meeting area, if still safe or move to alternate space
- Account for all participants and staff. Where necessary, assign staff to search for missing participants
- Review and respond to any first aid needs
- If unsafe, evacuating group gets to together
- Contact point of contact at local organization
- Announce all clear when the fire is over

IV. Emergency Response Templates

Follow up:

- Announce the all clear after the emergency
- Ensure fire is out and determine how it could be prevented
- Ascertain whether event activities will continue and communicate this to participants
- Review the efficacy of emergency response

3. Power Outage	
Who to contact	Guards, Facilities Managers, Host Country Point of Contact
Materials needed	Emergency medical kit, flashlight, radio

Response:

Day:
- Notify guards and facilities manager
- Review electrical safety and ensure safety
- Where appropriate, move youth outside

Night

- Locate all children and youth in one area
- Children and youth should be direct to the meeting area, if still safe or move to alternate space
- Listen to emergency radio

Follow up:

- Determine the cause of the outage and how it could be prevented
- Ascertain whether event activities will continue and communicate this to participants
- Review the efficacy of emergency response

4. Intruder			
Who to contact	Guards		
Materials needed	Telephone/runner		

Ways to mitigate impact:

Response:

- Stop and question anyone who is not known or unregistered for the event
- Notify other adults, e.g., co-facilitators, host-organization officials, guards
- Where appropriate gather youth at the meeting place and take attendance

5. Participant Emergencies

5. 1 Serious Accident or Injury, e.g., broken bones, snake bites, head injuries, dog bites

Who to contact	Guards, Facilities Manager, Host Organization Point of Contact, Parents,

IV. Emergency Response Templates	
Materials needed	Flashlight from Emergency Kit
Ways to mitigate impact:	

Response:

- Assess the situation and potential risk to responders
- Neutralize risk as best as possible before proceeding; do not place others in greater danger
- Determine the severity of the accident or injury
- Assign another adult to attend congregate youth in one area.
- Contact medical contact and emergency vehicle immediately. Be prepared to give directions, details of the incident, return call number, details of the incident, the status of injured, anticipated complications. Notify guards and facilities manager
- In cases involving lack of breathing or shortness of breath, severe bleeding or internal poisoning have capable and trained first aid personnel apply their skills
- If able to move, get to medical facility
- Support counterpart to transport participant
- Include Parental Permission Slip with the transportation of youth
- Contact parents
- Volunteer stays with remaining participants
- Children and youth should be direct to the meeting area, if still safe or move to alternate space

Follow up:

- Maintain contact to ensure the well-being of injured participant
- Ascertain whether the injury could happen again and take preventive action
- Communicate with participants' parents about the incident and continuation of events
- Review the efficacy of emergency response

5.2 Minor Accident or Injury (sprains, minor cuts)

Who to contact	
Materials needed	Guards, Facilities Manager, Host Organization Point of Contact, Parents
Ways to mitigate impact:	

Response:

- Determine the severity of the accident or injury
- If necessary, counterpart moves with affected participant
- Volunteers stay with remaining participants
- Locate all children and youth in one area

IV. Emergency Response Templates

- Children and youth should be directed to the meeting area, if still safe, or moved to alternate space

Follow up:

- Maintain contact to ensure the well-being of injured participant
- Ascertain whether the injury could happen again and take preventive action
- Communicate with parents regarding the event
- Review the efficacy of emergency response

5.3 Missing Participant

Who to contact	Guards: Host organization		
Materials needed			
Ways to mitigate impact:			

Response:

- Check the event sign-in/sign-out log
- Collect all participants at the meeting point
- Take account of all children and verify that they were not scheduled to leave.
- Assign staff members to search for missing youth while other Volunteers stay with remaining youth
- Review permissions slip
- Contact parents and authorities as necessary

Appendix B: Templates for Youth Club Leadership Roles, Charters, Rules, and Responsibilities

Clubs function best if they have clear boundaries and expectations. Guiding documents establish how the club functions and the roles of its members. They help youth to practice leadership skills and support the smooth running of the club. Applying these components also supports the sustainability of the clubs. The following templates for leadership roles, club charters, and club rules and responsibilities can be adapted to fit specific contexts and needs. For example, it is not essential for the specific titles and roles outlined below (i.e., president, vice president, etc.) to be used in clubs. It is helpful, however, to think of the responsibilities itemized under each role and how a club will ensure those responsibilities are carried out, and identify (by election or another method) members who will be responsible.[28]

Leadership Roles

President
- Lead the club to achieve its goals
- Lead/co-lead the development of club goals, planning, and timeline
- Organize meetings
- Represent the club externally
- Communicate club activities to members
- Enforce code of conduct
- Resolve conflicts within the club
- Develop all meeting agendas
- Delegate responsibilities as appropriate
- Maintain strong membership
- Oversee club funds
- Conduct training of younger members

Vice President
- Roles vary depending upon involvement of the president
- Able to act in place of the president (know what is going on)

Secretary
- Take attendance and keep club membership
- Maintain club records
- Record club minutes (where necessary)
- Maintain supplies (books, flags, sporting equipment)

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[28] Adapted from: http://juniorcivitan.org/club_officer_respon.pdf. See Expanded Resources for additional information around youth club leadership roles and rules.

Treasurer

- Receive and record dues

- Keep the president and other members informed about the club's finances

- Develop budget with president

Sample Club Charter

All clubs should have a written document, such as a charter, that lays out the purpose of the club, how it is led, and the roles and responsibilities of the members. Important components include how leaders are selected, specific goals of the club, and rules.

Club [Name or organization]

Mission: [What is the club about and why it exists]

Examples:

- To improve school performance and decrease school dropouts.

- To prevent youth from engaging in risky behaviors such as smoking, alcohol, and unprotected sex.

- To empower girls to have fun and be more active in school.

Club Officers

President

Vice President

Secretary

Treasurer

Club Support

Adult facilitators

Host organization

Meeting Area and Time

When does the club meet?

Membership

Who can belong? Age? Gender?

How are new members recruited?

Election Procedures

When are elections?

How long can a person hold a position?

How many members must be present to vote?

Rules for Club (attach)

Specific Goals

Amending the Charter

Changes in this charter can be proposed in writing, discussed at a meeting, and voted upon by a majority of club members.

Sample Club Rules and Responsibilities[29]

Have Fun! Learn Lots! Make Friends!
General

- Be safe.
- Respect the meeting area and club materials.
- No weapons, drugs, alcohol, or tobacco are allowed.
- No one who is under the influence of drugs or alcohol can participate in club events.
- Fighting or bullying is not tolerated.
- No foul language or name calling at the club.

Participation

- Come prepared to participate fully.
- Attend clubs meetings regularly.
- Leaving a club meeting in progress and returning is not allowed.
- Respect the meeting area and participate in cleaning up after meetings.
- Arrive on time and leave at the appropriate time.
- Turn off all cellphones during meetings or activities.

Relating to Other Members

- All club members should treat each other with respect. This includes:
  - Listening and allowing others to finish their thoughts.
  - Using "I" instead of "they," "we," and "you" when having challenging conversations. This means, for example, focusing on "I feel…" versus "you did this to me…."
  - Sharing ideas with others.
- Volunteer to lead activities or be a club officer.
- Know all of the club members and encourage their participation.
- Listen to what others have to say.

Behavior Outside the Club

- Support other club members.

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[29] https://www.bakeryouthclub.com/2012/09/12/club-rules/;
http://www.edchange.org/multicultural/activities/groundrules.htmlwords.

- Encourage other youth to attend.

- Be a role model for the club.

- Be proud of the club and share what you are learning with other youth, family, and community members.

These rules are enforced by the members and club leaders. The adult facilitator is ultimately responsible for the safety of club members and can give warning to those do not follow the rules and, where appropriate, ban a member from attending.

Appendix C: Youth Club Plan and Meeting Agendas

The following are two templates, one for planning a club's overall trajectory—including timing for club sessions and what will be covered—and the other for planning an actual meeting agenda, in this case, a 90-minute meeting. The templates should be adapted as needed for the country and programmatic context, but the overall components are included. Youth leaders as well as adult and older peer facilitators should all be engaged in planning processes.[30]

[Name] Club Plan

[Club Mission]
Name of Club _____

Organizers [Volunteers/Counterparts/Youth] _____

Overall competencies or goals for the youth club: _____

Meetings from_____ to _____

Club Mission:

School Term Goal:

Preparation:
- What do you need to know (e.g., statistics, location of certain resources, other information)? Where can you get this information, who is responsible for getting it, and how will it be presented?

- Who do you need to know (e.g., local experts, leader of host organization, parents)? How will these people be contacted, and who will contact them?

- What supplies do you need (e.g., chalk, paper, resource books, pens, markers)? Where can you get these supplies, and who is responsible for getting them?

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[30] See Expanded Resource 13 for examples of curricula and resources used by the Peace Corps.

CLUB GOAL: (e.g., Learning about and practicing healthy behaviors and life skills)						
Meeting Number	Dates	Topic (should build on each other and be progressive)	Objectives (how do they build on each other?)	Materials and other resources needed	Who is responsible?	Reference, suggestion for teaching and evaluation
Period: (e.g., first school semester April–May)						
1						
2						
3						
4						
5						
6						
7						
8						
School Break						
9						
10						
11						
12						

CLUB GOAL: (e.g., Learning about and practicing healthy behaviors and life skills)						
Meeting Number	Dates	Topic (should build on each other and be progressive)	Objectives (how do they build on each other?)	Materials and other resources needed	Who is responsible?	Reference, suggestion for teaching and evaluation
Period (e.g., weekend camp if there is time for a weekend camp to be included)						
13						
Period (e.g., second school semester)						
14						
15						
16						
17						
18						
19						
School Break						
20						
21						
22						
23						

CLUB GOAL: (e.g., Learning about and practicing healthy behaviors and life skills)						
Meeting Number	Dates	Topic (should build on each other and be progressive)	Objectives (how do they build on each other?)	Materials and other resources needed	Who is responsible?	Reference, suggestion for teaching and evaluation
24						
25						

90-Minute Meeting Agenda Template

This sample agenda for a 90-minute meeting should be adapted for the particular club context and timing.

Club Name:			
Date:			
Long-term goal(s):			
Topic of meeting:			

Time	Activity	Materials Needed	Description
Introduction			
10 mins	Welcome		
	National anthem/prayer		
	Take attendance		
	Club business		
Activity			
50 mins	Review what was covered in the previous meeting		
	New activity (do, reflect, apply)		
Games and Social Time			
20 mins			
Closing			
10 mins	Review what has been learned and link to next meeting		
	Announcements		
	Moment of reflection		
	Dismissal		

Appendix D: Step-by-Step Guide for Planning a New Club

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Preparing for a Club

</div>

Select counterpart from the community who can commit to participating in activities and supporting the youth in the club.

Select youth leaders (this can be done later, but ideally some youth should work with the Volunteer and counterpart on conducting the needs and resources assessment and setting up the club). Ensure girls and boys, young women and men are invited and represented as appropriate. *If linking from a camp, use campers as these youth leaders to conduct the needs and resources assessment.*

Plan and conduct a participatory needs and resources assessment, considering the following:

● Ensure youth (including girls and boys, young women and men) are involved in conducting the assessment
● Identify a target group. No more than 2–3 years age range, especially for younger youth
● Decide on methods: interviews, informal conversation, observation, survey, focus group discussion or PACA tools such as community mapping, daily schedule, or seasonal calendar
● List questions, which could include those about interest and timing of club meetings, content, or more broadly, issues, dreams, and aspirations of youth
● Assess existing resources including organizations, clubs, and other activities for and with youth
● Analyze results together with the Volunteer, counterpart, and youth leaders
● Share results with relevant community leaders (i.e., school principal, municipality or government offices, relevant NGO leaders, etc.)

Work with youth leaders and counterpart to define the overall purpose and goals of the club based on the participatory assessment.

Work with youth leaders and counterpart to select a meeting time and duration for the club meetings. Timing and location should be based on findings from the participatory assessment.

Work with youth leaders and counterpart to identify meeting venue or area. Counterparts and adult facilitators should ensure that it is a physically safe place for both girls and boys, as well as safe for youth to come and go from.

Plan the club content and curriculum based on results of the needs and resources assessment. It might be best to start with an existing curriculum such as the *Life Skills and Leadership Manual, Environmental Activities*, or other country curriculum. *If linking from a camp, use the same or similar topics as what was covered in the camp. Ask campers to be involved in leading some of the activities they participated in at the camp.*

Identify and meet with potential host organizations to discuss support for the club and other roles, including the critical responsibility for child protection and participants' safety.

Identify and meet with potential adult facilitators to discuss their support for and role in the club. Each club should have at least two adult facilitators.

Review Child Protection Codes for the host organization and the Peace Corps' Child Protection Code of Conduct

Meet with relevant community leaders to inform them about the club and gain their support.

Develop a contingency plan for emergencies. Ensure the host organization, youth members, and parents are aware of the emergency plan.

Starting Club Meetings

Ensure that both adult advisors and youth leaders have clear roles.

Select club members, or advertise club and determine membership after the first or second meeting.

Plan meeting agendas, following the club curriculum, with adult counterparts and youth leaders. Ensure that the meetings have a clear beginning and end as well as some established routines.

Distribute and collect permission slips with their parental approval and emergency contact information from youth members.

Establish club membership and take attendance at every meeting.

Select/elect youth leaders (this could be the same youth who helped with setting up the club, but it could also involve a vote among all the club members). Leadership roles could include president, vice president, secretary, treasurer, etc.

Create club rules together. Ask youth leaders and all members to contribute to enforcing the rules.

Establish a common emblem, chant, cheer, song, t-shirt, logo, or clap to unify the club.

Establish some club routines that allow all members to feel comfortable. Encourage youth to actively participate and lead some of these routines.

Maintaining the Club

Ensure each meeting has a clear agenda with a set beginning and end time as well as established club routines (i.e., attendance, time for fun, club gong or chant, etc.).

Plan meeting agendas and activities (following the chosen curriculum) with counterparts, and youth leaders as well as other members of the club.

Continue to take attendance at every meeting. Monitor attendance to ensure participation of all members. Follow up if club membership drops; identify barriers and problem-solve to address them.

Check in with club members to ensure that meetings are interesting, relevant, and participatory.

Check in about club rules and their enforcement. Ensure that club members take ownership of the rules.

Ensure meeting time includes time for play and socialization.

Reassess club content to ensure that activities are well structured and planned around themes to meet the club's purpose and goals.

Encourage youth leaders to take on more responsibility, including decision-making roles in the planning and implementation of the club.

Recognize club members for their achievements and development (e.g., most improved, fastest, most thoughtful, most caring of others)

Sequence club activities so they are increasingly difficult, building on youth's existing knowledge and skills but allowing them to take risks in a safe environment.

Assess club members' skills development and the difficulty of club activities.

Possibly rotate or elect new youth leaders to give more club members the opportunity to build new skills. As appropriate and relevant, ensure girls and boys, young women and men are encouraged and given the opportunity to take on leadership roles.

Structure mentoring opportunities for club members with adult advisors, as well as opportunities for peer mentoring with other club members. *If linking from a camp, the campers can model mentoring.*

Periodically meet with school and community leadership to update them on club activities as well as to engage them in these activities.

If linking to a camp, make sure that club members are involved in the planning and preparation for the camp. Club members or previous campers could be junior counselors at the camp.

Expanded Resources

Resource 1: Child Protection and Safety Considerations

The safety and well-being of the youth participating in clubs is of paramount importance. Care should be taken that club activities do not put youth in physical and emotional danger. Everyone in the club should be aware of their individual role and responsibility in promoting the safety of youth.

This "do no harm" philosophy also applies to the appropriateness of what is learned within the club. For example, activities on sexual and reproductive health or even yoga need to be reviewed by host organizations to ensure they are culturally appropriate. Peace Corps' Child Protection Policy and Code of Conduct provide clear guidance on how Peace Corps staff, Volunteers, and counterparts can ensure safety remains a primary consideration. Other important tools include parental permission slips and emergency preparedness plans. The Peace Corps' Child Protection Policy and Code of Conduct, as well as information about parental permission slips and emergency preparedness plans, and a safe meeting checklist can help youth leaders and adult or older peer facilitators assess whether the club will offer a physically and emotionally safe space for all participants.

Parental Permission Slips

Parental permission slips authorize young people to participate in a club or event. They document that parents know about the activities in which their children are participating, the risks that are involved, and what steps have been taken to ensure their safety. Permission slips also ensure the adult facilitator knows how to contact the parents and if the children have any special needs. The slips are issued by host organizations and administered by adult facilitators.

Peace Corps events sometimes offer new or unusual activities that may challenge gender norms, such as swimming, hiking, martial arts, surfing, or skateboarding. Parents should know about these activities and have the ability to block their children's participation if they prefer. No activities should be undertaken that parents are not aware of.

All youth under 18 participating in clubs should have signed permission slips on file with the adult facilitator. In some countries, permission slips are required by law before youth can participate in any activities. Additional permission may be needed if the club is starting new activities or going on a trip.

Parental permission slips contain important information on each club participant, including confirmation that the parents know the purpose, content, and timing of the activity; emergency contact information; photographic consent; a liability release for the organization; and health information.

The Peace Corps has several reasons for requiring the use of parental permission slips:

- **Support Safety:** The Peace Corps wants all of its activities with young people to be safe and supportive. Even within simple activities, young people can easily hurt themselves or become victims of abuse. Trips and camps outside of young people's communities expose them to new risks away from their normal areas of support.

- **Professional Norm:** Parental permission slips are standard within any organized youth activity. Any Volunteer working with children and youth should try to uphold these standards.

- **Means of Engaging Parents**: Parental permission slips are an excellent way for Volunteers to reach out to parents and talk to them about their children and the activities in which they are involved. Permission slips can also highlight areas of concern in modes of transportation, the interaction between boys and girls, reproductive health education, and requested activities after the camp/trip.

- **Liability Protection:** Without the release that a permission slip contains, the organizations the Peace Corps works with and the Peace Corps itself may be sued for any harm that befalls a child. Permission slips do not cover organizations if they have been negligent or irresponsible, but they do show that all steps such as proper adult oversight have been taken to protect a child's safety.

Permission slips are issued by the organizations that are hosting the activity, such as schools, youth centers, and NGOs. They should clearly spell out the organization's role as host and provide contact information. Permissions slips should be signed by parents or guardians of youth participating in activities, including after-school activities. In some cases, the slip may need to be translated. Permission slips should be kept near wherever a child is, in case there is an emergency. They should be kept on file for six months after an event, or longer if they are used for photo permission.[31]

Emergency Preparedness

Clubs should be prepared for any type of emergency. Before starting a club, Volunteers and adult facilitators must work with host organizations to establish a club and to ensure a plan has been developed to deal with any anticipated emergency. Everyday cuts and insect bites can easily be addressed with a medical kit. Larger medical emergencies such as broken bones require knowing the location of the local medical facility and having a pre-arranged transportation strategy. Large-scale emergencies such as earthquakes and storms are also a risk. Reviewing scenarios and planning ahead can expedite the response and protection of club members. As highlighted earlier, it is the responsibility of the host organization to ensure the safety of all participants, including in any emergency situation.

Key Planning Issues

A minimum of two adults should be present at any given activity so that one adult can respond to a situation while the other supervises the rest of the club members. Additional adults are required for overnight camps or activities where participants would require more assistance such as hiking. Adult facilitators' response to emergencies should be decisive and thoughtful, and there should be a clear understanding of roles and responsibilities to ensure smooth coordination. Clubs involved in physical activity should have a designated adult facilitator to manage access to medical care. Youth should be clear about what safe behavior is and respect instructions from the adult facilitators.

All clubs should come under the umbrella of a host organization such as the Ministry of Health, Education, or Youth, or a local NGO. These protocols should be used during an emergency. Adult facilitators should verify that the host organizations assume liability for club activities.

A specific area should be created for responding to emergencies. This should be stocked with a flashlight with extra batteries, a radio with extra batteries, a first aid kit, a file of all of the participants' permission slips, and contact information for emergency and facility officials. Identify those adults and club members with first aid and CPR certification, and prepare emergency transportation plans. Make sure that club members understand emergency plans, including delegation of authority. Note any specific concerns such as participants with disabilities and identify site accessibility issues, particularly regarding potential evacuations of those with disabilities. The site should also be assessed in terms of identifying places where participants, intruders, and devices could be hidden.

Earthquakes, floods, and mass violence are unlikely events, but are possible. Volunteers may not otherwise know what to do if an emergency occurs, so it is essential to be familiar with the emergency protocols for the host organization and the Peace Corps.

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[31] See Appendix A for a parental permission slip template.

Approved activities should be reviewed to ensure sufficient adults can respond in an emergency and that the activity does not pose too great a risk. Peace Corps staff are encouraged to discuss their concerns with Volunteers and where necessary for activities to be adapted or canceled.

Safe Meeting Checklist

Club meetings should be physically and emotionally safe. Meeting areas should be chosen carefully to minimize safety hazards during club meetings. Steps should be taken to ensure youth feel emotionally safe through sufficient oversight by caring adults and protective processes such as member-generated rules and codes of conduct. This safe meeting checklist can be used by youth leaders as well as adult or older peer facilitators prior to starting a club to assess the environment for meetings, and to identify what actions might be needed to ensure participants have a physically and emotionally safe space.

Safety
- ☐ Is the meeting area safe and well maintained?
- ☐ Is the area checked for hazards before meetings?
- ☐ Is the meeting area free of harmful objects such as broken glass or exposed electrical wires?
- ☐ Are club rules posted?
- ☐ Is it safe for club members to attend the club meeting and return home?
- ☐ Are there any obstacles for youth with special needs to attend?

Emergency
- ☐ Who has the key to unlock and lock the meeting area?
- ☐ Is there a first aid kit?
- ☐ Is contact information posted for whom to call during an emergency?
- ☐ Does the meeting area have two exits?

Water and Sanitation
- ☐ Are secure and private toilets available for both male and female club members?
- ☐ Are they clean and equipped with sufficient toilet paper?
- ☐ Is there water available for handwashing?
- ☐ Is drinking water available?

Meeting Supplies
- ☐ Is the area clean?
- ☐ Are supplies available for cleaning up before, during, and after a meeting?
- ☐ Does the meeting area have sufficient light?
- ☐ Is the room temperature comfortable for club activities?
- ☐ Are the tables and chairs well maintained? (e.g., free of exposed nails)
- ☐ Is the space sufficient for the activity? (e.g., is the room large for group work or role plays, or is the playing field large enough to play safely)
- ☐ Is there sufficient equipment for the activity? (e.g., chairs and tables, sports equipment, computers or audio/visual)
- ☐ Can club-owned materials be safely stored? (e.g., record book, sports equipment, farming tools)

Resource 2: Club Assessment Questions

Quality clubs address youths' needs and build upon their strengths. Both their needs and assets can be identified by conducting an assessment of youth, service providers, youth facilitators, host organizations, and communities. Conducting participatory assessments enables you to understand the day-to-day lives of youth. The Peace Corps PACA Field Guide[32] and Idea Book[33] provide tools to understand youth's seasonal, weekly, and daily schedules, and identification of different youth in the community and their needs. These assessments should engage and ideally be conducted by youth, girls and boys, and young women and men, in collaboration with adult facilitators and potential counterparts.

Community Perspective

Community assessments for youth programs focus on three areas:

- **What are the future options for a young person?** "What do you want to be" is a great question to ask youth in order to understand their interests and passions. Many youth tie their future to education completion, but that may not be useful for everyone. Enrolling in vocational school or apprenticeships, starting a business, or migrating from the community may also be options. Talking with idle and unemployed youth in the community can help clarify possibilities.

- **What support does the community provide for youth?** Formal school is the foundation for most young people's futures, but many relevant topics may not be taught. Similarly, religious institutions, political organizations, trade associations, and health clinics may also provide knowledge and skills. Remaining gaps of information may create an opportunity for a youth club.

- **Where are youth being successful?** Showing examples of successful youth such as a thriving young entrepreneur, a youth representative within government, or a youth-run soccer team can motivate club members.

This information can help Volunteers work with youth leaders, counterparts, and adult facilitators to shape club goals, objectives, and activities as well as identify community resources to tap into, and should form a part of needs assessments prior to starting a club.

Club Perspective

In addition to the initial needs assessment, a similar participatory process can be used to help monitor, strengthen, and build on existing camps or clubs. Volunteers can work with youth leaders to engage members at critical milestones, for example halfway through the club's lifespan and at the end of the club, what they liked and did not like, why they participated in the club, and how the experience could be improved. Feedback from counterparts, adult facilitators, and parents at these junctures can also help enrich an existing club and strengthen the important role adults can play in the lives of youth.

Such an assessment can help identify the need for additional support. Club activities will vary depending on if they serve in-school or out-of-school youth. School-based club members tend to have a common background, language, and schedule. Their clubs may be supported by the school and cover a lot of topics. Out-of-school youth often start their own clubs sports teams, English clubs, and entrepreneurship groups, and they welcome support. Working with these groups, particularly at-risk

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[32] Peace Corps (2015). "Participatory Analysis for Community Action (PACA) Training Manual (M0053)." https://pclive.peacecorps.gov/pclive/index.php/library/general-subjects/diversity/item/151-paca-training-manual-m0053

[33] Peace Corps (2015). "Using Participatory Analysis for Community Action (PACA) Idea Book (M0086)." https://pclive.peacecorps.gov/pclive/index.php/library/general-subjects/diversity/item/153-paca-idea-book-m0086

youth such as orphans, children living on the street, sex workers, and child laborers, requires advanced language, cultural, and professional skills, so adult facilitators for these clubs typically require additional training.

Assessing why youth choose to attend a club helps to understand the group's strengths. Ask youth who have participated in a club for a certain amount of time questions such as what were their other options? Are they involved in other school or local clubs such as soccer leagues, religious studies, and political activities? How do these clubs compare? When and where are meetings held? Does this fit with their schedules? Some youth may be able to stay after school for activities while others, especially girls, may need to help their families. Alternative times such as lunch time, evenings, and weekends could be options. Importantly, meetings should not be at a time or place that could endanger youth. Responses can be used by youth leaders and counterparts to monitor and strengthen existing clubs. The following template outlines a range of questions that can be used during key points of a club's implementation, including for example, midway, at the end of a school term, or any other transition points.

The information from the assessment should identify issues for the adult facilitators to discuss in order to enrich the existing club. The following form outlines examples of potential questions for youth members, adult facilitators, host organizations, parents, and other community members.

Gender Considerations

Some groups cannot attend after-school clubs regularly or at all, whether for reasons of culture, responsibilities at home, or lack of interest. Where possible, investigate solutions such as offering the club at lunch time or during weekends, covering different topics, or meeting with their parents.

Remember, it is more sustainable to work with existing clubs rather than starting a new one. Would a new club really meet an unmet need? Or would, for example, an existing girls' club fill a gap?

Club Survey Questions

Background
Name of the club_____

History of club: When did it start? Who started it?

Club Basics
1. Numbers of members:

2. Numbers of boys/girls:

3. Ages:

4. Timing:
   - How often does it meet?

- How long are meetings?

- What period of time (month, school term, year)?

5. Is there a camp associated with the club? (Describe)

Assessment Questions

Club Leaders and Members

Role
- Why do you belong to the club?

- What is the best part of being part of the club?

- Are you a member of other clubs?

Club Environment and Learning
- What do you want to be when you grow up?

- What have been some of the club's most successful activities?

- How does the club gain new members?

- Do older members remain engaged in club activities?

- Would they participate in activities?

- What is stopping them?

Support
- What do you learn from the club?

- What type of support or encouragement do you get from the club?

- What support do you receive from the adult facilitator?

- Do you think all youth are treated equally?

- Is there anything you would change?

Moving Forward
- Is there a more appropriate time for the club to meet?

- Is there a more appropriate place to meet?

- What support does the club need to be more effective?

- Would it be useful to change the group (e.g., recruit new members or divide the group)?

Adult Club Facilitator

Role as an Adult Facilitator
- Why are you a club facilitator?

- Do you receive any compensation for facilitating the club?

- Are you required to run the club?

Club Environment and Learning
- What have you found most challenging in working with youth?

- How have you created an environment that is both physically and emotionally safe for youth?

- How are the topics chosen for club activities?

- Who are the members? Gender? Age? Ethnicity?

- Does the club have any governing documents such as a charter or code of conduct?

Host Organization
- How is the club supported? (Does the host organization offer resources including links to other community resources, materials, a venue, participate as adult facilitators, help youth leaders with planning and implementing activities, etc.?)

- What is the relationship between the club and the host organization?

- Does anyone give you encouragement or support? Can you give an example?

Support
- Do you receive any guidance or training for implementing the club?

- What resources do you use to prepare for club activities?

- Have the community and parents been supportive of your work? How?

- Where have you found materials, technical support, transportation, and other needs for your program?

- Do older members remain engaged in club activities?

Moving Forward
- What about the club makes you proud?

- What do you think makes a successful activity?

- What are the goals for the coming year?

- Is there anything you would like to improve in the next year?

Host Organization

Role as a Host Organization
- What is the role of the host organization vis-à-vis the club?

- Are clubs mandatory?

- What support do you provide? Space, funding, staff?

- Do you have a code of conduct for child protection? Does this apply to the club?

Club Environment and Learning
- Does the host organization provide meeting space?

- Does the host organization influence what is learned in the club?

Support

- What support does the host organization offer the club?

- Does the host organization require any documents or reports from the club?

Moving Forward

- How would you like to see the club develop?

- What would you like to see improved upon in the club in the next year?

Parents and Community Leaders

Role

- What do you know about the club?

- Do you play a role supporting the club?

- Do your children belong to the club?

- Do they belong to other clubs?

Club Environment and Learning

- How do out-of-school youth occupy their time?

- Do most youth attend clubs in the community?

- Who attends more

    - Boys or girls?

    - Older or younger youth?

- Are there other clubs in the community?

- If so, how are they the same or different from this club?

- How does the club gain new members?

- Do older members remain engaged in club activities?

Support

- Are you happy with the club's activities?

- Are you asked to provide anything to the club?

- Would you like to assist with the club?

- Do you want any information about the club or your son/daughter's participation?

Moving Forward

- What can be done to make the club more successful?

- How would you like to be better engaged?

Resource 3: Applying Positive, Asset-Based Youth Development

The Peace Corps' approach to Youth in Development emphasizes:

- Positive Youth Development (PYD). This approach is fundamental to working with youth, especially in clubs. It focuses on youths' strengths and opportunities for development rather than on things youth do wrong or issues that need to be solved. PYD focuses on surrounding youth with positive experiences, education, opportunities, and relationships that support their development. This approach is applied by observing youth and identifying their strengths, challenging youth to develop and pursue personal development plans, and encouraging youth to practice the leadership skills within the club and community.

- An asset-based approach focuses on developing youth's "assets" or positive experiences and qualities that are proven to influence youth development. This approach applies a framework of 40 developmental assets to measure youth's well-being and likelihood of success. Youth with more assets are more likely to succeed in school, remain healthy, and exhibit leadership qualities; youth with fewer assets are more likely to abuse alcohol or other substances, and engage in risky sexual or disruptive behavior. Youth participation in clubs leads to a greater number of assets, such as increasing youths' exposure adult role models, helping youth plan ahead and make decisions, increasing their empathy and interpersonal skills, and developing positive peer influences.

Asset-Based Programming

Asset-based programming is very practical and can easily be applied to youth programs. This toolkit introduces the 40 developmental assets described by the Search Institute and then offers activities to apply them.[34]

As part of their research, Search Institute found that assets could be divided into external and internal categories. External assets are located in the environment where a young person grows up, including the opportunities and relationships provided by their family, school, and community. Internal assets are the knowledge skills and attitudes that healthy individuals develop over the course of their childhood and adolescence. The assets could be further divided into four categories for both internal and external assets.

External Assets

Support
1. Family Support: Family life provides high levels of love and support.

2. Positive Family Communication: Young person and his/her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

3. Other Adult Relationships: Young person receives support from three or more nonparent adults.

4. Caring Neighborhood: Young person experiences caring neighbors.

5. Caring School Climate: School provides a caring, encouraging environment.

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[34] Search Institute is a research-based nonprofit organization based in Minneapolis, Minnesota. From 1989 to 1999, it surveyed more than 1 million youth in the United States and developed a 40-developmental-assets framework. The framework is frequently used in programs in the United States and abroad. "40 Developmental Assets for Adolescents," Search Institute, 2007. http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18. All rights reserved.

6. Parent Involvement in Schooling: Parent(s) are actively involved in helping the young person succeed in school.

Empowerment
7. Community Values Youth: Young person perceives that adults in the community value youth.

8. Youth Resources: Young people are given useful roles in the community.

9. Service to Others. Young person serves in the community for one hour or more per week.

10. Safety: Young person feels safe at home, school, and in the neighborhood.

Boundaries and Expectations
11. Family Boundaries: Family has clear rules and consequences, and monitors the young person's whereabouts.

12. School Boundaries: School provides clear rules and consequences.

13. Neighborhood Boundaries: Neighbors take responsibility for monitoring young people's behavior.

14. Adult Role Models: Parent(s) and other adults model positive, responsible behavior.

15. Positive Peer Influence: Yong person's best friends model responsible behavior.

16. High Expectations: Both parent(s) and teachers encourage the young person to do well.

Constructive Time Use
17. Creative Activities: Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

18. Youth Programs: Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

19. Religious Community: Young person spends one or more hours per week in activities in a religious institution.

20. Time at Home: Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Learning Commitment
21. Achievement Motivation: Young person is motivated to do well in school.

22. School Engagement: Young person is actively engaged in learning.

23. Homework: Young person reports doing at least one hour of homework every school day.

24. Bonding to School: Young person cares about his/her school.

25. Reading for Pleasure: Young person reads for pleasure three or more hours per week.

Positive Values
26. Caring: Young person places high value on helping other people.

27. Equality and Social Justice: Young person places high value on promoting equality and on reducing hunger and poverty.

28. Integrity: Young person acts on convictions and stands up for his/her beliefs.

29. Honesty: Young person tells the truth "even when it is not easy."

30. Responsibility: Young person accepts and takes personal responsibility.

31. Restraint: Young person believes it is important to not be sexually active or to not use alcohol or other drugs.

Social Competencies

32. Planning and Decision Making: Young person knows how to plan ahead and make choices.

33. Interpersonal Competence: Young person has empathy, sensitivity, and friendship skills.

34. Cultural Competence: Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

35. Resistance Skills: Young person can resist negative peer pressure and dangerous situations.

36. Peaceful Conflict Resolution: Young person seeks to resolve conflict nonviolently.

Positive Identity

37. Personal Power: Young person feels he/she has control over "things that happen to me."

38. Self-Esteem: Young person reports having high self-esteem.

39. Sense of Purpose: Young person reports that "my life has a purpose."

40. Positive View of Personal Future: Young person is optimistic about his/her personal future.

External Asset Types

Type 1: Support

Young men and women need to have fulfilling relationships with adults on whom they can rely as they grow and develop. They need to feel supported by their families, have positive relationships with adults outside their families, and feel that the institutions in their communities sustain them. While support may look different in different cultures, what seems to matter most is that the young person experiences adults around him or her as caring and having high expectations.

Gender Consideration

Provide opportunities for young men and women to join same-sex groups, such as clubs or camps, where they can feel free to participate fully and express themselves in a safe environment (e.g., Camp GLOW, Camp BRO).

Action Points:

- Before involving youth, get parental approval for their participation (permission slips, calendar of events).

- Invite appropriate counterparts, local government officials, community members, and representatives from NGOs and businesses to speak to clubs and camps.

- Invite caring, responsible adults to be mentors or role models for the youth (could be an adult in a profession the youth is interested in).

Type 2: Empowerment

Empowerment means enabling young people to participate in meaningful ways in their communities by providing them with the opportunities and skills to do so successfully. It does not mean that young people operate without guidance or supervision from adults. Adults are responsible for creating a

physically and emotionally safe environment for young women and men by ensuring that activities are properly supervised, that there is an appropriate adult-to-youth ratio, and that youth learn skills to solve problems and manage conflict.

Action Points:

- Host events in which young people can take responsibility for a project in their community (e.g., mural competition, service project).

- Arrange service learning experiences for youth (e.g., mentoring programs with younger children).

- Involve youth in decision making at all stages and levels of youth development activities.

- Provide young people with age-appropriate leadership opportunities.

Type 3: Boundaries and Expectations
Youth need consistent, age-appropriate boundaries and high expectations in their families, schools, and neighborhoods. They need to be surrounded by adult role models and peers who support safe and healthy behavior. They also need guidance and the opportunity to learn to make responsible decisions as they grow. Many Volunteers report learning the hard way about the need to be clear in setting rules and the consequences for breaking them when working with youth groups.

Gender Consideration

Be aware of gender roles and expectations in your community. In the community assessment, consider their impact on leisure activities and time. What are appropriate leisure activities and sports activities for girls? For boys? How are the responsibilities of household chores split up? How much leisure time do girls have? How much do boys have?

Action Points:

- Discuss appropriate behaviors and expectations with counterparts and other adults in your host community.

- Involve youth in determining ground rules for activities, set expectations for behavior and explain the values behind the boundaries, outline consequences for when rules are broken, and follow through.

- Respect adolescents' privacy, but take interest in their friends and activities.

Type 4: Constructive Use of Time
It is important for youth to have the opportunity to participate in a variety of constructive activities during their leisure time. Such activities provide informal opportunities for skill development, stress relief, and contact with positive social networks. Many young people in communities served by the Peace Corps are very busy with activities that are essential to their communities, their families, or their own survival, leaving them little, if any, time to devote to "leisure" activities.

Action Points:

- Encourage all young people to become involved in recreational or artistic activities, even if only occasionally.

- Look for ways to build on or support learning or recreational activities that already exist in your host community.

- Plan field trips to visit local areas of interest for youth such as businesses, government offices, or tourist attractions.

Internal Asset Types

Type 5: Commitment to Learning

A young person who is committed to learning in all its various forms is well on the way to becoming a resilient adult, able to face the challenges of a rapidly changing world. In some communities served by Volunteers, formal schooling is limited and is restricted to a small number of youth. In other communities, educational opportunities may compete for attention with a variety of distractions. Learning can take place in many contexts: at home, on a field trip, at a camp or club, in the community, and in a classroom. Whether in school or in other settings, it is important to emphasize the intrinsic rather than external rewards for learning. Creating support for educational programs can work to provide educational activities for adults as well.

Gender Consideration

Studies have shown that when a girl is educated, she will have fewer children and her children will be more likely to be healthy and well educated. Work to raise awareness of the benefits of girls' education.

Action Points:

- Build a school climate that encourages cooperative relationships among students, teachers, parents, and others in the community.

- Encourage young people to read by exposing them to a community library and reading to them.

- Ask a young person to teach you a new skill.

- Promote awareness of role models who have achieved success through education (especially women).

- Reinforce topics learned in school through informal games.

- Promote effective study habits and the establishment of homework goals.

Type 6: Positive Values

Search Institute identified six positive or "pro-social" values that it has found to affect adolescent behavior in positive ways: 1) caring, 2) equality and social justice, 3) integrity, 4) honesty, 5) responsibility, and 6) restraint with respect to early sexual activity and the use of alcohol and drugs. Holding pro-social values, however, does not always translate into behaving in accordance with them. Young people may behave in opposition to an expressed value when they believe their behavior will help them achieve a different, but important, goal such as a love relationship or peer approval. But, if young men and women are surrounded by adults and peers who promote caring, pro-social values, they will come to understand their importance.

Action Points:

- Work with youth to identify and promote positive cultural community values.

- Model positive values in small (e.g., picking up trash, speaking in a caring tone) and large ways, and expect the young people you work with to do the same.

- Design educational activities that help young people examine specific values and practice using them (e.g., first aid workshop, reproductive health camp).

Type 7: Social Competencies

Social competencies enable young men and women to navigate relationships with confidence. This includes the ability to plan and make decisions; show empathy, sensitivity, and friendship; be

comfortable with people of different backgrounds; resist negative peer pressure; and resolve conflicts nonviolently. Programs that build in decision making skills have been found to be especially effective when they begin in early adolescence. Focus on real life issues, and help young people examine a variety of options, think through the positive and negative consequences of these options, and make a plan.

Gender Consideration

Working with youth is critical, as adolescence is a time when attitudes and values about socially acceptable behaviors are often learned and internalized. It is also the time when young men are most receptive to more equitable versions of masculinity and to more informed perspectives regarding their roles and responsibilities in relationships.

Action Points:

- Invite a local role model (e.g., nurse, mayor, priest, judge, farmer) to participate in a workshop or club where appropriate.

- Help youth identify and practice coping skills when difficult situations arise.

- Design training activities in decision making and resistance skills that focus on real life situations and provide opportunities for role play and other practice.

- Provide a safe forum for interaction among children from diverse social backgrounds.

- Encourage healthy cooperating, teach conflict resolution skills, and find ways to integrate social skill building into other sector activities.

Type 8: Positive Identity
A central task of adolescence is identity development. This is defined as developing a purpose in one's life, a positive view of the future, and a sense of personal power over what happens. The last of these components may be more important in a culture that values individualism over collectivism. Depending on the cultural context, young people may be expected to move toward self-reliance and independence or toward determining their role in supporting the community. In most cultures today, young people will need to do both to varying degrees. Volunteers have created recreational, cultural, and environmental activities that provide opportunities for leadership, service, and interactions with supportive adults and peers. Helping youth to feel their inherent self-worth, independent of performance and achievement, is a crucial task for every member of the community.

Action Points:

- Let youth know that you are proud of their talents, capabilities, and discoveries.

- Develop mentoring and educational activities that allow young people to learn about different career options and that provide them with life-planning education.

- Build one-on-one relationships with young people outside of any formal activity.

- Highlight youth achievement and development with certificates and awards.

Resource 4: Importance of Club Rules and Leadership Roles

Clubs function best if they have clear boundaries and expectations. Guiding documents establish both how the club functions and the roles of its members. These components help youth to practice their leadership skills and supports the smooth running of the club. Applying these components also supports the sustainability of the clubs.

Elected Officials

In all clubs, members should play leadership roles. These roles motivate youth and engage their ownership of the club. The leadership skills that they learn in these positions should be encouraged.

Youth leadership is essential but varies depending upon the club. Optimally, club members elect leaders to represent them and facilitate the implementation of club activities. Voting on club leaders is an important part of youth clubs. By voting, all of the members are making a decision about how the club will function and learning how to participate in democratic organizations.

The role of club leaders depends upon members' age and the maturity of a club. Often, clubs elect officers such as president and vice president. The team of elected club officers liaises with the adult facilitators to plan meetings and club activities and oversee long-term planning. Specific responsibilities for this group are to:

- Reinforce club rules and expectations

- Plan and organize club members

- Maintain club documents: charter, code of conduct, attendance

- Conduct regular elections

- Welcome new members and provide club orientation

- Share club leadership responsibilities (e.g., roll taking, call to order, and putting away materials)

The key issue is that youth know what is expected and what the outcomes should be. Even small clubs benefit from knowing who is responsible.

Adult facilitators should actively mentor club leaders and set clear expectations of their roles. For example, behavior issues can be addressed proactively by club leaders being positive role models. Leaders should set high expectations for the club, be dependable, and always come prepared for activities. Activities should be planned for the whole time and include contingencies if the meeting starts late or if a specific activity doesn't work out well. During activities, leaders should also set an example by calling each person by name and using polite language such as "please" and "thank you."

Club Charter

All clubs should have a written document, such as a charter, that lays out the purpose of the club, how it is led, and the roles and responsibilities of the members. Important components include how leaders are selected, specific goals of the club, and rules.

Club Rules and Responsibilities[35]

Rules are essential to ensure the smooth operation of a club and that members treat each other with respect. They establish the expectation of a club member inside, and often outside, meeting times. Youth engagement in developing the rules supports their ownership of the club. Although developed by club leaders and members, adult facilitators may ask to clarify rules and interject rules for inclusion related to safety. In some instances, the rules of the host organization may serve as a base for the club's rules.

Well-written rules clearly describe the consequences when they are broken, such as highlighting that members who do not turn off cell phones will be asked to sit out for a short amount of time, or that members who bully other members will be asked to leave the club. Establishing consequences beforehand ensures consistency. Care should be taken that consequences are not activities that members should already do, such as setting up and taking down chairs, sweeping the meeting room floor, or emptying the trash. These are important activities for the club as a whole.

Rules should be enforced by club leaders and, where necessary, supported by the adult facilitators. Review of the rules should be included in the orientation for new members.

Adult facilitators have the final say in rules and how they are enforced. The facilitators should support consistency but also recognize that youth's behavior should be addressed individually. Every young person is going through often-difficult physical, social, and emotional development, which can be exacerbated by their individual personality, family, and schooling.

Once completed, rules should be posted to remind members of them and to establish the "club house" as a safe space. Clubs should review their rules once a term or a year. This ensures they reflect the feeling of the existing members, who can renew their ownership of the club.

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[35] Examples of club rules can be found at https://www.bakeryouthclub.com/2012/09/12/club-rules/ and http://www.edchange.org/multicultural/activities/groundrules.htmlwords.

Resource 5: Stages of Development

To be effective, club activities should be tailored to young people's age and stage of development. This age-appropriate approach ensures that activities match youth's abilities in order to maximize their time in the club.

All youth go through stages of development including physical changes in their bodies, the natural development of the brain, and predictable social patterns such as youth wanting to become more independent. Every young person is unique and goes through these stages differently based on their genetics, personality, and life experience.[36]

Stages of adolescent development:

- Early adolescence: 10–14
- Middle adolescence: 15–18
- Late adolescence: 19–24
- Adults: 25+

Boys and girls go through these developmental stages at different rates. While youth at younger ages tend to be at the same developmental level, as they age, they develop at different rates, especially boys and girls. Specifically, boys and girls:

- **Mature physically at different ages.** Girls go through puberty earlier than boys. Commonly, they are taller than boys and can be more physically adept earlier. The timing of puberty for girls in some countries is as early as 6 or 7 years old, creating an even wider gap between boys and girls.[37]

- **Succeed in different subjects.** Girls outperform boys in language and reading. The research is not clear on whether boys are developmentally better in math than girls. [38]

- **Process information differently.** Girls' senses of hearing, smell, and touch are generally better than boys'. They are also able to process more information at the same time than boys. Boys are less able to control impulsive behavior than girls.[39]

- **Evaluate themselves differently.** Girls are less confident than boys and more likely to be critical of their own academic performance. Boys, on the other hand, don't have unrealistic views of their academic abilities and accomplishments. Some girls hold back in school as they try to fit in with their peers and avoid surpassing boys.

- **Are motivated differently.** Girls are more likely to pay attention to the needs of others, while boys might find motivation in doing what is fair or right. Girls may think of other people when making a decision. They also may be reluctant to judge right and wrong because they were raised to be compassionate and caring.

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[36] Adapted from Levings, J. (2006) *How Kids Develop: Ages and Stages of Youth Development.* Iowa State University Extension http://www.extension.iastate.edu/4hfiles/VI950902FAgesStages.PDF

[37] Paul, B. Kaplowitz, et al., "Early onset of puberty in girls: relation to increased body mass and race," *Pediatrics,* Vol. 108 No.2, August 2001, pp. 347-353.

[38] Cook, J and Cook, G. "Similarities and Differences between Boys and Girls," http://www.education.com/reference/article/similarities-differences-boys-girl

[39] Gurian, Michael. (2001) *Boys and Girls Learn Differently. A Guide for Teachers and Parents.* John Wiley & Sons.

Understanding the different stages youth are going through enables adult facilitators to plan activities better and mentor youth. Focusing on different groups has different benefits. Clubs that focus only on a specific age group can be tailored to activities for a developmental stage. Similarly, single sex clubs can focus on specific issues for boys or girls. To be appropriate, special considerations should be given before clubs engage in topics such as reproductive health. Permission should be sought from parents, and an assessment conducted to know what is culturally appropriate.

Having clubs with members of only a certain age is not always possible and requires additional planning. Older youth can be bored with activities developed for younger youth, and younger youth will be frustrated by material for older youth. In such situations, solutions could include different sub-activities for the different ages or having older members mentor younger members. Similarly, in mixed-sex clubs, some activities might be best done together and some separated.

Early Adolescence (10–14)[40]

Characteristic	Implications for Clubs
Physical Development	
● Lots of energy	● Use activities where they can be physically active
● Girls mature faster than boys, and some may be entering puberty	● Avoid competitions between girls and boys
● Large and small muscles are forming and coordination is increasing	● Plan activities that allow youth to move about and use their bodies
Social	
● Enjoy group activities and cooperation; feel loyal to a group or club	● Emphasize group learning experiences and form groups to plan activities together
● Admire and irritate older youth	● Encourage experience and mentoring with older youth
● Need guidance from adults to stay on task and to perform at their best	● Work closely with this age group and enlist older youth to help keep them on task
● Interests expand from home to neighborhood and community	● Talk to youth about friends and neighbors and what goes on in their community ● Involve youth in community service
Intellectual	
● Interests change frequently; do best when information presented in small pieces	● Allow for many brief learning experiences and give ample time for directions
● Vary greatly in academic ability, interests, and reasoning skills	● Offer activities appropriate for a wide range of abilities and with short, simple directions
● Reading becomes an individual experience	● Allow time for youth to read on their own and for activities before working with others
● Attention span is about 45 minutes	● Provide activities to keep youth engaged
● Easily motivated and eager to try new things	● Provide a variety of activities
Emotional	
● Comparison with other youth is difficult and erodes self-confidence; prefer recognition and praise for doing good work	● Instead of comparing youth with each other, help youth identify their own successes by comparing their own present and past performances

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[40] Adapted from Levings, J. (2006) *How Kids Develop: Ages and Stages of Youth Development.* Iowa State University Extension
http://www.extension.iastate.edu/4hfiles/VI950902FAgesStages.PDF

Middle Adolescence (15–18)

Characteristic	Implications for Volunteers
Physical Development	
• Experience rapid change in physical appearance, with a growth spurt happening earlier for girls than boys	• Be willing to talk about physical changes because youth are often uncomfortable with and embarrassed by the shape of their bodies
• Have intense sexual feelings and a keen interest in their own bodies	• Provide honest answers to sexual questions • Prepare opportunities to help youth discuss their bodies' development as natural and normal process • Listen to their fears without judging
• Interest in sports and active games	• Encourage active, fun, learning experiences
Social	
• Concerned about social graces, grooming, and being liked by peers	• Encourage learning experiences related to self-discovery, self-understanding, and getting along with others • Be patient with grooming behavior
• Moving away from dependency on parents to dependency on the opinion of peers	• Parents may need help in understanding that this shift is a sign of maturity and not a rejection of family
• Becoming interested in activities that involve boys and girls	• Provide opportunities for boys and girls to mix without feeling uncomfortable; seems to work best if youth plan these activities themselves
Intellectual	
• Tend to reject solutions from adults in favor of their own	• Involve young teens in setting rules and planning activities
• Beginning to think more abstractly; can think about their own thinking and are becoming skilled in the use of logic and cause and effect	• Ask questions that encourage predicting and problem-solving • Help youth to find solutions on their own by providing supervision without interference
• Can take responsibility for planning and evaluation of their own work	• Allow youth to plan activities and expect to follow through; help them to evaluate the outcomes
Emotional	
• Can be painfully self-conscious and critical • Vulnerable to bouts of low self-esteem	• Plan many varied learning opportunities and have their competencies recognized • Concentrate on developing individual skills
• Changes in hormones and thinking can lead to mood swings	• Accept their feelings and be careful not to embarrass or criticize • Remember that early adolescents are known for their drama and having feelings that would be extreme in adults

Late Adolescence (19–24)

Characteristic	Implications for Volunteers
Physical Development	
• Most have overcome the awkwardness of puberty, but some boys are still growing at a fast rate • Many are concerned about body image	• Avoid comments that are critical or compare status, share, or size
Social	
• Strong desire for status in their peer group	• Establish a climate that is conducive to peer support
• Increased interest in co-educational activities • Dating increases	• Allow youth to plan co-educational and group oriented projects and activities
• Often want adult leadership roles	• Provide opportunities for youth to plan and implement their own activities
• Want to belong to a group but also want to be recognized as an individual	• Place emphasis on personal growth wherever possible
Intellectual	
• Capable of abstract thinking and problem-solving	• Put youth into real-life problem-solving situations • Allow youth to discover ideas, make decisions, and evaluate outcomes
• Increasing self-knowledge and personal philosophy	• Allow time and plan activities for youth to explore and express their own philosophies
• Need life planning guidance as they are beginning to think about leaving home for further education and employment	• Arrange visits to businesses, colleges, and universities • Engage speakers such as college students or working adults to talk about their experiences
Emotional	
• Feelings of inferiority and inadequacy are common	• Encourage youth by helping them to see their positive attributes
• Gaining and developing a firm individual identity	• Give youth responsibilities and expect them to follow through • Provide opportunities for youth to explore their identity and beliefs

Adults (25+)[41]

Characteristic	Implications for Volunteers
Physical Development	
• Completed the process of physical development	• Greater acceptance and awareness of physical body
• Sexually mature and most likely having sex	• Assume all are having sex • Give straightforward information about sexual reproductive health • Invite professional health workers to club to answer questions • Link youth to available health services
Social	
• Clear sense of personal identity	• Reinforce individuality by asking for their personal opinions • Encourage youth to develop a personal value system • Support youth acquiring markers of adulthood (e.g., bank accounts, national identification) • Develop youths' financial literacy skills
• Starting a family	• Encourage discussion of dating and selection of partners • Facilitate discussions of parenting
• Finding work	• Engage youth in discussions of how to find a job, employability, and entrepreneurship
• Idealistic	• Provide opportunities for youth to volunteer and be civically engaged
Intellectual	
• Start adult responsibilities	• Encourage discussion of adult challenges that you are facing
• Develop and apply abstract thinking	• Encourage reading and discussion of challenging topics • Encourage youth to think of and plan for the future
• Able to consider different point of view	• Support debates, and structure discussion of ideas • Encourage youth to engage in social issues and human rights
Emotional	
• Have feelings of invisibility	• Discuss risky behavior and implications • Engage older youth to talk about their experiences with making bad decisions

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[41] Huberman, Barbara. (2015) *Growth and Development, Ages 18 and Over: What Parents Need.* Advocates for Youth.
http://advocatesforyouth.org/storage/advfy/documents/growth-and-development-ages-18-and-over.pdf

Characteristic	Implications for Volunteers
● Start an adult relationship with parents	● Include questions to be asked of youth's parents in session designs
● See peer groups as less important	● Emphasize personal development ● Encourage the development of quality friendships
● Feel empathetic	● Support youth to identify causes they feel strongly about and to volunteer
● Complete their values framework	● Discuss belief and morals

Resource 6: Roles and Responsibilities for Adult Facilitators

Adult facilitators are pivotal to the implementation of a club. They are involved in every aspect of how a club is implemented, and the members rely upon their consistent support. The best adult facilitators know their roles, and share these with other facilitators and members. The following outlines specific ways adult facilitators contribute to the success of an effective, quality club, and includes a sample position description outlining key qualifications and responsibilities that can be adapted for a club context.

Be Safe

The important responsibility is ensuring that club members are physically and emotionally safe. Adult facilitators ensure that activities are implemented safely, and that rules to govern behavior and child protection systems such as permission slips and emergency plans are in place.

Action Points:

- Ensure two adult facilitators are present during club meetings.
- Apply checklist for physical safety.
- Model behavior that is respectful and safe.

Be Fun

Youth belong to clubs to have fun and be with their friends. Facilitators ensure games and fun are included within club activities, and that fun supports larger goals such increasing youth's creativity and broadening their social networks.

Action Points:

- Ensure club meetings have an established time for play.
- Use "ice breakers," learning games, and competitions within learning activities.
- Task youth to implement a portion of a club meeting.
- Engage youth to be creative through role plays, music, dance, and creating their own games.

Identity

Clubs create a sense of identity and comradery amongst their members. Having recognizable elements helps club members feel special. Developing a club identity can be as simple as making up a call or song by adapting a pop song or a simple local traditional tune. A club logo can also be developed and emblazoned on t-shirts, caps, or patches. Youth also develop a sense of identity by doing things together such as sports or service activities.

Action Points:

- Develop a club call or song based upon a pop song or a traditional tune.
- Create a club logo that can be used on posters, t-shirts, and caps. The logo can also be used to mark completed projects such the painting of trash barrels or the creation of map murals.
- Implement activities together and emphasize teamwork.
- Use club t-shirts during club events to build comradery and visibility in the community.

Recognition

Youth thrive on being recognized for their accomplishments. On a day-to-day basis, youth want to be told they did a great job or be thanked for being helpful. Adult facilitators acknowledging youth in this way build those young people's self-confidence, and can enhance their relationships with other youth, teachers, and parents.

Action Points:

- Purposefully praise individuals within meetings, specifically identifying what they have done well.

- Hold a semester or end-of-year recognition ceremony to provide certificates of participation and any special awards.

- Share praise and recognition at school meetings and in conversations with parents and school administrators.

Ideas for awards:

Certificates can easily be created and signed by senior officials within the community and hosting organization. Awards for boys and girls who have done the most or been the best at a particular task are standard within clubs. These should be accompanied by awards for character such as most inspirational, best leaders, and best sports persons. Fun awards can also be given to ensure everyone is recognized:

- Battery award: For the individual who does the most during the week to energize the group or organization (mounted on a board).

- Always growing or improving award: An award of seeds to plant. This would be particularly appropriate for an agricultural or an environmental club.

- Paper clip award: Give a box or small sculpture of paper clips to those who are working to keep the club organized.

Be Inclusive

Clubs can be an opportunity for youth to explore living in a diverse and equitable community. Clubs are often composed of youth who are all very similar. Diversity is important since less-represented groups such as girls, persons with disability, and youth from different ethnic groups tend to benefit the most from clubs. All members benefit from a diversified club, as each member contributes different perspectives and skills.

Youth groups that have a specific demographic focus, such as separate boys or girls clubs or those for a specific age range, should still seek to diversify their membership. Possibly, there are youth who fit the club's criteria of a different ethnic group or ability. Participation in a club may help the youth individually and create important networks of support.

Options would be to offer club activities at different times such as before school, during lunch, or evenings or weekends. Similarly, an adult facilitator could work with the school counselor to identify youth who need support and help them attend club activities.

Action Points:

- Investigate the social and cultural reasons that some youth do not engage in clubs.

- Identify individuals or groups of youth who would benefit from participating in a club. Establish whether or not they are interested in attending and how obstacles to their attendance could be addressed.

- Ensure club meetings have an established time for play.

- Conduct club activities at different times to support broader participation.

Empowering

Youth are motivated by being trusted and given responsibility. This trust is developed over time as adult facilitators give them responsibility for decisions, planning events, and conducting program evaluations. As youth leaders gain experience, they support other club members to eventually take on leadership roles.

Action Points:

- Move slowly and identify tasks that are challenging but achievable. Avoid discouraging youth.

- Encourage youth leaders to share their experiences and prepare younger members for leadership.

- Be open in sharing concerns about responsibilities.

- Have club members vote to elect club officers, allowing youth to develop leadership skills and experience decision making.

Liaise with Parents and Host Organizations

Clubs exist with the support of parents and host organizations. Club facilitators maintain and nurture these relationships to enhance the quality of club and its sustainability and to increase adult involvement with youth. Adult facilitators are responsible for confirming the chartering of the club and keeping the host organization informed about club activities. Host organizations are responsible for issuing the parental permission slips, which the adult facilitators use to keep parents informed of club activities.

Action Points:

- Request that one person from the host organization be designated to be an advisor for the club

- Verify host organizations' responsibilities during emergencies.

- Communicate regularly with the host organization about the club activities, changes in plans, and needed support.

- Encourage parents to discuss club events with their children and support their participation in events.

- Invite parents, teachers, and community members to attend club events.

Forward Thinking

As a club develops, adult facilitators should consider whether it will be active only for a short time such as a summer break or school term, or whether it should continue for a longer period of time. Not every club needs to be long lasting to be effective.

Action Points:

- Review and revise the club charter regularly and maintain a record of meeting agendas.

- Anticipate changes in adult facilitators and club leaders.

- Engage all members to continually cultivate and orient new members.

- Maintain linkages to the host organization.

- Initiate dues or fundraise.

Strategies for helping to fundraise include selling tickets for a movie, an original play, or a music event. Donations can also be solicited by the host organization from community leaders, the local businesses community, and religious institutions. Remember, people are more willing to give if they know about the club and how the resources are to be used.

In many cases, Volunteers initiate clubs around their specific interests or skills. The Volunteers may or may not have cultivated an additional adult facilitator, which affects the future of the club. For this reason, these clubs are often unsustainable without a host organization or adult facilitator; how they will be phased out should be included in the Volunteer's plans. In such cases, integration into another club might be an option. Where this is not possible, the club should end cleanly with a celebration. This is especially important for those activities that cannot be continued safely such as martial arts or yoga; a decision should be made to disband the club or transition into a more sustainable topic.

Position Description: Adult Facilitator

Purpose
- Support the development of youth

- Support youth to conduct meaningful club activities and develop their leadership skills

- Ensure the safety of club members and club activities

- Communicate with the host organization

Qualifications
- Adult or mature older youth

- Capable of responding to a medical emergency

- Interested in engaging youth; previous experience is not necessary

- Dedicated to youth and mature enough to address difficult situations such as bullying

- Respected; the adult facilitator should be of good character in meetings and in the community

Key Responsibilities
- Monitor and take preventative action to ensure the safety of activities and club members

- Ensure youth have fun

- Engage youth to learn and develop new skills

- Develop short- and long-term plans for club activities focused on youth learning and skills development

- Mentor youth to take on increasing leadership roles in the clubs such as elected offices, committees, and team activities

- Ensure activities are technically accurate and relevant to club members

- Conduct ongoing assessments to ensure the club is relevant to the needs of youth

- Recognize youth for their accomplishments and provide feedback, encouragement, and praise

- Support gender equity and diversity

- Communicate with the host organization and parents about the activities of the club

- Liaise with other club facilitators

- Enhance parents' engagement with youth

Time Commitment
- Split between adult facilitators

- A minimum of 4 hours per week: planning (2 hours) and implementing (2 hours) club activities

- Flexible time for mentoring youth and conducting assessments

Resource 7: Mentoring

Mentoring between younger persons (i.e., mentees) and older or more experienced persons (i.e., mentors) has been proven effective in helping youth to succeed.[42]

Youth mentoring relationships provide valuable support to young people. Mentors can help guide youth through the sometimes awkward developmental stages of the transition into adulthood. Mentors offer academic and career guidance, and also serve as role models for leadership, interpersonal, and problem-solving skills.[43] Effective mentoring is sustained over time, is high quality, and emphasizes skill-building between a young person and an adult.[44]

Search Institute, a leading research organization focusing on youth development, has found that high-quality relationships are characterized as caring, supportive, meaningful, reciprocal, and resulting in young people's sense of agency, belonging, and competence.[45] "Search Institute and others have shown that the number and intensity of high quality relationships in young people's lives is linked to a broad range of positive outcomes, including increased student engagement, improved academic motivation, better grades, higher aspirations for the future, civic engagement, more frequent participation in college-preparatory classes and activities, and a variety of other individual outcomes."[46]

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[42] Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., and Tai, T. "Elements of Effective Practice for Mentoring." The National Mentoring Partnership. (2015) http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/

[43] U.S. Department of Labor, Office of Disability Employment Policy. "Mentoring for youth: The what, why, and how." https://www.dol.gov/odep/pubs/fact/cfm.htm

[44] Lerner, R., Napolitano, Christopher, Boyd, Michelle J., Mueller, Megan K., and Callina, Kristina S. "Mentoring and Positive Youth Development." *Handbook of Youth Mentoring*. Los Angeles. (2014) Second Edition p. 17

[45] Search Institute (2016). "Developmental Relationships." http://www.search-institute.org/research/developmental-relationships

[46] Garringer, M. and Jucovy, L. "Building Relationships - Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities." The Hamilton Fish Institute on School and Community Violence and The National Mentoring Center at Northwest Regional Educational Laboratory. (2007) http://educationnorthwest.org/sites/default/files/effective-strategies-for-providing-quality-youth-mentoring-in-schools2.pdf

Checklist: Mentoring Youth

Mentoring between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) has been proven effective in supporting youth to succeed.[47] While relationships with adults can support positive youth development, so can close connections with friends, siblings, and other peers. Research from Search Institute found that young people need people in their lives who express care, challenge growth, provide support, share power, and expand possibilities. Through their research, the Search Institute identified the 20 actions below that lead to positive youth development.[48] This checklist is designed to be used by Volunteers seeking to strengthen mentoring relationships with youth. It can also be used in mentoring programs, organized by Volunteers and their counterparts, to work with local adult or peer mentors to assess their mentoring relationships. The checklist should also be used by staff in supporting programming, training, and evaluation of Volunteers engaged in mentoring.

Express care

☐ Pay attention when you are with your mentee.

☐ Let your mentee know that you like being with her/him.

☐ Commit time and energy to doing things for and with your mentee.

☐ Make it a priority to understand who your mentee is and what she/he cares about.

☐ Ensure your mentee can count on and trust you.

Challenge growth

☐ Help your mentee see future possibilities.

☐ Make it clear that you want your mentee to live up to her/his potential.

☐ Recognize your mentee's ideas and abilities while pushing him/her to strengthen them.

☐ Hold your mentee accountable for appropriate boundaries and rules.

Provide support

☐ Praise your mentee's efforts and achievements.

☐ Provide practical assistance and feedback to help your mentee learn.

☐ Be an example your mentee can learn from and admire.

☐ Stand up for your mentee when needed.

Share power

☐ Take your mentee seriously and treat her/him fairly.

☐ Ask for and listen to your mentee's opinions and consider them when making decisions.

☐ Understand and adjust to your mentee's needs, interests, and abilities.

☐ Work with your mentee to accomplish goals and solve problems.

Expand possibilities

☐ Expose your mentee to new ideas, experiences, and places.

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[47] Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., and Tai, T. "Elements of Effective Practice for Mentoring." The National Mentoring Partnership. (2015) http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/

[48] Search Institute, "Developmental Relationships Framework," 2016. http://www.search-institute.org/downloadable/Dev-Relationships-Framework-Sept2014.pdf

□ Introduce your mentee to people who can help him/her grow.

□ Help your mentee work through barriers that could prevent your mentee from achieving her/his goals.

The following are actions that are also included as quality standards that Volunteers report on under the GenEq CSPP in the VRF:

□ Work with your mentee to identify specific goals for the mentee's future.

□ Assist your mentee to address any barriers—including gender-related ones—to helping your mentee achieve her/his goals.

□ Mentoring occurs during concentrated blocks of time over several months.

Resource 8: Tips for Working With Youth

General Interactions

Knowing how to manage young people's behavior helps ensure the smooth running of a club. Rules developed by the club establish what is expected of the members. The youth themselves help create the expectations for the group and the adult facilitator helps create the expectations for enforcement. When creating the group agreement, ensure the youth know that they are responsible for helping each other follow it. Unfortunately, youth do not always follow their own rules, and an adult facilitator may need to intercede.

- Don't expect more from youth than you would from an adult, and don't expect less. When a young person shows up 15 minutes late for a meeting, an adult might think: "What an irresponsible kid!" When a fellow adult shows up 15 minutes late, the same person might think: "That's understandable. They've got deadlines and pressures and schedules to meet." Although they may not hold down full-time jobs, young people have other commitments, pressures, and schedules that demand their attention. Model the respectful behavior you expect in youth.

- Don't excuse all indiscretions just because you are dealing with a young person. Hold youth to high standards, and don't tolerate indiscretions. Disruptive behaviors may have been developing over time. Observe the interactions of youth before and after club meetings. Engage club members regularly and with open-ended questions.

- Treat youth as individuals; don't make one young person represent all young people. Young people put enough pressure on themselves. They understand that adults may carry negative images of them and may generalize from the behavior of a few. Don't add to it by making them feel that they must speak for or represent all youths. Assure young people that their individual opinions are interesting.

- Be careful about interrupting. Young people can get discouraged easily when working with adults in positions of power. Let them finish their ideas. For the partnership to work, young people must feel that they are valued and respected by adults. In many outside relationships, this respect is lacking, and they are inherently wary of adults. When interrupted by adults, they will tend to stop talking (and some may not participate again).

- Remember that the role of an adult facilitator does not including parenting. While being a parent may be the most important role that any adult can play, the purpose of a youth/adult partnership is to give young people different ways to relate to adults.

- Don't move too fast. Remember that this is all new for young people, too. Explain the reasons for taking certain actions. Rushing through meetings can be a sign that adults are still trying to control the group. Bring youth along in the decision making process. The goal is to allow youth to make as many of the decisions about the club as is appropriate to their development. At some point, the youth should be running the club almost independently, with adult consultation as needed.

- Focus activities toward growth. Adults who lead groups of youth must possess a large repertoire of activities and techniques that engage youth and promote the development of skills that will help youth learn and grow in positive ways. This requires a leadership style that consistently validates and encourages genuine youth participation while also assuring the safety and boundaries of the group.

How to Address Bullying

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and those who bully others may have serious, lasting problems as a result.

Bullying can occur in all facets of a young person's life—in school, in clubs, and on the internet—and should not be ignored. Bullying can also affect the morale of clubs and cause youth not to participate fully, drop out, or not join at all. Every effort should be taken to ensure that clubs are a haven from bullying. Bullying may not end overnight, but commit to making it stop and consistently supporting the bullied child.

Addressing Bullying in the Moment

When adults respond quickly and consistently to bullying behavior, they send the message that it is not acceptable.

Do:

- Intervene immediately. It is ok to get another adult to help.
- Separate the youth involved.
- Make sure everyone is safe; when necessary, seek medical help.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

Avoid these common mistakes:

- Don't immediately try to sort out the facts.
- Don't force other kids to say publicly what they saw.
- Don't question the children involved in front of other kids.
- Don't talk to the kids involved together, only separately.
- Don't make the kids involved apologize or patch up relations on the spot.

Support the Kids Involved

All kids involved in bullying—whether they are bullied, bully others, or see bullying—can be affected. It is important to support all kids involved to make sure the bullying doesn't continue and effects are minimized.

Do:

- Listen and focus on the bullied child. Learn what's been going on and show you want to help.
- Assure the bullied child that bullying is not their fault.
- Know that kids who are bullied may struggle with talking about it.
- Give advice about what to do, such as avoiding where the bullying took place or staying near adults.
- Work together to resolve the situation and protect the bullied child. The child, parents, and school or organization may all have valuable input.
- Ask the child being bullied what can be done to make him or her feel safe.

Avoid these mistakes:

- Never tell the child to ignore the bullying.

- Do not blame the child for being bullied. Even if he or she provoked the bullying, no one deserves to be bullied.

- Do not tell the child to physically fight back against the kid who is bullying. It could get the child hurt, suspended, or expelled.

- Parents should resist the urge to contact the other parents involved as it may make matters worse. The school or other officials can act as mediators between parents.

Engage With the Bully

Show a commitment to making the bullying stop. Because bullying is behavior that repeats or has the potential to be repeated, it takes consistent effort to ensure that it stops.

Do:

- Engage parents, school staff, and organizations, who all have a role to play.

- Make sure the youth knows what the problem behavior is. Young people who bully must learn their behavior is wrong and harms others.

- Show youth that bullying is taken seriously. Calmly tell the child that bullying will not be tolerated. Model respectful behavior when addressing the problem.

- Work with the child to understand some of the reasons he or she bullied. For example:

  - Sometimes children bully to fit in. These kids can benefit from participating in positive activities. Involvement in sports and clubs can enable them to take leadership roles and make friends without feeling the need to bully.

  - Other times kids act out because something else—issues at home, abuse, stress—is going on in their lives. They also may have been bullied.

- Involve the kid who bullied in making amends or repairing the situation such as writing a letter apologizing to the student who was bullied, doing a good deed for the person who was bullied or for others in the community, or cleaning or repairing any property they damaged.

- Use consequences to teach. Consequences that involve learning or building empathy can help prevent future bullying. Ask all the youth involved to write a story about the effects of a bully, or develop a role play on the importance of respecting others and the negative effect of gossip.

Avoid These Mistakes:

- Zero tolerance or "three strikes, you're out" strategies don't work. Suspending or expelling students who bully does not reduce bullying behavior. Students and teachers may be less likely to report and address bullying if suspension or expulsion is the consequence.

- Conflict resolution and peer mediation don't work for bullying. Bullying is not a conflict between people of equal power who share equal blame. Facing those who have bullied may further upset kids who have been bullied.

- Group treatment for students who bully doesn't work. Group members tend to reinforce bullying behavior in each other.

Follow up
After the bullying issue is resolved, continue finding ways to help the child who bullied to understand that what they do affects other people. For example, praise acts of kindness or talk about what it means to be a good friend.

Resource 9: The Camps and Clubs Cycle: Sample Action Plans

Youth camps are a powerful tool for strengthening youth clubs. The topics and training in one can be linked to the other for a cycle that gets continually richer. Camps and clubs are similar as they create a special time for youth to have fun and focus on a specific area of interest. Both also support youth to adopt new behaviors as they gain new knowledge and skills. The difference between the two is time. Camps are held for a day, on a weekend, or over a couple days and do not allow much time for youth to reflect and apply what they have learned, while club activities can continue for months or years.

The world "camp" is not used in some parts of the world for social and historical reasons. Instead, they choose other words such as "conferences" or "workshops."

The cycle can start from either camps or clubs. Using clubs as starting point, motivated youth are selected for camp participation from the club membership. The criteria for their selection could include a commitment to the club, their interest in the topic, and, most importantly, interest in sharing what they have learned with the club. These motivated youth participate in the camp, and at the end develop an action plan to share their excitement and what they have learned in club sessions or presentations to school and community groups.

Similarly, the cycle could start with camp and motivated youth coming from a community without a club. Once they finish the camp, the youth return to start a club in their community.

Camps are also an opportunity to build the capacity of the youth and adult club leaders. These leaders can be involved in every aspect of implementing a camp from the planning all the way to the evaluation. Camps are a good time for training and reviewing youth development principles around child protection, club organization, and working with youth. The leaders can immediately practice everything they learned in the camp and then take it back to their clubs.

The camp-to-club cycle can also be used to reinforce how clubs function. Sessions on how to improve clubs and enhance their impact can be included within a camp's program of activities. These trainings could be done for both adult facilitators and club members so they can act as a team when they return to their communities.

Camps come in a variety of forms and can be easy to implement alongside a club. Even day camps allow youth time to practice new skills. An additional benefit is that more club members can attend day camps, which builds their sense of camaraderie and identity.

One of the challenges for camp and club participants is translating what they have learned into follow up camp or club activities. To avoid this, participants should devise simple action plans at the end of a camp or as part of a club that identifies what actions they will take and what resources are needed to build on and share what they are learning. The following are two sample action plans that can be adapted for camp to club and club to camp transitions.

Figure 2: Camp to Club Action Plan

Action Steps: What will be done?	Responsibilities: Who will do it?	Timeline: By when? (day/month)		Additional Steps: Who is else involved? What methods? How often?
Action 1: Collaborate with other campers to develop an action plan to apply learning from camp	Adult facilitators and club members who attended the camp	At camp	Identify activities • To share with club • To share with host organization • To share with community • To start club	
Action 2: Implement an action plan in home community	Adult facilitators, club members, host organization, community	Soon after return	Share • An overview of the camp • What was learned • How you will apply what you have learned • Specific follow up to train clubs	
Action Step 3: Plan to attend a camp the following year	Adult facilitators, club members, host organization, community		• Identify individuals to attend • Create a presentation	

Talking Points: Thank you for seeing me. I wanted to share with my experience attending (name of camp) sponsored by (host organization) between (date). (Number of youth) attended from (number of communities). I learned:

1)

2)

3)

And am hoping to share this by:

Figure 3: Clubs to Camps Action Plan

Action Steps: What will be done?	Responsibilities: Who will do it?	Timeline: By when? (day/month)		Additional Steps: Who is else involved? What methods? How often?
Action 1: Collaborate with other club members to develop an action plan to apply learning from clubs	Adult facilitators and club members who attended the camp	At camp	Identify activities ● To share with campers ● To share with host organization ● To share with community ● To start club	
Action 2: Implement action plan in home community	Adult facilitators, club members, host organization, community	Soon after return	Share ● An overview of the club ● What was learned ● How you will apply what you have learned ● Specific follow up to train campers	
Action Step 3: Plan to attend a camp the following year	Adult facilitators, club members, host organization, community		● Identify individuals to attend ● Create a presentation	

Talking Points: Thank you for seeing me. I wanted to share with my experience attending (name of camp) sponsored by (host organization) between (date). (Number of youth) attended from (number of communities). I learned:

1)

2)

3)

And am hoping to share this by:

Resource 10: Youth Ownership of Clubs

Ideally and eventually, youth should assume leadership of all aspects of the club including everything from planning club meetings to determining club rules to evaluating the effectiveness of the club. As youth grow and gain more experiences, they can take on these responsibilities while the adults step back and let the youth lead. All along the way, the adults are there to minimize risks and make sure that the young people are safe.

Definition

Clubs will be more sustainable when youth are partners in the design, development, and implementation of the club. Therefore, a youth-adult partnership approach is most effective. This is one in which adults collaborate in full equal partnership with young people by sharing power, emphasizing skill-building, and communicating consciously. Both youth and adults may need to embrace change in order for the partnership to work. This means that adults may need to modify their ideas about what will and will not work and about the times and conditions under which the club advances. Similarly, youth may need to understand the limitations and realities that affect a club's development, operation, and assessment.

Benefits[49]

Youths gain . . .	Adults gain . . .
• life skills such as leadership, planning, and teamwork and compassion • the ability to implement need-based projects • a sense of belonging and being accountable and committed to their community • civic awareness, the capacity to care for others, and a desire to change and improve the lives of others • a sense of pride and the feeling of being needed and valued as well as new respect and acceptance from adults	• first-hand information about the needs, concerns, and issues of youth • open and honest interactions and feedback about existing programs or services relating to youth • access to new collaborators with fresh and innovative ideas, creativity, energy, and enthusiasm • new perspectives on decision making and community problem-solving • opportunities to foster active community members for the future
Together they gain . . . • sustainable and relevant youth programming • a more cohesive community	

The Process of Implementing a Youth-Adult Partnership

Building a youth-adult partnership requires trust on the part of both adults and youth. As adults take a back seat in running the club, the success of clubs will often hinge on the attitudes and beliefs adults take toward young people. How youth are seen—as capable or as incapable—will establish a precedent in all that is done in the program.

Adults' perceptions influence how they choose to involve youth in decision making processes. Research has clearly demonstrated that the more involved youth are in making program decisions, in planning

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[49]   Joan Chong, "Benefits of Youth-Adult Partnerships," University of Hawaii at Manoa, August 2006, http://scholarspace.manoa.hawaii.edu/bitstream/10125/2763/1/CF-9.pdf. Reprinted with permission from University of Hawaii at Manoa.

events and activities designed for their benefit and enjoyment, and in program evaluation, the more successful those programs will be. Ultimately, youth need caring, supportive adults who take an interest in youth and in actively listen to them. Having adult volunteers who view young people as resources and assets to their communities will have a positive effect on the success of youth leadership clubs.

Guidance

- **Trust and Mutual Respect.** Youth and adults must be open-minded and respect the different knowledge, skills, and ideas that they bring to the partnership. This, in turn, creates an environment with common goals that maximize the potential of the group.

- **Power Sharing.** If youth have no power to make decisions, their participation is not one of partnership. Ensure that each young person and adult has a clear understanding of everyone's roles and responsibilities. People vary widely in their development and in their readiness and willingness to assume responsibility. Being clear about both the goals and the roles that youth and adults play will help in identifying young people who are committed, reliable, and effective.

- **Skills Strengthening.** Effective partnerships are not ones that set young people up for failure by throwing them into situations for which they are not prepared. Youth may need training in communication, leadership, planning, etc., as well as in specific areas of expertise. Adults may need training as well; ensure adults have the skills needed to work effectively with youth. Effective programs ensure that youth and the adults have opportunities for advancement.

- **Conscious Communication.** Adults should take the time and make the effort to develop a good relationship with youth before expecting much. Youth-adult partnerships are often new to youth and sometimes to adults. Youth may interpret adults' being abrupt and hurried as a sign of disinterest in youth's participation; adults are advised to go slow and explain what's going on. Adults must also be aware that different styles of communication do not suggest disrespect, disinterest, or different goals. Youth should be encouraged to ask questions when they do not understand what is being said or why. Focusing on the common goal also helps resolve conflicts that may arise out of different communication styles.

Resource 11: Service Learning Projects

Service learning projects are those that benefit the community in a way that emphasizes learning objectives for the youth involved. These projects derive from the needs of the community and are successful when they engage partners in the community. Examples of service learning projects could include community clean up initiatives, youth groups or clubs, community action or awareness raising around issues such as HIV prevention or girls' education, and art groups dedicated to expression about key community issues.

Benefits of Service Learning

Service learning can result in both positive outcomes for the individual youth involved and for the community. Research has found that young people who are involved in service learning have improved academic outcomes (higher grades, increased engagement in school, greater knowledge of subjects), personal skills development (improved communication, social and conflict resolution skills), and increased civic engagement throughout adulthood.

The community can benefit from service learning projects in a variety of ways. These youth-led projects offer community residents a chance to build positive relationships with young people. Often service learning projects increase awareness of local organizations and resources within the community. Ideally, service learning also meets real community needs and priorities as young people bring new energy, increased capacity, and their creative ideas to community problem-solving.

How to Implement a Service Learning Project

Peace Corps' V2 Volunteerism Action Guide[50] lays out nine steps that comprise a service learning project, as well as useful templates and checklists.

Step 1: Prepare for Service

Step 2: Identify What We Know

Step 3: Find Out More

Step 4: Plan for Action

Step 5: Mobilize Your Community

Step 6: Implement the Service Activity

Step 7: Assess and Reflect

Step 8: Celebrate and Demonstrate

Step 9: Wrap up and Follow-up

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[50] Peace Corps (2015). "Volunteerism Action Guide: Multiplying the Power of Service (CD062) (CD063) (CD064) (CD065)." https://pclive.peacecorps.gov/pclive/index.php/government-civics/item/238-volunteerism-action-guide-multiplying-the-power-of-service-cd062-cd063-cd064-cd065

Checklist: Service Learning

Service learning projects are designed to meet community-identified needs; they also have learning objectives for the youth involved in organizing and implementing the projects. Schools and community organizations use service learning as a tool to help youth strengthen academic skills, foster civic responsibility, and develop leadership and life skills. Service learning projects can be done in a club setting or with a small group of youth, in or out of the formal classroom setting. Youth are expected to take the initiative and actively participate in all steps of the project with guidance from adult facilitators (Volunteers and counterparts). The National Youth Leadership Council identified the following actions for quality service learning as leading to the most effective participant outcomes.[51] This checklist is designed to be used by Volunteers seeking to implement service learning activities with youth.

Italics indicate that the action is also included as a quality standard that Volunteers report on under the GenEq CSPP in the VRF.

Ensure service project is meaningful
- ☐ The service learning project addresses a community-identified need and is valued by the community served.
- ☐ Youth participants express interest in and are actively engaged in the project.

Link project to learning goals
- ☐ The service learning project has clearly articulated learning objectives for the youth participants.

Make time for reflection
- ☐ Youth participants spend time before, during, and after the project to reflect on the service experience. Reflection activities prompt youth to:
- ☐ Think critically about complex community problems and alternative solutions.
- ☐ Examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as community members.
- ☐ *Over the course of the project, youth discuss gender-related challenges and strategies for overcoming these challenges.*

Encourage diversity
- ☐ Youth participants identify and analyze different points of view to gain understanding of multiple perspectives and overcome stereotypes.

Nourish youth voices
- ☐ *Youth are engaged in developing the project's learning objectives and priorities. This could include:*
- ☐ Generating ideas during the planning, implementation, and evaluation processes.
- ☐ Decision making process throughout the service learning experiences.
- ☐ Creating an environment that supports trust and open expression of ideas.
- ☐ *If the group is co-ed, both sexes actively participate.*

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[51] Adapted from "K-12 Service-Learning Standards for Quality Practice," National Youth Leadership Council, 2008. http://nylc.org/standards/

Establish partnerships

☐ The project involves a variety of formal and informal partnerships, including youth, educators, families, community members, community-based organizations, and/or businesses that:

☐ Communicate regularly about the service learning project activities and progress.

☐ Collaborate to establish a shared vision and common goals to address community needs.

☐ *The project involves and engages male and female community partners.*

Monitor progress

☐ Youth participants collect evidence of progress toward meeting their service and learning objectives and use the evidence to improve their project.

☐ Youth participants communicate about their project progress with the broader community.

Maintain duration and intensity

☐ *The service learning project occurs during concentrated blocks of time over the course of several weeks or months.*

Resource 12: Planning Club Curricula and Meeting Agendas

All clubs have many different goals: to work together as a team to be better at something, to learn, or to socialize. As nonformal education, clubs also enable youth to learn new knowledge and skills, and are meant to be flexible, participatory, and fun. In order to be successful, adult facilitators and youth leaders must be conscious planners of club activities both over time and during individual meetings. Based upon their goals, clubs can plan their activities to cover several months, a school term, or a year. Planning allows clubs to have a have a sense of purpose, continuity, and the chance to teach members something new during each meeting. Planned well, youth participation in clubs can lead to positive behavior change.

For most clubs, adult facilitators and youth leaders need to think on a number of levels: what hard skills and what soft skills should members learn and practice. For example, with a soccer club, each practice needs to build the players hard skills such as passing and kicking. But to be successful, the team also needs to practice good communication, self-esteem, and other soft skills. The team's success comes from recognizing and planning for both types of skills.

The foundation for club planning is the club's curriculum. A curriculum links what the club does with the club's mission. Working with the adult facilitator and youth club leaders, identify what is to be learned by the end of the planning period. Clubs adapt or create their own curricula based on their needs of their members. Using a curriculum ensures:

- The goals of the club are achieved.

- Action items and responsibilities are identified.

- The activities to achieve the goal build upon each other from most basic to most complex.

- Interruptions such as holidays and exams are anticipated.

- Guests are contacted well in advance.

- Materials are available at the right time.

- Sufficient time is given for assessment and celebration.

- Parents, service providers, and host organizations are involved.

The next step for planning club activities is to plan agendas for meetings. Instead of planning for a single meeting, intentionally linking what youth learn from meeting to meeting supports higher-level learning and behavior change. Developing a youth club plan is a useful way to identify what you want to achieve, dividing it up into learnable pieces and plotting it on a timeline. These plans create a sequence of learning that build on each other and allow youth to learn and practice progressively more difficult skills. This progression also facilitates longer-term behavior change.

As an example, if the goal of a club lasting six month is for youth to strengthen life skills related to positive health behaviors, the first sessions could introduce simple health concepts, while subsequent sessions could focus on understanding how those concepts manifest in their lives, then move to identifying factors that affect health including behaviors that underlie negative health outcomes, and end with practicing positive life skills and behaviors. If club leaders and members want to address the role of gender norms and expectations on health for girls and boys, young women and men, this should come closer to the middle of end of the club.

Clubs can also organize learning so youth can explore a topic from different angles. This supports youth's ability to think critically, see multiple perspectives, and connect them with their interests and

lives. Alternatively, skill-building can be organized around the completion of a project or an event. In all cases, sessions and skills learned should build on each other.

International days can be a useful way of grounding these approaches. A GLOW-inspired club that wants to focus on the International Day of the Girl Child (October 11) could start with activities highlighting the situation for girls in their community, country, or around the world. This could build to sessions exploring specific issues such as education, health, or economic outcomes for girls and young women, including a mix of participatory activities and presentations. Members could then spend a few sessions developing ideas for sharing one thing they learned during the International Day of the Girl Child, perhaps engaging community members or classmates in an awareness-raising activity. The club can continue learning and skill-building, encouraging members to select an issue they feel passionate about and want to address. If education is selected, members can learn more about global efforts to strengthen education for girls and young women, identify specific challenges in their communities, and work together to define a service learning, mentoring, or other school or community-based action to support girls and young women, culminating in an International Women's Day (March 8) celebratory event.

Other examples include a science club that could research women in science for the International Day of Women and Girls in Science, or a health club that could plan to have World No-Tobacco Day as the culmination of their semester's activities. A list of select international days is provided below.

March 8
International Women's Day

March 23
International Day of Sport and Development for Peace

March 25
World Malaria Day

April 20
Earth Day

May 31
World No-Tobacco Day

June 5
World Environment Day

June 15
World Youth Skills Day

September 12
International Day of Peace

October 11
International Day of the Girl Child

November 16
International Day of Tolerance

November 19
International Men's Day

December 1
World Aids Day

December 3
International Day of Persons with Disability

December 10
Human Rights Day

Many organizations have developed ready-to-use curricula for many topics. These may have existing logical frameworks to support specific behavior objectives and can be useful skeletons for a club to adapt. Borrowing lessons from a curriculum should be done carefully to ensure sequence of learning.[52] .

Planning Agendas for Specific Club Meetings

The structure of youth club meetings engages youth and sustains their learning. Regular meetings that start and stop on time and have a consistent structure allow youth to feel safe and confident enough to participate. Regular weekly meetings support the learning of new skills. Irregular meetings cause youth to forget what they have learned; this lack of focus can cause youth to become frustrated and drop out

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[52] See Expanded Resource 13 for examples of curricula.

of the club entirely. Additionally, documents that establish agreed upon expectations and boundaries as well as the roles of its members support the smooth, continual running of the club and help youth practice leadership skills.

A typical club meeting is between 60 and 90 minutes long. These meetings should have a clear structure with an agenda. Appendix C gives an idea how time can be distributed. This can vary depending upon the type of the club. For example, clubs held during lunch periods have very limited time and may focus just on a participatory activity. With more time, the length of the club activity can be increased and additional time for socializing can be included.

The club activity is where youth learn the most. These activities should have clear objectives and should deliberately involve youth. This youth-centered approach enables youth to understand what they are learning and apply it to other situations. This is in contrast to formal schooling, where youth are often taught facts or information from a lecture or a book and asked only to memorize and recite.

Club activities should be an exploration of youth's experiences within the club and in their lives. To structure this learning, the Peace Corps often uses the four stages outlined below:

1. Motivation: At the beginning of a meeting, communicate the relevance and purpose of the activity and relate it to what youth already know.

2. Information: Implement a hands-on or experiential learning technique to engage youth with new information or skills.

3. Practice: Guide learners to analyze and generalize new information so they understand what they have learned.

4. Application: Support youth to work independently to apply knowledge to a real situation.

It is not essential for the exact format above to be followed. For most clubs, a simplified meeting structure will be sufficient and easier for youth to recreate. What is important is for meetings to include dedicated time for youth to "warm up" and be introduced to the activities, to learn new information or a new skill, and importantly, to practice the new knowledge and think about how it pertains to their lives.

Examples of experiential learning activities include:

- Independent and group projects
- Group discussions
- Debates
- Field trips
- Club presentations
- Drama
- Role plays
- Hands-on activities

At each stage, time should be allocated for youth to reflect upon their experiences. The time at the beginning and end are important as they link the learning of club meetings together. The introduction reminds members of what they learned during the previous session, and the closing helps youth to

reflect upon what they have learned and will prepare for the next meeting. It is also important to reinforce structure by starting and ending on time. Youth should always want more!

Another critical aspect of planning is outlining the materials, information, and other resources, including any speakers that will be needed for each meeting, and who will be responsible for coordinating those materials and resources. It is better to prepare more materials than facilitators anticipate needing so they can draw on a wide range of activities and avoid running out of ideas. This needs to be balanced with ensuring members have the time and space needed to actively participate, learn, and reflect on the topics. Guest speakers should be contacted well in advance and understand what they are being asked to share and who the club members are. This should be incorporated into any planning discussions and documented on any planning matrix.[53]

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[53] See Appendix C for template of a 90 minute agenda

Resource 13: Sample Club Curricula

This resource includes sample curricula from clubs that Volunteers have designed, as well as from other resources that may be helpful. All are available at http://peacecorps.libguides.com/c.php?g=696761.

- Sample curricula from GLOW MALAWI
- Sample curricula from GLOW MOROCCO
- Sample curricula from MAUA MAZURI AND MAZINGIRA MAZURI STUDEN FRIENDLY SCHOOLS TANZANIA
- Sample curricula for LITERACY, SCIENCE AND MATH
- Resources for DIGITAL DEVELOPMENT FOCUSED ON GIRLS AND WOMEN
- Resources for STEM EDUCATION FOCUSED ON GIRLS AND WOMEN

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