

<b>STANDARD SECTOR INDICATOR CODE:</b> YD-032-F	<b>Service Learning:</b> Number of service providers (individuals, leaders, associations members, etc.), out of the total number of service providers the Volunteer/partner worked with, who now incorporate volunteering or service learning into their programs, curricula, or institutional systems. (YD-032-F)	
<b>Type:</b> Outcome	<b>Unit of Measure:</b> Service Providers	<b>Disaggregation:</b> <b>Sex:</b> Male, Female
<b>Definitions:</b> <ul style="list-style-type: none"> <li>• <b>Service Provider</b>—Provides a service to others in the community; examples include teachers, health care providers, and agricultural extension agents, among others. Service providers are one of the four capacity-building levels that Peace Corps work focuses on, in addition to individuals, organizations, and communities.</li> <li>• <b>Partner/s</b>—refers to the local counterpart who is co-facilitating service-learning activities with the Volunteer.</li> <li>• <b>Volunteering</b>—providing service to benefit others or the community without the expectation of external rewards.</li> <li>• <b>Service Learning</b>—Participants are involved in helping others, with a particular emphasis on the learning that occurs through the service. Service learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. Building in learning goals and reflection on the part of the participants distinguishes service-learning from other types of service.</li> <li>• <b>Curricula</b>—refers to courses of study given in a school or training setting.</li> <li>• <b>Institutional Systems</b>—processes/plans/procedures for engaging with youth at a service provider’s workplace.</li> </ul>		
<b>Rationale:</b> An increase in the number of service providers who incorporate volunteering or service learning into their programs indicates more opportunities for youth to build their own knowledge and skills by volunteering, and to be viewed as resources in the community, which is a cornerstone of the asset-based approach to youth development.		
<b>Measurement Notes:</b> <ol style="list-style-type: none"> <li>1. <b>Sample Tools and Methods:</b> Post should select the most appropriate tool for the post, and adapt it at the post level for their Volunteers’ use. This indicator could be measured using surveys or interviews, though there may be other data collection methods that are appropriate as well.</li> <li>2. <b>Activity-Level Baseline Data Collection:</b> Volunteers should collect activity-level baseline information early in their work with youth, and may use their judgment to determine timing because the information will be more accurate if the Volunteer has built some trust with the youth first. Baseline data provides a basis for planning and/or assessing subsequent progress or impact with the same population. The information for the baseline measurement will be the same or very similar to the information that will be collected in the follow-on measurement after the Volunteer has conducted his/her activities to allow for easy data management over time</li> <li>3. <b>Frequency of Measurement:</b> For accurate reporting, Volunteers must take at least two measurements with their target population. After taking the baseline measurement, Volunteers should take at least one follow-on measurement with the same individual(s), typically <u>after</u> one or more service-learning related activities. Volunteers should report in their VRF once at least one service provider has achieved the indicator.</li> <li>4. <b>Definition of Change:</b> The minimum change to report against this indicator is any service provider newly incorporating service learning into their programs, curricula, or institutional systems. If a service provider already incorporated service learning into their programs, curricula, or institutional systems at the baseline measurement, the Volunteer would only count them as having achieved the indicator if they incorporated one or more <i>new</i> service learning component into their programs, curricula, or institutional systems.</li> </ol>		
<b>Alignment with Summary Indicator:</b> YOUTH PARENTING and ED LIFE SKILLS		