



Sector-Specific

PACA

Tools

YOUTH IN DEVELOPMENT



MAY 2018 EDITION

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ABOUT THIS BOOKLET

This YD-specific PACA Booklet serves as a supplement to—not a replacement of—the PACA Field Guide for Volunteers. In this booklet, there are several YD-specific tools that will enable you to adopt a more participatory approach with your work. However, remember that **nearly all tools in the PACA Field Guide can be used or adapted** in order to support successful YD projects.

Adapting PACA Field Guide tools for your YD projects

How youth will be engaged in the PACA process is a critical consideration in adapting tools for the YD sector. Young people should be actively involved in collection and interpretation of information. The process should challenge youth to understand themselves better and identifying areas where they can take informed action.

For example, the **Problem Tree** tool in the Dream Phase can be tailored to learn more about youth and how they understand the issues within their communities. As an adapted tool, youth start with discussing a problem (the trunk of the tree) such as youth employment, substance abuse, and school dropouts. In turn, they can be facilitated to identifying causes (roots) and effects (branches). For example, applying this method to school dropouts, the questions could be raised:

1. (Tree Trunk- Problem)
 - How is school dropouts be defined in our community?
 - How large is the problem?
 - Does it affect girls and boys equally?
2. (Roots - Causes)
 - What causes youth to drop out?
 - Is money the only reason why youth drop out of school?
 - What is the role of parents and community members?
3. (Branches - Effects)
 - What is the result of youth staying in school?
 - What is the result of youth not graduating from school?

Following these discussions, youth can be challenged to think about what this means in their lives and whether there is anything they can do. Possible actions could be supporting a sister to go to school or for the club to create a friendly school environment.

Key PACA considerations for YD Volunteers

As you work with your community members and use the tools in the PACA Field Guide, keep in mind the following key considerations for you as a YD volunteer:

- What are the different periods in the life a young person? How would the transition from childhood to adulthood be described?
- Who are the different types of youth in your community?
- What are the cultural expectations of youth to take on adult responsibilities such as work and marriage?
- What services such as schools, clubs, youth centers, clinics, religious institutions are available for youth?
- How do gender, age, and ethnicity play a role in youth accessing these services?

- Who are service providers that support youth, e.g., older youth, teachers, coaches, religious leaders?
- What health issues specifically affect youth?
- What are the challenges for youth gaining employment?
- What do youth do with their spare time?
- What leadership roles do youth play in their community?



Youth Profile

The tool enables you to get a snapshot of how youth live in their communities. This is a fast, convenient way of acquiring a general understanding of socio-economic, qualitative, and quantitative characteristics. All participants can be included in this exercise, which can be conducted as a fun game.

Time: 2 hours

Difficulty: easy

Materials: Paper, markers, colored pencils

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Explain the objectives of the exercise (e.g., “To understand, how youth live in their community”) and the methodology employed.
2. Start with basic information—for example, “What do youth do in the community?” Typical answers would be school and work. Using cards, the facilitator may either write each item out or use symbols understood by all, depending on the reading skills of the participants. Once the first issue has been covered, the cards are taped to the board.
3. Repeat the exercise by asking:
 - Do these activities change by the time of day or day of the week?
 - Do they change on weekends?
 - Are activities the same for boys and girls?
4. Once the group feels it has covered all relevant topics, conduct the census. Each participant should draw an “x” or a small circle on each card to describe the activities he or she performs, or highlight relevant characteristics in each case. Colored markers are useful for this part of the exercise. Participants should not be apprehensive about the census, since it is anonymous.
5. Discuss the results with the participants—e.g., explain obvious discrepancies, unusual activities, etc. If possible, discuss gender issues as well.
6. Ask the participants what they think of the exercise. Write the results down and turn them over to the group.

Source: Geilfus, Frans. 2008. 80 Tools for Participatory Development. San Jose, Costa Rica: IICA.



River of Life

Understanding a young person's life history is an essential part of knowing who they are and their aspirations. Using the metaphor of a river, this tool enables youth to tell the stories of their lives and identify important and challenging times. This methodology can be a means for youth to specifically talk about issues they faced as children and their aspiration as adults. This exercise can also be adapted for youth to talk about the history of their families, communities, and countries. This also could be adapted as a Trail or Path of Life where youth can talk about the path they have walked in their life.

Time: 90 minutes

Difficulty: easy

Materials: Paper, markers, colored pencils

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Welcome participants and explain they will be talking about creating a River of Life.

'The River of Life' is a picture showing the flow of your life from when you were born to the present and into the future. With the materials provided, draw a river that shows difficult times with rapids and happy times with calm water and sudden events with waterfalls.

Note: This exercise can be expanded or adapted to have youth talk about their future. Youth can draw their future and anticipate future events such as finding work, getting married and having children.

2. Hand out paper and markers/colored pencils and set a time for completion. This is a creative exercise and youth should be allowed sufficient time to develop their rivers.
3. Once completed, ask youth to share their rivers. Allow all of the youth to share their stories. All youth should be heard which might require breaking up into smaller groups.
4. Following all of the presentations, ask participants to reflect individually and as a group. Possible questions could include:
 - How did it feel sharing your story?
 - Did you like hearing other youth's stories?
 - Where there any common experiences?
 - What surprised you?
 - What do you think of people's futures?

Source: Ruder, Karma. 2009. Gracious Space: Holding the Dynamics of Collective Leadership and Community Change. Seattle, WA: Center for Ethical Leadership.



Yearly Calendar

Understanding the seasons of the year is instrumental in planning activities and ensuring participation. Simple calendars can be useful in understanding how and when youth can participate in the different roles they plan in their families and communities. Season calendars can also identify times of the year when youth are vulnerable to migration, hazardous labor, and exploitation.

Time: 2-3 hours

Difficulty: easy

Materials: Blackboard and chalk, or newsprint and markers

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Explain the purpose of the seasonal calendar.
2. Draw a linear time scale on the blackboard or newsprint. Use the calendar employed by the community (January may not necessarily be its starting point). Let the participants decide who is going to draw.
3. Use lines or boxes to describe the seasonal variations of each parameter. As an example, start with marking the holidays, seasons and agriculture production, the school year and school breaks. Added to this can be other areas of interest for youth such as music competitions, sporting events, and voting.
4. Discuss the results and identify what happens during each of these times.
 - What do youth do during these periods, e.g. school breaks?
 - Is this different for boys and girls? In-school and out of school youth?
 - When do youth leave the community?
5. Ask when the best times to schedule camps and clubs are and what can be done during breaks to keep the activities going.

Source: Geilfus, Frans. 2008. 80 Tools for Participatory Development. San Jose, Costa Rica: IICA.



Community Youth Mapping

Using a simple drawing helps youth explain social networks and who they provide protection to and who protects them. This activity explores issues of trust and will be helpful in informing your knowledge of the circles of protection and relationships—as well as gaps—within the community.

Time: 90 minutes

Difficulty: easy

Materials: Paper; writing utensils

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Give detailed instructions; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Gather and welcome a small group of youth together for this activity.
2. Provide participants with pieces of paper and writing utensils.
3. Ask the youth to draw a circle and then a picture of themselves in the middle of the circle.
4. Ask them, in four ever-expanding circles, to draw in who they are closest to, who they trust or distrust, which helps them, who they love, etc.
5. Discuss the drawing with the participants, asking appropriate questions about their relationships with these people. For example:
 - Who protects them?
 - Who they protect?
 - Which are the organizations or people that support youth?
 - Who do they learn from?
 - Who do they want to be closer to?
 - Who would they like to be?

Source: Youth Power (www.youthpower.org/resources)



V2 Identify What You Know

This activity is designed for youth to select a community issue or priority that they would like to address. It includes a process of discovering what they already know about the issue as well as discussing some of the causes of the issue using a mind mapping approach. Youth also consider who is currently helping to address the issue, resulting in the identification of some ways in which the group can help address the issue.

Time: 2-3 youth meetings

Difficulty: moderate

Materials: Paper, writing utensil

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Brainstorm and elicit ideas; Facilitate a group discussion; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Select a community issue or priority that the group would like to address by considering:
 - What has been tried before and succeeded or failed?
 - What resources are currently available?
 - What can be accomplished in the short term versus what requires long-term commitments or changes?
2. Discover what you already know about the issue by using a visual organizer such as a mind map. Start with the key issue in the center of the map. Ask the group members to collectively identify the facts they know about this priority issue. Place each fact in a box and connect it back to the issue. Through discussion, ask the group to draw connections that emerge between the boxes. Use arrows where the group thinks there are causal relationships. Through discussion, the mind map will help uncover aspects of the issue about which the group will need to learn more in order to successfully address the issue.
3. Discuss some of the causes of the priority issue by asking the youth group to consider some of the factors that contribute to this issue, both positive and negative. Refer to the mind map to focus in on some of the key causes.
4. Consider who is currently helping to address this issue by identifying some of the people, organizations, and institutions that are working toward improving the situation.
5. Identify some ways in which the service group can help address this issue by brainstorming a list of ways the youth group can help solve or address the issue. First brainstorm all the ideas, and then go back and discuss the various options.

Source: Peace Corps Office of Overseas Programming and Training Support (OPATS). 2009. Volunteerism Action Guide. No. CD062. Washington, D.C.: Peace Corps.



Bean Sort

In a Bean Sort, beans or small stones are used to represent members of a specific group or community. The exercise illuminates different sub-groups and facilitates discussions of their characteristics. This exercise enables youth to discuss sensitive issues without talking about themselves personally. As a tool, the Bean Sort methodology is a useful means of understanding the economic, social or political divisions within a community and identifying solutions. The method is particularly useful to understand the division amongst youth such as education, the disparity between boys and girls, participation in after-school activities, risky behaviors and identifying possible solutions. The tool identifies people's perceptions and prejudices and can be fact checked to understand a community even better.

Time: 90 minutes

Difficulty: moderate

Materials: 20-50 small marbles or bean-like objectives

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Facilitate a group discussion; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

This exercise can be done by one person or a group.

1. Welcome participants and explain that they will be discussing youth in the community.
2. Introduce a stack of beans or small objects and describe how they as a whole represent a whole population such as a village or the youth within a village.
3. Ask an individual to divide the stack according to criteria such as wealth or youth who smoke. Ask the group if they agree and have them make corrections. Record these discussions.
4. Ask the group if these stacks could be divided further into more groups. This should continue until there are 5-6 groups. At each stage, ask clarifying questions of who is represented by each pile with other youth in the group.
5. Once all of the stacks are established. Each stack is discussed in more depth and compared to other stacks. Questions can specifically be asked about gender, ethnicity, or religion.
6. As the last part of the exercise, ask to identify to identify areas of improvement.
7. Once completed the place the beans all together to start another round or stop. Possible starting questions could include:
 - Who are the youth that work?
 - Who are the club members?

Who are the youth in the community?

		Who are their families	Where do they go to school?	Where do they spend their after afterschool time (Secondary)
Youth coming from families with money (10 beans)		<ul style="list-style-type: none"> • Business People and Traders • Government Officials • Get money sent to them from relatives abroad 	<ul style="list-style-type: none"> • Most boys and girls go to private primary and secondary school. 	<ul style="list-style-type: none"> • Stay after school to participate in school activities. • Boys participate in sports but also debate and science clubs. • In some cases, they belong to private sports clubs.
		<ul style="list-style-type: none"> • NGO workers • Small business people 	<ul style="list-style-type: none"> • Most of the boys go to private primary and secondary schools. Few go to private primary school. 	<ul style="list-style-type: none"> • Some boys and girls attend schools within the camp but most attend schools outside the camp
Youth coming from families with less money (90 beans)	Sufficient Money (10 beans)	<ul style="list-style-type: none"> • Small farmers • Trades people like tailors and blacksmiths 	<ul style="list-style-type: none"> • Most of the girls and boys went to school with the majority attending private government schools. 	<ul style="list-style-type: none"> • Most of the boys attend schools within the camp. Some girls attending. • No school for adolescents.
	Those with Less (75 beans)	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Teachers children go to government schools for free 	<ul style="list-style-type: none"> • Most boys and girls go to school in the camp.
		<ul style="list-style-type: none"> • Small Farmers 	<ul style="list-style-type: none"> • If the children go to school, it is usually the boys and they go to government schools. • A small percentage are able to pay first term fees and a lesser portion the last portion 	<ul style="list-style-type: none"> • Some boys attend and very few girls attend camp school and very few girls. Both children especially adolescents must assist their parents to farm or earn money.
No Money (5 beans)	<ul style="list-style-type: none"> • Elderly • Female headed households • Widows 	<ul style="list-style-type: none"> • Boys and girls do not go to school at all. • At-risk doing difficult labor. 	<ul style="list-style-type: none"> • No boys and girls attend school since they must earn money. • Cannot afford school fees 	



Club Assessment

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. 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 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.

Time: 2 hours

Difficulty: moderate

Materials: Youth Club Checklist

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Facilitate a group discussion; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Review Club Toolkit and orient yourself to the Club Checklist and Club Rubric to understand the different aspects of a quality club.
2. Ask youth to tell you basic information about a club e.g. how many members does the club have? Boys and girls? How long have you been meeting? What ages of youth attend the club?
3. Provide club members with the club cards below.
4. Introduce the question 'For our club, which of these are presently occurring?'
5. Have individual youth read the cards aloud and as a group decide which of the categories on the card apply to their club. Ask them to mark them each with a yes/no/maybe
6. Once complete, have club members put all of the slips in the middle of the table.
7. Place a sign on one of the table saying 'important' and one the other side of the table saying 'not important'.
8. Encourage youth to discuss how the different cards are placed so you can understand their thinking and priorities.
9. Once completed write down the order of the cards as a snapshot of how the club functions.
10. As a follow up question, ask if they could change one of the cards which one would it be.

Source: Peace Corps Office of Overseas Programming and Training Support (OPATS). 2017. Youth Clubs Toolkit. No. M0129. Washington, D.C.: Peace Corps.

Clubs Cards (Extracted from Clubs Checklist)

	<p>Needs Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Club activities are based on what youth want. <input type="checkbox"/> The club is based on what youth need. <input type="checkbox"/> Youth decide the direction of the club.
	<p>Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who is a member of the club is clearly established. <input type="checkbox"/> Attendance is taken at each meeting <input type="checkbox"/> Meetings have a clear and consistent beginning and end times. <input type="checkbox"/> The club is offered at a time that maximum youth participation. <input type="checkbox"/> Meetings have clear objectives.
	<p>Youth leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Youth leaders are elected by the members. <input type="checkbox"/> Rules and expectations are developed by youth. <input type="checkbox"/> Meeting agendas and activities are organized by youth club members. <input type="checkbox"/> The club is co-led by youth and, ideally, two adults (Volunteer and host country national).
	<p>Community engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school and community leadership actively support the club. <input type="checkbox"/> Youth reach out to build supportive relationships with adult leaders and mentors in the community.
	<p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> The meeting area is safe. <input type="checkbox"/> Youth and adult leaders are aware of existing child protection codes of conduct of their respective organizations and of local laws regarding child protection. <input type="checkbox"/> Plans are established for emergencies. <input type="checkbox"/> Participants have submitted completed permission slips.
	<p>Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fun social activities are planned and are a regular part of every meeting. <input type="checkbox"/> Members are regularly and publicly recognized for their achievements and development. <input type="checkbox"/> 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.
	<p>Skill-building</p> <ul style="list-style-type: none"> <input type="checkbox"/> Club activities build on each other and are increasingly difficult. <input type="checkbox"/> Club activities are well structured and planned around themes. <input type="checkbox"/> Club activities include a focus on life skills such as goal setting, communication, and critical thinking.
	<p>Diversity and inclusion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Both boys and girls are active members and encouraged to hold leadership roles. <input type="checkbox"/> To the extent possible, youth with special needs and disabilities actively participate in activities and leadership. <input type="checkbox"/> Youth with disabilities and different ethnic, religious, and linguistic groups are encouraged to participate in activities and leadership roles. <input type="checkbox"/> Club activities are appropriate for the targeted age group and developmental stage.
	<p>Fostering the camps and clubs cycle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Club members participate in camps. <input type="checkbox"/> Members who participated in camp share what they have learned with the club.



Youth Enabling Environment Mapping

A Youth Enabling Environment Map is a map of resources and services available to youth in a community. Use this tool to find out:

- What are the institutions that support youth? E.g.. schools, health clinics, religious organizations, etc.?
- Do youth choose to go to one institution or another?
- Why don't youth access these institutions?
- Where do youth congregate during their free time?
- Where do youth play?
- Who supports youth informally in the community?

Time: 90 minutes

Difficulty: moderate

Materials: Paper; writing utensils

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. In small and medium-sized groups ask youth to make a map on a piece of paper or grounds of their community including formal and non-formal institutions, roads and major institutions.
2. If participants have trouble starting, ask them to begin by marking the nearest school on the map.
3. Explain that the focus of the exercise is to look at their community map from a youth perspective.
4. Ask youth to point on the map the institutions where youth go and are supported. This could include schools, government agencies that focus on agriculture, sports, economic development, NGOs, religious institutions and political parties.
5. Ask whether youth are seeking services at these institutions or playing a leadership role?
6. Ask where young people spend their free time? There may be a difference between where youth spend their time during and after school. Where youth spend time may vary for boys and girls.
7. Ask youth to identify areas which are very safe and unsafe for youth. Ask a few youth to show on the map how they go to school and about the safety of the journey.

Source: International HIV/AIDS Alliance. 2006. Tools Together Now! 100 participatory tools to mobilise communities for HIV/AIDS. Hove, UK. International HIV/AIDS Alliance.



Ranking

A Ranking or Card Sort Exercise allows groups to discuss issues, prioritize them and identify solutions. This method allows youth to reflect individually and present their thoughts anonymously for discussion by the larger group. This methodology is particularly useful as participants can discuss issues in depth and the facilitator can ask probing questions. The activity can be done with one other person or in a larger group. Groups enjoy doing this exercise as it is very participatory and can lead to a substantial discussion.

Time: 90 minutes (possible in multiple sessions) **Difficulty:** moderate

Materials: Paper, writing utensil

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Facilitate a group discussion; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Welcome participants and explain that they will be discussing issues facing youth and possible solutions.
2. Hand out slips of paper. Ask youth to write responses to the following question. Youth should write one response on each slip of paper. Youth may write as many as they like.

What are the most pressing issues for youth in your community?

Alternate questions could include:
 - What are the most pressing issues for boys/girls? For a boys/girls focus groups. It would be interesting to have the groups share their results with each other.
 - What are the most pressing problems in the community?
 - What is the best/worst thing about school/school break?
3. When all youth have finished ask youth to place their papers into the center of the table and mix them up.
4. Ask the group to take turns reading the responses out loud and sorting the slips of paper into piles. They should be encouraged to discuss the differences in the answers. A new response should be created when two issues occur on one slip of paper or when a new issue arises. No one should be asked to identify or respond to their responses. The facilitator should be taking notes and asking clarifying questions.
5. At the end of the sorting, ask if there are any topics which are missing. Write new slips for any missing topics.
6. Ask youth to organize the piles according to the number of responses with the topic with the most responses being first and the least being last. Facilitators should again be noting the discussions.
7. Youth should then report their findings starting from the bottom and going to the top. A different person should lead the presentation and discussion of each topic. The facilitator should write down the points for future reference and ask questions for clarification, such as, "Is this the same for boys and girls? Has this always been this way?"

8. Once the group finishes, ask if they have any reflections. Ask youth to reflect upon the top five. Are there solutions to any of these problems? Who solves them? Is there a role for youth in solving them? Is there any additional information needed?
9. You can close the activity here with youth discussing what they can do as individuals or as a group to address the issues raised. Equally, the session could close with youth being tasked to find out specific issues so the group can develop a service project.

Question: What are the issues affecting youth in this community?		
Brainstorm	Prioritize them	Next step:
<p>Lack of employment Drinking water at school Lack of Electricity Bullying Not safe to walk around at night School fees School and community are dirty No computers No cell phones No support for further studies after secondary Youth aren't engaged with leaders in the community</p>	<ol style="list-style-type: none"> 1. Lack of employment 2. Bullying 3. Not safe to walk around at night 4. Drinking water at school 5. School fees 6. Lack of Electricity 7. School and community are dirty 8. No support for further studies after secondary school 9. Youth aren't engaged with leaders in the community 10. No computers lab in school 11. No cell phones 	<ul style="list-style-type: none"> • How can the top 5 be addressed? • What do you need to know more about? <ol style="list-style-type: none"> 1. Lack of employment <i>Seek employability training</i> 2. Bullying <i>Anti-bullying campaign</i> 3. Not safe to walk around at night <i>What is not safe? What can be done?</i> 4. Drinking water at school <i>Why isn't there drinking water now?</i> 5. School fees <i>Scholarship fund?</i>



V2 Plan of Action

During this activity, a group of youth set goals and identify what they are going to do to carry out their vision. They also define what success will look like and opportunities for them to achieve their own personal growth goals.

Time: 2-3 youth meetings

Difficulty: moderate

Materials: Paper, writing utensil

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Brainstorm and elicit ideas; Facilitate a group discussion; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Determine what the group would like to do in order to bring about change by asking youth to consider what the community would look like if there were changes or improvements made in the priority issue by completing the sentence, "We are working for the day when..."
2. Set Goals; identify what they are going to do in order to bring about their vision by working with group members by:
 - Restating the vision and approach in terms of what is to be accomplished;
 - Defining the long-term results or changes that the project will bring about;
 - Ensuring that the goals are realistic and include an overall time frame.
3. Identify the steps that need to happen by considering the following:
 - What resources do group members already have to assist them? (Include human resources such as friends, leaders, and materials or financial resources);
 - Who needs to be involved and at what time within the project life-span?
 - What "winnable victories" are possible for the group?
4. Determine how the group will define success for its project by asking the youth group to list its ideas of success.
 - Then ask the group members to review their indicators of success to make sure they are observable. If not, discuss ways in which group members can gather information that will help them know if they are successful, such as short interviews or a survey to evaluate their efforts.
5. Identify learning or participant growth goals by discussing the areas in which the group wants to develop their skills or gain experience. Learning areas may include:
 - Personal growth or life skills;
 - Academic skills;
 - Work/career goals;
 - Civic engagement;
 - Technical skills

Source: Peace Corps Office of Overseas Programming and Training Support (OPATS). 2009. Volunteerism Action Guide. No. CD062. Washington, D.C.: Peace Corps.



V2 Assess and Reflect

Using an observation checklist, youth describe what happened during their project, and then examine the difference that it made in the community and on themselves as participants. Youth also examine their thoughts and feelings about service. They brainstorm ideas of how the project could be further improved and generate ideas for additional service to the community. Note: this can be used at the end of the Deliver as a way to evaluate how things went.

Time: 2-3 youth meetings

Difficulty: moderate

Materials: Paper, writing utensil

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Facilitate a group discussion; Solicit ideas/responses; Summarize/analyze others' responses

Steps:

1. Describe what happened during the service activity by discussing the following questions:
 - How did our project go?
 - Did the group's planning help you address any challenges that arose?
 - Were there any unexpected surprises, either positive or negative, during the activity? If so, how well did we handle them?
2. Examine the difference that it made in the community by asking the group to consider the goals they chose and how they planned to determine their success. Several different tools can help assess the difference the project made including surveys, observation checklists, interviews, or focus groups discussions.
3. Examine the difference it made in the participants by discussing what difference it made to them. Reflect on experiences, thus far, in the planning, assessment, and implementation stages of the group members' service project. Helpful self-assessment or reflections tools include:
 - Journals that youth keep throughout the project
 - Portfolios or art projects
 - An evaluation tool or rubric that participants complete
4. Examine their thoughts and feelings about the service, as well as place the experience into a larger context by discussing why the group thinks the priority issue or situation that it worked on exists. What are the root causes of the issue? What role did the project play in addressing the larger priority issue?

Reflection can be creative and take various forms:

- Skits, role plays, drama
- Service journals, diaries, and writing assignments
- Discussion groups
- Artwork, group banners, posters, portfolios
- Radio shows
- Photo or video documentaries
- Group discussions before and after the project

5. Brainstorm ideas for how the project could be further improved. This allows youth to look back on their implementation of the activity and examine both what went well and what could have been done better.
6. Identify the things that are already working well in the community by asking youth the following questions about the community:
 - What is currently working well in our community?
 - What new resources did we discover?
 - What assets does the community have that we never knew about?
 - What did we learn about in terms of how decisions are made?
 - Who are the informal leaders and how do they get things done?
7. Generate ideas for additional service by thinking of some creative ways to get ideas produced and recorded. Examples include:
 - Each person writes one idea per sticky note; all are posted and read by the whole, and then grouped. They are then recorded.
 - On the blackboard, white board, or flip charts put the headings “What”, “Who”, “How”. Have members write any of their ideas under each and then review and expound on them.
 - Create some type of project idea book to keep for future reference.
8. Clarify remaining questions and receive feedback by asking the youth to identify any outstanding questions they have about the project or the process. Develop a short evaluation instrument, conduct interviews, or facilitate a discussion. Consider things they will look for in the future.
 - What will the group members look for to determine if their project was sustainable?
 - Are there factors that will affect the future success and impact of their efforts?
 - What support provided by the project facilitators was useful and what could be improved?
 - Would you do the project over again if you had the chance? Why or why not?

Source: Peace Corps Office of Overseas Programming and Training Support (OPATS). 2009. Volunteerism Action Guide. No. CD062. Washington, D.C.: Peace Corps.

RELATED RESOURCES & CONTENT

More participatory tools!

The tools in this Sector Booklet are borrowed from the following sources, which collectively contain hundreds of additional participatory tools that can be used as part of sector-specific PACA.

80 Tools for Participatory Development

Geilfus, Frans. 2008. 80 Tools for Participatory Development: Appraisal, Planning, Follow-up and Evaluation. San Jose, C.R.: IICA.

Gracious Space

Ruder, Karma. 2009. Gracious Space: Holding the Dynamics of Collective Leadership and Community Change. Seattle, WA: Center for Ethical Leadership.

International HIV/AIDS Alliance Tools Together Now!

International HIV/AIDS Alliance. 2006. Tools Together Now! 100 participatory tools to mobilise communities for HIV/AIDS. Hove, UK: International HIV/AIDS Alliance.

Volunteerism Action Guide

Peace Corps Office of Overseas Programming and Training Support (OPATS). 2009. Volunteerism Action Guide. No. CD062. Washington, D.C.: Peace Corps.

Youth Clubs Toolkit

Peace Corps Office of Overseas Programming and Training Support (OPATS). 2017. Youth Clubs Toolkit. No. M0129. Washington, D.C.: Peace Corps.

Youth Power

www.youthpower.org