**WVA Concept Paper**

1. **SUMMARY OF PROJECT**
	1. **Project Profile**

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| --- | --- |
| **National Office** | Armenia |
| **Project Name** | IMPACT Clubs (insert location) |
| **Project Location** | Talin ADP*flag_1197_128** IMPACT projects are more cost effective when the program is delivered over a number of ADPs. The costs of the mandatory trainings and learning events can be shared across ADPs. In addition IMPACT projects can connect adolescents and contribute to a youth movement where young people network, share learnings and community service-learning/ social enterprise projects. It can be useful to have 2+ ADPs involved in the one IMPACT program*.*
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| **Is the project located within an existing ADP or program** | IMPACT PM can be a contributing project to an ADP or program, or a standalone project.  |
| **Project Goal and Outcomes** | **Goal:** Female and male IMPACT Club members are empowered as active citizens, and equipped to transition well to adulthood.**Outcome 1:** Female and male IMPACT club members have positive self-concept and future orientation**Outcome 2:** Female and male IMPACT Club members have the capacity to engage with their community.IMPACT club members contribute positively to their community**Outcome 3:** Female and male IMPACT Club members have the capacity to engage in economic opportunity.flag_1197_128* Important to have clear goal and outcome statements. Often these are double barrelled, unclear or too technical.
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| **Primary Sector** | Economic Development |
| **Target Population** | Adolescents aged 12-17 years who are interested to learn new skills and want to contribute to their community. flag_1197_128* IMPACT has been designed for adolescents who have at least basic level of literacy.
* IMPACT has been designed to target adolescents who lack opportunities for non-formal/formal education or to engage with their communities, however this does not mean that young people who are currently engaged in education/out-of-school programs cannot participate in IMPACT – in fact, having a portion of young people that engaged in productive activities can contribute to the learning and development of other young people

**Direct Beneficiaries** (Estimates): 550 *\** *An IMPACT Club project at ‘full-scale’ over four years is expected to directly reach at least 550 adolescents across the life of the project – this is an average of 25 adolescents in each of the 15 clubs with a clubs continuing for the life of the project.* **Indirect Beneficiaries: 5000 people***\** *There are expected to be 3000 indirect beneficiaries per an IMPACT Club project. These include the families of the IMPACT Club participants, schools and other project partners, as well as community members who are benefiting from IMPACT community service-learning projects.*  |
| **Estimated life of Project** | 4 years*flag_1197_128** An IMPACT project will ideally be 3-4 years in length. Anything less than 3 years does not give the project ample time to generate sustained results*.*
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| **Estimated Project Budget** | $150,000 -$350,000 USD for 4 year project in one ADPflag_1197_128 * Costs do vary depending on operational costs in country. Projects with larger budgets can look to layer in additional economic development activities such as vocational training and apprenticeships/internships.
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| **Estimated Design Budget** | Insert the estimated total budget for project design, if separate funding is sought for design |
| **Anticipated funding source(s)** | *Insert Support Office/s and possible funding source (Govt/PNS/Sponsorship)*  |
| **NO Contact Person** | *Insert Project Manager or NO contact name and contact details.*http://www.geekpedia.com/Pictures/Icons/flag_1197_128.png* Try to get a contact person who is not responsible for everything else as well – possibly the Youth Manager
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1. **CONTEXTUAL ANALYSIS** *(maximum ½ page)*

**2.1 Background information.**

This section may include the following key points;

* The current situation of adolescents and youth in the country where the project will be implemented, for example: how does the country/project define young people (e.g. 12-18 years); the current population of adolescents and youth in the target country; the percentage of young people who are able to access school/ pursue further education opportunities after school; as well as details about what young people are currently doing with their time – are they involved in risky activities? Do they have opportunities to engage in meaningful activities in their community? etc.
* What adolescent/youth focused initiatives are currently taking place in the country where the project will be implemented, for example: what are the current policies/programs of the government relating to adolescents and youth; what NGOs or multi-laterals are working in the country that have projects specifically target young people.
* A wide range of factors inhibiting access to employment or education for young people such as:
	+ Schools institutions have outdated curricula and young people are being trained in programs that don’t adequately equip them for the labour market
	+ Adolescents don’t have opportunities outside of school (non-formal education programs)
	+ Adolescents lack opportunities to meaningfully engage with their communities
	+ There are a lack of employment or education opportunities for young people to pursue after they complete school
* Without support and intervention adolescents and youth are unlikely to be able to develop the necessary competencies for economic, civic and social participation. No other organisation or group in the target area is addressing this issue and the community have requested WV support them in this area. WV is well positioned to respond to this request as it has strong relationship with the schools, churches, local government and other institutions that work in this area.
1. **LINK TO ‘CALL FOR CONCEPTS’**

*How will the project address the ‘Call for concepts?’*

1. **LINK TO FUNDING SOURCE**

*Describe how the project meets the donor promise for the chosen funding source. If the requested funding source is Sponsorship Funds, describe how the project will impact WV funded ADPs.*

1. **DESCRIPTION OF PROJECT** *(maximum 1 page)*

**Goal:** Female and male IMPACT Club members are empowered as active citizens, and equipped to transition well to adulthood.



* Make sure the goal is clear concise and not confused with other factors. Goals should be focused on attainment of livelihood, improved economic/civic engagement behaviours, skills or knowledge.

**Outcome 1:** Female and male IMPACT club members have positive self-concept and future orientation.



* The IMPACT program looks to cultivate improved emotional and social competencies (also known as soft skills or non-cognitive skills) in participants, and foster a positive self-identity and future orientation. These variables have been shown to have a strong relationship with improved life outcomes including contribution to community and labour market outcomes. As such, there should be an outcomes that involves improving mindset or social and emotional competencies. The two outcomes behind this include the formation of functional SKYE Clubs and increased leadership capacity.

**Outcome 2:** Female and male IMPACT Club members have the capacity to engage with their community.



* There should be an outcome that involves young people engaging with their community. Community service-learning projects are an experiential education methodology and provide a real world context for adolescents to apply their skills learnt in Club meetings and gain hands on experience. The activities behind this will include training on the Active Citizenship module of the IMPACT curriculum, learning events with guest speakers as well as community service-learning projects.

**Outcome 3:** Female and male IMPACT Club members have the capacity to engage in economic opportunity.



* There should be an outcomes focused on improved knowledge, skills, and behaviours necessary to recognise and engage in economic opportunities. The two outputs behind this include increased employability capacity and increased entrepreneurial capacity.

**Project Outputs:**

1.1 IMPACT Clubs are established and functional

1.2 Increased capacity of female and male IMPACT Club members have to take on leadership roles.

2.1 Increased capacity of female and male IMPACT club members to become active citizens.

3.1 Increased capacity of female and male IMPACT club members to secure employment.

3.2 Increased capacity of female and male IMPACT club members to start a business.



Any of the following should raise alarm bells and be questioned or removed:

* **Specified community service-learning project / social entrepreneurship projects.** The IMPACT program should be adolescent-led to ensure ownership and investment of the adolescents; as such the projects that Clubs undertake must be selected and implemented by the young people themselves. If there is a particular community or market opportunity that World Vision has recognised (e.g. community garden, tourism or technology) WV can provide additional, focused trainings in that area and link adolescents with industry/community partners, however it is the adolescents in the IMPACT Clubs decision about the specific project.
* **Removing one of the IMPACT Learning** **Objectives** (i.e. Active Citizenship, Leadership, Employability, and Social Entrepreneurship). While the curriculum can be adapted to fit the needs and interest of the local context, it is important that the program still achieves its four learning objectives – each objective is complementary and necessary to develop the knowledge, skills and behaviours of adolescents under the other three learning objectives.
* **Hiring or payment of IMPACT Club Leaders or project partners.** It is critical that WV does not pay the IMPACT Club Leaders or project partners as this can attract those who are not committed to the adolescents or the IMPACT vision, and reduces sustainability of the Clubs.

We want to see WV playing the role of coaching, facilitating and linking IMPACT Clubs to learning events and industry/community partners.

* 1. **Cross cutting issues**
* *Gender*: IMPACT will respond to gender considerations by providing girls with equal participation opportunities in the Club and Club activities. The IMPACT curricula can also be adapted to address gender-specific issues being experienced in a target context. It is expected that 50% or more of the participants in this project will be girls.
* *Disability*: IMPACT will respond to disability considerations by providing young people with disabilities with equal access to the IMPACT Club program. In the initial phase of the IMPACT Club project, WV staff will profile adolescents in the target community(ies), this will include identifying vulnerable adolescents (including those with disabilities) and understanding the specific barriers which may prevent them from engaging in education or civic opportunities (including IMPACT Clubs) and create strategies to overcome these barriers.
* *Protection*: Care and due diligence will be taken to ensure that adolescents are educated on their rights, in particular their rights as employees, and that adolescents people will not be exploited by project partners.
	1. **Sustainability** *(max ¼ page)*
* WV will work with stable community structures (e.g. colleges, churches, community groups, youth centres, social services and cultural centres etc.) to identify volunteer IMPACT Club Leaders and establish functional IMPACT Clubs.
* WV will provide an IMPACT Club Facilitator (Development Facilitator) to mentor, coach and monitor IMPACT Club Leaders and Clubs in order to build capacity so that by the end of the project, there is no further need for the IMPACT Club Facilitator. In the case the IMPACT Clubs are being run in partnership with a community organisation, the IMPACT Club Facilitator will also build the capacity of that partner so that they can continue to oversee the program.
* The IMPACT Club curriculum provides modules on fundraising, advocacy, business development and leadership that are specifically designed to build the adolescents/Club’s capacity to raise funds and manage itself after 2-3 years of operation.
* The IMPACT program looks to cultivate positive behaviour changes in young people so that they not only have improved capacity to gain a livelihood or contribute to their community, but also make healthy, informed choices on behalf of themselves over the long-term.



* Be wary of concepts that suggest that they will pay IMPACT Club Leaders or project partners – WV’s experience suggests that this will reduce sustainability as when WV looks to transition from the ADP/ the project ends, both partners and IMPACT Club Leaders will expect payment and will often choose not to continue on unless a project partner is able to supplement this.
1. **DESCRIPTION OF PROJECT DM&E** *(maximum 1 page)*

**5.1 Description of Project Logic**

* The IMPACT model is a holistic approach to adolescent engagement that supports young people (aged 12-17) develop the competencies necessary to contribute as social, economic and active citizens in their communities. The IMPACT program is built on the methodology of experiential education, a learn-by-doing approach which allows for the transformation of character, attitudes, and values, as well as growth in knowledge and skills.
* IMPACT program (and curriculum) is structured around four major learning objectives:
* Active Citizenship
* Employability
* Leadership
* Social Entrepreneurship

These learning objectives are achieved through group-based training and support delivered through ‘IMPACT Clubs.’

* IMPACT Clubs are groups of 10-25 young people who meet each week to identify community problems and to brainstorm, plan, and implement community service-learning and social enterprise projects. Each successive project becomes increasingly complex, delves more deeply into community issues, and elicits greater leadership, project management, and entrepreneurship skills from adolescents. These community service-learning projects are the main learning tool of the IMPACT program, and serve a dual purpose:
1. To bring social change to the community and help foster locally-driven, empowering, sustainable community development.
2. To equip adolescents with critical life, work-readiness, technical, and entrepreneurial skills.
* IMPACT Clubs are led by 2-3 trained community volunteers known as IMPACT Club Leaders. Leaders are coached, mentored and monitored by a WV Development Facilitator (IMPACT Club Facilitator) who can oversee 5 -15 Clubs (part-time/full-time) at one time.
* Following the WV institutional preparations that are necessary (such as recruitment of appropriately skilled IMPACT Facilitators) WV will hold a 4-day IMPACT Orientation Training. The purpose of the IMPACT Club Orientation Training is to provide IMPACT Club project staff with an understanding of the IMPACT Club project model, its philosophy, core components, and steps in implementation.
* Following the IMPACT Orientation Training, IMPACT Facilitators will focus on understanding the situation of adolescents in the target community. This phase also includes mapping key stakeholders (e.g. schools, training institutions, local government offices) as well as stable community structures in such as training centres, churches, community centres, community based organisations as well as existing adolescent clubs. The purpose of this exercise is for the IMPACT Club Facilitator to have a better understanding of what is available to the adolescents in the community, and also to identify possible community partners to implement the IMPACT Club model or provide support (e.g. a community centre or school might offer a space for IMPACT Club weekly meetings).
* Working with selected the community partners, the IMPACT Facilitator will identify, interview and select volunteer IMPACT Club Leaders – there is required to be 2-3 Leaders per an IMPACT Club. IMPACT Club Leaders and Facilitators will then attend a 6-day IMPACT Leaders Training which equips participants with an understanding of the IMPACT Club project model, how to use the IMPACT Club tools, as well as how to mobilize, facilitate and work with adolescent. The Leader's training is held at the beginning of an IMPACT Club project.
* Following the Training, IMPACT Club Facilitators will work with Leaders to hold small community information sessions, mobilize adolescents and to officially open their clubs. The role of the IMPACT Club Facilitator is not to recruit the adolescents, but to support and mentor the Leader as they go through the process.
* With ongoing mentoring and support of the Facilitators, Leaders will use the IMPACT Learning tools to host Club meetings as well as implement community service-learning and social enterprise projects. Both the community-service learning projects and the social enterprise projects provide real world contexts to apply the new knowledge/skills developed in Club meetings. Beyond this, projects offer adolescents a chance to conduct community needs and market analysis which gives them a better sense of the opportunities they can pursue in their community and more broadly. Through these activities it is intended that adolescents people will cultivate competencies necessary for critical for social, civic and economic participation.
* The project will result in empowered adolescents with the knowledge, skills, behaviours and attitudes necessary to pursue further education opportunities, identify economic opportunities, as well as contribute meaningfully to their communities.



* The IMPACT Club trainings (Orientation and Leader trainings) are critical to the success of the IMPACT Club project. They provide WV staff and volunteer IMPACT Club Leaders with the understanding, skills and confidence necessary to open and run IMPACT Clubs.
* The sequencing of activities is very important. It is important that WV IMPACT Club Facilitators have the time and space (2-3 months) after the Orientation Training to profile adolescents, map the community, and build relationships with potential community partners. IMPACT Club Facilitators also need the time to have face-to-face conversations with each potential volunteer IMPACT Club Leader to ensure that they fully understand their role and the commitment - this reduces attrition rates of volunteer IMPACT Club Leaders.
* The IMPACT Club project design is intended to follow a common sequence and include standard elements which are very important for the overall performance of the project. Please see ‘Phases and Steps in IMPACT Club Project Implementation’ document for direction on what to include.

**5.2 Description of M&E**

* Please see the IMPACT M&E Framework and the ‘IMPACT Coaching, Monitoring and Evaluation Tools’ document which includes suggested indicators, methodologies and tools. This is comprehensive and it is strongly recommended that NOs make use of these materials.

It is recommended that a baseline will be conducted with IMPACT Club members once the IMPACT Clubs have been established. To monitor and analyse these indicators, data on improved emotional-social intelligence and competencies will be collected initially and at the end of an IMPACT Club project.



* Often a baseline study will be planned immediately once the funds have been committed. It is preferable to wait until the IMPACT Clubs are operating (4 months after commencement) so that the baseline can focus on the skills and behaviours most specific of IMPACT Club project participants. If the baseline is done earlier than this, it will be more generic and less targeted.

Some monitoring and feedback will be undertaken by the IMPACT Club Facilitators, Leaders and members themselves.

IMPACT Club Facilitators are required to have monthly visits to IMPACT Club meetings and weekly phone calls with IMPACT Club Leader to monitor, coach and support the Leaders of the Clubs as they progress. IMPACT Club Facilitators have specific tools that enable them to monitor the progress of the Clubs and identify red-flags which need to be addressed; these include monthly and quarterly reports that offer qualitative and quantitative information.

 IMPACT Club Leaders are responsible for tracking the attendance and progress of IMPACT Club members. This enables Leaders to ensure that young people are reaching their learning personal and group learning objectives.

IMPACT Club members are responsible for tracking their own progress in the IMPACT Club Journal and Passport. The IMPACT Club Passport is used every 2-3 months at the IMPACT evaluation meetings when members evaluate/debrief on their community service-learning project / social entrepreneurship project, as well as their own participation. The Passport tool serves a duel-purpose:

* It is a goal-setting tool for adolescents: It allows members to understand what competencies they have developed through participating in the IMPACT Club and set new goals to work towards over the next 2-3 months.
* It is a monitoring and evaluation instrument for WV which allows project staffs insight to the learning and development of adolescents, as well as the fertility of the project.

Ongoing learning, reflection and adaptation will be crucial, given that this project model requires flexibility to meet the interests and needs of youth, as well as opportunities that exist in the community. As such, regular meetings will be held with the WV project team, IMPACT Leaders and IMPACT Club members to analyse the progress of the project and discuss possible adaptations to the project design (e.g. including providing optional trainings to participants to equip them to adequately address community issues or pursue relevant market opportunities, or updating the IMPACT curriculum to address a context-specific issue/need).

1. **BUDGET**

*Please provide budget in USD*

* 1. **Breakdown according to activity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FY12** | **FY13** | **FY14** | **FY15** | **TOTAL** |
| **Direct Project Costs (DPC)** |  |  |  |  |  |
| **Shared Direct Project Costs (SDPC)** |  |  |  |  |  |
| **Indirect Project Costs (IPC)/ Office Operating Costs Allocated (OOCA)**  |  |  |  |  |  |
| **Office Operating Costs Unallocated (OOCU)** |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |



* The budget will require a larger investment in the first year of project implementation in order to cover the costs of the IMPACT Orientation Training and IMPACT Leaders Training. It is also expected that a project may include greater expenditure in the final year to include an evaluation. But overall, there shouldn’t be massive differences in expenditure as much of the budget is staff salary. Please see the ‘IMPACT Budget and Descriptions’ document for an outline of the expected costs involved in implementing a IMPACT Club project.
	1. **Breakdown according to proposed funding source**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FY12** | **FY13** | **FY14** | **FY15** | **TOTAL** |
| **Local Contribution** |  |  |  |  |  |
| **Support Office Funding:**(WV Australia) |  |  |  |  |  |
| **Support Office Funding:**(insert name of Support Office) |  |  |  |  |  |
| **Gifts in Kind** |  |  |  |  |  |
| **Gift Catalogue**(insert name of Support Office) |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |

Any questions or comments please get in touch with Kate Williams:

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