

Empowering Youth, Creating a Sustainable Future



Theme: Sustainable Service

Participation Guide

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National Youth Service Week - Lebanon (NYSW)



National Youth Service Week is a campaign throughout Lebanon, started in 2016, to promote, support, and recognize youth service to their society. National Youth Service Week in Lebanon is built upon the foundation of Lebanon's celebration of "Global Youth Service Days" from 2001 (www.gysd.org). Groups that register their projects for National Youth Service Week will have their projects automatically registered for Global Youth Service Days as well.

Objectives of National Youth Service Week Lebanon

- 1) Develop our youths into capable, empowered, socially responsible citizens
- 2) Encourage youths to identify and target social problems and collaborate to solve them
- 3) Provide them with opportunities to actually contribute in meaningful ways
- 4) Provide youths with volunteer opportunities that cross social barriers of age, religion, abilities/disabilities, and geography
- 5) Improve the quality and sustainability of youth service projects
- 6) Acknowledge the capacity of youths to contribute to their society

Guidelines for Participation

1) Who Can Participate? NYSW is focused on group service projects, and not on individuals volunteering for an organization or service institution. All children, adolescents, and young adults (ages 5-25) can participate in National Youth Service Week by planning and implementing service projects through their schools, universities, clubs, Scouts, and youth groups, or as a group of friends forming an informal group for the purpose of doing a service project.

2) Size of Group: We recommend that the groups have no more than 25 youths so that all the youths can actively participate in the planning process. Larger groups can break their project into sub-projects done by different sub-groups. (For example, a school that organizes an activity day for orphans can have each class organize one activity).

3) Dates of Service: Service projects must take place during the official dates of National Youth Service Week. Projects may take place totally within

that period, or they may begin, end, or be part of a larger project that the youths are engaged in. In all cases, National Youth Service Week must somehow be recognized during the service event.

4) Youth Empowerment: Adult leaders and youth participants should select and plan their project together—giving as much choice and responsibility to the youth participants as possible. (See “How to Plan and Implement a Project” in this Guide).



5) Expanding the Circle of Service: We invite older and more experienced youth groups and classes to double the impact of their involvement in National Youth Service Week by inviting younger youths to participate with them in a project. And we invite the most experienced youth groups to help other youths (individuals or groups) who have not participated yet in service projects to develop their own service project this year, providing them with the guidance they need throughout the process of planning, implementation, and reporting.

6) Crossing Social Barriers: Groups are encouraged, but not required, to do their project in a different region of the country and do the project for and with people who are different from the youths in some socially significant way (age, ability, nationality, or religious sect). We encourage these projects to include an opportunity for those of different religion/sect, ethnicity, region, and/or nationality to talk with each other individually or in a group setting.

7) Project Ideas: Youth groups can do service projects for their school, youth group, neighborhood, or community, or they can do their project elsewhere in Lebanon. The project must address at least one of the 17 Sustainable Development Goals listed in this Guide. A project should help to solve a problem and/or address a genuine need in society. A list of project ideas is available online at <http://www.nysw-lebanon.org/projectideas>.

8) Funding of Projects: The Coordinating Committee of National Youth Service Week does not provide any funding for projects by participating groups. Schools, universities, and youth groups must find their own funding from their own institution, sponsors, or in-kind donations. This will affect what project the group does, but it should not be a barrier for groups to do a project since some projects do not require any money to do them.

9) Pre-Project Form: Groups should complete the online Pre-Project Form on the website (http://www.nysw-lebanon.org/NYSW_PreProjectForm) and by the deadline listed on the National Youth Service Week Schedule. This will help the NSW Coordinating Committee provide full media coverage for all NSW activities and prepare certificates of participation for each project. If a group does more than one project, it should fill one form for each project, so that the Committee can recognize all of them and can prepare a certificate for each project.

10) Post-Project Form: Groups should complete the online Post-Project Form on the website by the deadline listed on the National Youth Service Week Schedule, providing information about what actually happened. It is important to complete one Post-Project Form per project.

11) Pictures: Groups are encouraged to take a variety of different pictures related to their projects. 3-5 pictures are required to be uploaded as part of their Post-Project Form. One of these must be a picture of the group, ideally holding the NSW poster or at least an A-4 size color copy of the logo of National Youth Service Week. At least one must be an Action Picture.

Types of Pictures:

Group Picture in which all the group is included.

Action Pictures show the youths actively preparing for, doing, or cleaning up after the project. Youths should generally not be looking at the camera for these pictures.

Before-During-After Pictures in cases where the project will make a visible difference.

Long distance - Midrange - Closeup Pictures: to give different perspectives on the project.

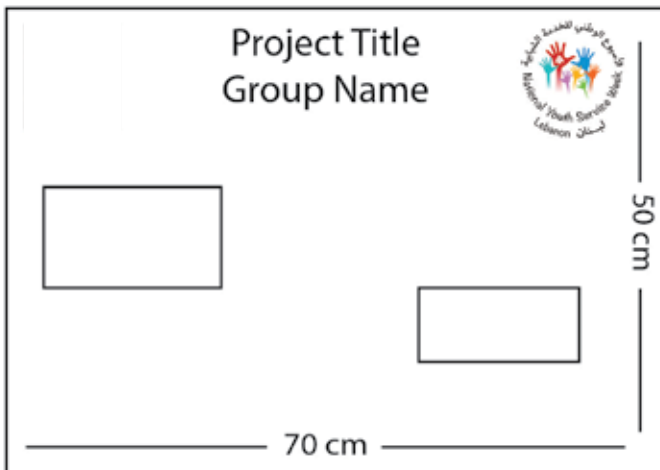
Personal Story Pictures that show the personal interaction between the youths and the recipients of service.

12) Poster: Groups must upload an e-poster about the project or a picture of a hand-crafted poster clear enough to read the contents as part of the Post-Project Form, according to the instructions provided here (one poster per project). Groups should NOT actually send the poster to the organizers of National Youth Service Week. We encourage groups to print out and post their project poster in some prominent place to give recognition to their project and to inspire others. Groups are encouraged to bring their poster with them to be posted at the final Recognition Event.

The Project Poster Requirements

The required poster dimensions are 50 cm high x 70 cm wide - A1 (digital or hard-copy), and must include:

- ✓ **Name of the project** – we encourage project names that identify what the project is in a creative way.
- ✓ **Name of the youth group or school class** doing the project
- ✓ **A list of the youth and their leaders** who actually participated in planning and/or implementation of the project. Put * for those who are NOT “youth” participants (not 5-25 years old.)
- ✓ The organization, group or location that is **the beneficiary of the service**
- ✓ A brief **description** of the project.
- ✓ Indicate which of the 17 **Sustainable Development Goals** the project addresses.
- ✓ **Pictures:** The poster must include a picture of the group holding the official NYSW poster or at least an A-4 size color copy of the logo of National Youth Service Week (available on the NYSW website) and 3-5 other pictures as noted in Point 11 above.
- ✓ **Logo of National Youth Service Week** available on the website.
- ✓ A **map of Lebanon** showing where the group is from AND where the project took place (if it is different).
- ✓ A list of **those who should be thanked** – specialists, donors, others that made the project possible.



Why is a poster important?

- 1) Reflection:** The poster provides an opportunity for students to reflect on the project – what they learned, what they accomplished, who helped them, etc.
- 2) Proof of quality:** The poster provides some proof of the quality of the project, and assurance that certain standards were maintained.
- 3) Documentation:** The poster documents that the project actually took place, ideally providing before, during, and after pictures, if appropriate, to show the impact of the project.
- 4) Recognition:** The poster provides public recognition of the youths, their leaders, those that helped them, and the recipients of service.
- 5) Inspire others:** It is hoped that the poster will inspire and give ideas to others, serving as a model for future projects.

Recognition Event

The final Recognition Event is held within a month after National Youth Service Week. It includes an exhibition of the project posters, recognition of the youth contributions to the community, distribution of certificates, and honoring of exemplary projects.

Certificates

The certificates that are distributed at the final Recognition Event are a certification that the project has met certain standards and fulfilled certain criteria. Every service project that meets the following criteria will receive a certificate:

- 1) Submit a fully completed Pre-Project Form by the deadline listed on the Schedule so that someone from the Coordinating Committee will be able to visit the project.
- 2) Implement the service project within the dates listed on the Schedule.
- 3) Submit a completed Post-Project Form (fulfilling the requirements explained above) by the deadline listed on the Schedule.

Exemplary Projects

Exemplary Projects are those that best fulfill the requirements and objectives of this program. They will be honored online, and will be given special notation on their certificate and special recognition at the final Recognition Event.

Criteria to be considered for Exemplary Project Status:

NOTE: Projects designated as “Exemplary” may not meet all of these criteria - but these are goals to strive for. Evaluation is primarily based on evidence provided in the Post-Project Form and poster.

- ❖ Requirements of participation are fulfilled in an exemplary way.
- ❖ The project makes a significant contribution to society.
- ❖ Project continues over time or has a long term impact.
- ❖ Project is environmentally friendly in its planning and implementation.
- ❖ Youths actively participate in project planning (Involved in most of the 14 Actions)
- ❖ Project crosses social barriers (age, ability/disability, region, religion/sect, ethnicity, nationality, organizational network)
- ❖ Project includes some opportunity for dialog with those of different religion/sect, ethnicity, and/or nationality

NYSW Theme: Sustainable Service

We encourage youth service projects that are sustainable in three ways:

- 1) Projects that are environmentally friendly in their planning and implementation
- 2) Projects that help to achieve the Sustainable Development Goals
- 3) Projects that continue over time or have a long-term impact

Sustainability Point 1: Projects that are environmentally friendly in their planning and implementation

Pollution, global warming, the destruction of wildlife habitat, and the deterioration of biodiversity are all causing serious degradation of our environment, and it is up to each of us to do our part in reversing this situation. These factors have already caused serious problems in Lebanon. A major reflection of that is how to deal with the growing garbage problem. It is not simply a matter of what to do with the garbage we have, but also how to reduce future garbage, how to assure that what is toxic does not get into our groundwater and affect our health, and how to make sure that we in Lebanon do not contribute to the increasing pollution of our air, our water, our rivers, and our coast.

10 Rs for the Environment

To care for the environment, we propose that you focus on these 10 Rs:



Reduce waste, energy use, consumption, especially consumption of plastics and other non-biodegradable waste.

Reuse – Choose washable and reusable plates, cups, water bottles, shopping bags, etc. whenever possible, and do your part in cleaning them for reuse.

Recycle organic waste into compost. Sort and take paper, metal, and recyclable plastics to recycling programs or repurpose them for something else.

Refuse single use plastics (straws, water bottles, food containers, tableware) and products that are packaged with a lot of plastic and Styrofoam.



Replace toxic, imported, non-biodegradable alternatives with non-toxic, locally produced, and biodegradable ones, whenever possible.

Repair things that are broken or torn, rather than throw them away.

Reflect on the waste you generate and think of creative ways to decrease it.

Remember to do all of those things above that you feel are doable. For example, remember to bring reusable bags to the store and give them to the person bagging your purchases. Remember when you place an order to say that you don't want a straw or a free packet of plastic tableware.

Report your achievements and ways you have learned to reduce waste.

Rally others to join you in changing consumption patterns and advocating better waste policies.

*Credit for inspiring this list goes to Beth Terry and her book *Plastic Free: How I Kicked the Plastic Habit and How You Can Too*.

Questions to Consider

As you plan and implement your service project, your group should address these questions:

? Can you do your work and design your project more efficiently to minimize **waste of materials**?

? Do the products used for your project (paints, cleaning agents, etc.) contain **harmful chemicals** that are released through their use or disintegration? If so, can you avoid using them somehow, reduce the amounts you use, and dispose of them more responsibly? Or could you change your project to not use them at all?

? What kind of **energy** is needed to do your project? If electricity, are the sources renewable or created by the burning of oils that pollute the environment? And how much gasoline is used in the transport of people and goods for your project? Can this be reduced by using public transportation, carpooling, etc.?

? Can you buy **local products** to minimize the pollution of transport while supporting the local economy?

? Can you **repurpose existing waste** into something else? Note that while repurposing waste into something else postpones its disposal, it, too, will most likely get worn out, broken, or obsolete in time and have to be disposed of.

Sustainability Point 2: Projects that help to achieve the Sustainable Development Goals

On September 25, 2015, countries worldwide adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. For more information about any specific goals listed below, and to learn about the targets specific to that goal, go to <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> and click on the goal.



Goal 1: End poverty in all its forms everywhere. Focus on poverty in Lebanon – like Lebanese who are unemployed, the refugees from Syria and elsewhere, and older people who have no one to care for them. Identify a serious need that a family or small group of them have that a youth group can work on – collecting food, clothes, shoes, furniture, etc. Collect and distribute these things, and find a way to dialogue with the poor and make them feel less neglected and deprived.



Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture. Develop an awareness campaign about food security or nutrition, organize a Hunger Banquet (<https://www.diosav.org/sites/all/files/socialservices-ORB-hunger-banquet-setup.pdf>), collect healthy food for a local food drive, work with an organization that collects food from restaurants and parties and distributes them to those in need.



Goal 3: Ensure healthy lives and promote well-being for all at all ages. Host an anti-drugs or anti-smoking campaign; arrange a training session in your community for First Aid and CPR; help to improve access to different facilities and services for those with special needs.



Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Develop a volunteer tutoring program in a public school with older children tutoring younger ones. Find out the material needs of the students – backpacks, books, pens, paper – and try to gather and distribute them to those in need.



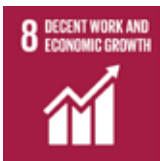
Goal 5: Achieve gender equality and empower all women and girls. Identify gender inequality problems in your community and try to advocate changes. Interview males and females of different ages and positions in your community to ask them about successful women in the community or more broadly in Lebanon and write stories or articles that honor them to distribute to school children. Hold a community event to honor such women. Put pictures and stories of successful women on the walls of the school as role models for female students.



Goal 6: Ensure availability and sustainable management of water and sanitation for all. Arrange for testing of the water in the school and different places in the community, as well as from purchased water bottles, and publicize the results. Post signs next to water bodies, wells, and other water sources asking individuals not to pollute or waste water. Implement rain harvesting or capturing of water from ACs at home and school for reuse in appropriate ways.



Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all. Research the cost of different energy sources and see if the group can implement or advocate some form of solar, wind, or other alternative energy in the community and/or nationally.



Goal 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Organize a job fair or workshop with the help of professionals to help people in your community sharpen skills necessary to be more employable in the job market.



Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. Research and develop an awareness program for participation in Lebanese entrepreneurship incubators; study child labor problems in Lebanon and learn what you can do about this problem.



Goal 10: Reduce inequality within and among countries. Identify the problems of inequality within Lebanon related to gender, disabilities, nationality, ethnicity, region, etc. Choose one to focus on to take one step toward its solution.



Goal 11: Make cities and human settlements inclusive, safe, resilient, and sustainable. Establish a safety hotline. Learn and teach some basic safety practices related to where you walk, how you carry your bags, wearing white after dark; etc. Create and distribute a guide about such practices.



Goal 12: Ensure sustainable consumption and production patterns. Analyze how your school and community can reduce solid waste. Start a compost project in a neighborhood house or school for organic waste; start an organic school garden; analyze waste from the school and figure how to lower it, like ending single-use plastics in your school – end (or decrease) use of single use water bottles, plates, cups, straws, food containers, plastic bags, forks, knives, spoons, etc.



Goal 13: Take urgent action to combat climate change and its impacts. Start a carpooling program; or organize a campaign to measure and reduce energy consumption in homes and schools.



Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development. Study the pollution of the Mediterranean Sea by sewage and garbage, and advocate better policies. Clean a beach in an environmentally safe way, and consider how to keep it that way. Participate with civil society organizations to protect beaches for public recreation.



Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. Organize tree planting with indigenous varieties of plant life. Contact nature reserves to see how to help. Identify all the nature reserves in Lebanon and develop a campaign to encourage the public to visit them and to use them responsibly.



Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Organize a workshop in your school or community on conflict resolution with

the help of specialists in this in local civil society organizations. Pair two youth groups from usually conflicting sectors of Lebanese society to do a service project in each community that both groups work on together.



Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development. Partner online with a youth group from a different country (perhaps from two country branches of one international organization) to study a problem that is shared by both countries; collaborate on ways to help solve the problem; and share results with each other.

For more information about any specific goals listed above, and to learn about the targets specific to that goal, go to <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> and click on the goal.

Sustainability Point 3: Projects that continue over time or have a long-term impact

There is a proverb that says:

“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.”

Giving a person food may be what is needed in a crisis, but in the long term, the person needs the skills, knowledge, and opportunity to feed himself.

Although it is not always easy to know the long-term impact of a project, some have potentially more impact than others over time. If you plant a tree, it can have a long-term impact, providing shade, fruit, beauty, and oxygen to the environment - but only if it survives. Its survival depends on whether you planted the right type of tree in the right place, at the right time, in the right way, and that someone follows up on it, making sure it gets watered and that weeds don't choke it.

Cleaning a beach has a very short term impact, lasting only until it is littered again, unless you figure a way to stop people from littering it (installing trash cans that get regularly emptied, putting signs to encourage people to use them, and possibly arranging for someone to monitor the beach).

If you read to people, the impact is usually short. If you teach them to read, give them a book, or put a library or even a Little Free Library in their community, the impact is likely to be much longer (<https://littlefreelibrary.org/>).

HOW TO PLAN AND IMPLEMENT A PROJECT

Action 1: Decide on a Project

To decide on a project, participants need to consider six important factors:

- 1) What is the **community** we seek to serve?
- 2) What is the **need** we seek to address?
- 3) What are we **interested** in doing?
- 4) What **can** we do?
- 5) Is our project a **genuine service**?
- 6) Is our project **sustainable**?

Consider doing a project related to the Sustainable Development Goals. If the group starts by choosing the community it wants to serve, it helps to do a needs assessment or community mapping exercise. Analyze community assets and needs, create a short list of possible projects, and do a pro/con analysis to decide on the right project for the group.

Action 2: Identify Stakeholders and Create the Project Team

Who are the people who have the greatest stake or interest in the project and may be enlisted to help in some way? Make a list and recruit them to join the team, provide in-kind support, or help fund the project.

Action 3: Gather Information

The more the participants know about the project, the better it will be. Early in project planning it is good to do an Internet search, check information in the library, and/or meet with the prospective recipients of service and experts on the subject to learn from them.

Action 4: Create a Project Statement

Create a half page explanation of the project that answers the questions:

- Who?** Group name; in collaboration with
What? Project name; mission statement
Where? Project location
When? Project time frame
Why? Needs statement; vision statement
How? Project summary; project objectives

Action 5: Plan According to Key Principles and Factors

Two Principles: Think before you act. Work from broad to fine.

Four Factors: Time, Quality, Information Management, and Organization.

Action 6: List and Assign Major Tasks and Specific Jobs

Develop a list of the major tasks that need to be completed to achieve the objectives of the project with the specific jobs to be done for each task (broad to fine). Assign the person in charge of each task and job, and indicate the deadline for completion.

Action 7: Identify Project Needs and Assets

Create a chart of project needs and assets. Indicate the source for those that are easily available and the potential source for others, starting with the stakeholders and their contacts. Include the price of items that will need to be bought. Use the Needs and Assets list to create a project budget, raise the necessary funds, and obtain all that is needed.

Action 8: Manage Risks

Risk management involves anticipating what things could go wrong, proactively trying to avoid them, developing alternative plans for certain anticipated problems (contingency plans). It also involves dealing with problems that actually arise confidently, resolving them or at least minimizing any negative outcomes (damage control).

Action 9: Prepare for Implementation

This is when the skills are learned, dances are rehearsed, and preparations are made for the activities in Action 10. In addition, participants need to develop greater understanding of the cause they are serving and be provided with appropriate sensitivity training. Contingency plans in Action 8 also need to be prepared for “just in case.”

Action 10: Implement

Implementation is usually viewed as the project itself, though it is notable that this is Action 10 out of 14. It is the point of the project when the wall actually gets painted, the orphans get visited, or the boxes of recyclables are taken from the classrooms and brought to the storage area for pickup. Implementation is when participants find out if the preparation was adequate, and actually begin to see the results of their efforts.

Action 11: Document and Publicize

There are many different ways to document a project before, during, and after implementation: create a project journal, take pictures, collect receipts and brochures, etc. Both documentation and publicity can help the project get funding and other support. Publicity can increase awareness of the issue

and inspire others. It also serves as a form of recognition for those doing the project.

Action 12: Clean Up and Follow Up

It is important for those doing the project to take responsibility for the clean-up after a project – to know that the job is not really done until everything is cleaned up, put away, returned, or properly disposed of. Follow-up can then make a good project great by sustaining the project or repeating it at regular intervals, either through the effort of the same group of participants or another group.

Action 13: Reflect and Evaluate

Learning can be maximized by giving participants the opportunity to reflect on their service experience before, during, and after implementation. What did they learn? How did they benefit? Evaluation of all aspects of the project can be used to improve this or similar projects in the future. What went wrong and right? And why? Ideally, all participants should reflect on and evaluate the project.

Action 14: Appreciate, Recognize, and Celebrate

Appreciation should begin by having the students thank the people who helped them do the project (teachers, parents, experts, sponsors, government officials, etc.). All the participants should also be recognized for their efforts through a poster about the project, a letter or visit from the principal or organization president, or a certificate of participation. Students should have some appropriate means to celebrate their efforts, alone or with others involved in doing the project.

School Mandatory Service Requirement

Students in high school are required by some schools to engage in a certain number of hours of service, primarily through implementing community service projects. National Youth Service will give special support to youth who are trying to complete this community service requirement.

Criteria for Volunteering:

- 1- Work done for good- *for the benefit of society*
- 2- Person does it *for free*
- 3- Person *freely chooses* to do it.

NOTE: If youth are doing their NYSW project because they are required to do it (so they are not free to choose to do it or not) it is “community service”, but it is not “volunteering”. Either way, it qualifies as a NYSW project.

C-A-R-E

A great volunteer (or other person doing service)
cares and is . . .

Capable
Available
Reliable
Engaged

Guidelines for Leaders of Youth Groups

The selection of the service project is related to many variables such as age, abilities, and available resources. Any project, however simple, can evolve into a truly sustainable service project. It is not the complex ideas or the great effort that is the criterion for the qualitative level of the project, but the positive and sustainable impact it has on the youth, on the beneficiaries of their service, and on the environment.

The group leaders in this program are expected to:

- Recognize the importance of the process and not just focus on the outcome
- Guide young people by asking questions and pushing them to search rather than providing them with answers
- Remind the youth of the general guidelines and requirements of the program rather than making any necessary changes for them
- Alert them to the need to anticipate risks rather than over protect them.
- Motivate and encourage the youth to choose and assume responsibilities and roles that are appropriate to their abilities and interests rather than assign their tasks or do the work for them.
- Challenge the youth to go beyond their comfort zone in what they do, where they do it, and who they do it with.
- Consider (with the youth) doing the project in a different area of Lebanon to contribute to the crossing of social boundaries, especially with older youth.

We encourage group leaders to take these guidelines into account for each and every one of the 14 tasks of How to Plan and Implement a Service Project, providing appropriate guidance to familiarize young people with sustainability in the three senses presented in this Guide, and encouraging them to make choices that raise the quality of their projects.

See our online list of project ideas that may help the youths to choose what suits their abilities and interests and their community's needs. They may incorporate several of these ideas or choose more creative ideas in line with the development needs of their social environment:

(<http://www.nysw-lebanon.org/projectideas>).

Inputs and Impact

A service project can have varying levels of impact, both positive and negative, depending on the details of implementation. Whatever project your group chooses, they need to consider how they can avoid negative inputs and impacts and increase the positive ones.

INPUTS

Positive Inputs:

- Active, energetic participation of students
- Student creativity, skills, expertise
- Positive support from administrators, teachers, other adults
- Strong community partnerships
- Adequate funding
- Sustainable in-kind donations
- Positive interaction across social barriers (age, ability, geography, sect, and nationality)
- Re-purposing of existing materials



Negative Inputs

- Authoritarian leadership of the group (one person dominant in decision making, planning and controlling)
- Unmotivated youth (lack of interest and care for the project idea, process, or outcome)
- Lack of knowledge or lack of resources provided to youth.

- Risks to the participants and recipients of service
- Non-compliance with the requirements in this program by youth or leader (criteria, dates...)
- Non-sustainable resources management (Use of single use plastics and other toxic, polluting materials during both planning and implementation, poor disposition of tools and other materials after implementation.)
- Negative attitudes of any of the stakeholders

IMPACT

Positive/High Impact

- Empowered youth: More confident, capable, integrated into their society)
- Social improvement: Community bonding through collaboration
- Breaking down of social barriers: Age, ability, geography, sect, and nationality
- Improved environment: Trees planted, decrease or sorting of wastes, beach/river cleaned – All evaluated by how sustainable the improvement is
- Positive, long-term impact on recipients of service
- Increased interest in and support for volunteering, community service, and civic engagement.

Negative/Low Impact

- Little or no empowering experience for youth: No improvement in knowledge, skills or social relations of youth
- Damage to the environment: Pollution, Increase in solid waste • Injury to the participants or recipients of service
- Negative reputation of those making negative impact
- Decreased interest in and support for volunteering, community service, and civic engagement

NOTE: Inputs and outcomes can be both quantitative (things that can be measured) and qualitative (things that can be assessed in non-quantitative ways).



English: <http://www.nysw-lebanon.org>
Arabic: <http://www.nysw-lebanon.org/ar>

National Coordinator:

www.volunteerforlebanon.com



Lead Partner:



Sustainability Partner:

