

A woman in a red and blue sari stands in the background, smiling as she looks at a plant. Two men are crouching in the foreground, examining a plant together. The man on the left is wearing a light-colored t-shirt, and the man on the right is wearing a maroon long-sleeved shirt. They are in a lush green field with tall grasses and trees in the background.

Case Studies in Models of Financing and Sustaining Community and National Volunteer Service Programs



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Case Studies in Models of Financing and Sustaining Community and National Volunteer Service Programs

Opening note:

Across the globe, there is a renewed focus on local development and the effort to create intentional models of civic engagement and what in some countries is referred to as volunteerism, service-learning, and national service. Despite a preponderance of models and programs, there are many more programs that have either not launched or have failed. This is often due to a lack of knowledge of effective and innovative approaches of funding in the start-up and growth/sustainability phases.

This guide offers case studies of funding models for different types of service programs. It is also a response to those who are looking for proven and effective ideas to launch their programs. These can be community/youth-based, school/university-based, or public-sector national service corps models.

This guide IS NOT a comprehensive analysis of all existing programs and models. It does not attempt to offer comparative calculations of in-kind, voluntary, and other measures of funding due to the diversity of contexts. The included case studies are illustrative examples meant to advance knowledge on the breadth of experiences. Their inclusion is not an endorsement of any particular model or organization by the Peace Corps.

This guide IS a compilation of case studies where the organizations from each model have generously shared their approaches to fundraising and sustaining their programs, as well as how they have measured and communicated their impact. The lessons learned, promising practices and challenges met are meant to stimulate the ideas and creativity of other interested programs and professionals.

How to use the guide:

- **If you are a resource development specialist for a volunteer or service program**, you may appreciate reading the entire reports findings on trends, promising practice strategies, and models of funding, as well as those case studies relevant to your sector.
- **If you are specifically interested in one sector only**, you may want to start with the 3-5 case studies for your sector. Each is 3-6 pages long and highlights relevant practices/strategies.

How this series of case studies was compiled

Over 50 organizations and educational institutions from every region of the world were contacted based on suggestions from Peace Corps staff, experts in volunteerism, in national service, and in service-learning. Case studies such as Ukraine Volunteer Service, Helping Hand (Georgia), Servicio Civico (Guatemala), Youth Conservation Corps Honduras, SINAVOL (Peru), and Glasswing (Americas) have worked with Peace Corps posts and were recommended accordingly. The Forum, a “global network of organizations that work with volunteers to achieve sustainable development goals [that] exists to share information, develop good practice and enhance cooperation across the volunteering in development sector” also recommended examples. For service learning programs, sector leaders from the Talloires Network and the Centro Latinoamericano de Servicio Solidario (CLAYSS) provided examples.

Introduction

For over 60 years, the Peace Corps has been invited to work as a partner in communities and countries around the globe due to its commitment to local development, peace and friendship, and its respectful relationship with communities through service. As in the United States, each country has its own unique development challenges and strategies. Volunteering, service learning, and national service are successful strategies that have been used in the United States and other countries to meet development priorities, as well as to build cross-cultural understanding, both at home and overseas. Over the years, the Peace Corps has been approached by host country partners interested in learning from the Agency's experience to strengthen their existing volunteer service programs and/or develop new ones based on their specific local contexts. In many cases, such host-country efforts may not reach their full potential. Factors may include: lack of resources, a lack of government support, perceptions around what it means to volunteer, lack of experience in design and implementing sustainable service programs, and the absence accurate data to document a program's impact.

Peace Corps' supports the capacity of host country partners around the world to develop and expand their community and/or national volunteer service initiatives. Over the coming years, Peace Corps and its partners are aiming to catalyze these efforts by curating and sharing promising practices and strategies. This guide of case studies, is one example of resources that draws from illustrative global models to address gaps in knowledge and practice in establishing and sustaining volunteer efforts.

Streams and models of community and national volunteer service (CNVS) programs

In both domestic and international volunteering, there are many models of service (also known as **streams of volunteer service**) through which activities take place, often simultaneously in a country. These include service-learning, community and faith-based, national volunteer promotion, national service, and global volunteer programs. As such, these case studies aim to include examples that cover a variety of these CNVS program models. The following are brief summaries of the models listed above which can provide better understanding of the various streams .

National service programs

National service programs typically refer to nationwide, often government-led programs of public service in which citizens serve between one hundred hours to two years of full-time service, receiving a small stipend. Mostly employing young people, these programs address community needs in education, economic opportunities, health, the environment, people with disabilities, and natural disaster recovery, as well as skill-building for participants. Occasionally, these programs are headed by nonprofits in partnership with local and/or national governments. Examples of case studies in this guide include the South Africa National Youth Service program and the Honduras Youth Conservation Corps.

National volunteer promotion programs

A national volunteer promotion program assists in connecting volunteer service opportunities with interested volunteers and is either a private or public entity. Contrary to national volunteer service programs, volunteer promotion programs do not implement service projects themselves, but rather often provide a technology platform for service organizations to promote their activities and to make volunteering more easily accessible. An example case study is SINOVAL in Peru and Ponte En Algo Panama.

Service-learning/university programs

Service-learning is “a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skills for themselves.” Often these are school or university-based models, whose goals include meeting community priorities and educational outcomes. Case studies include the University of Limerick’s CWELL program and TOKA in Kosovo.

Community and faith-based programs

Community volunteering programs refer to those that work to address needs in their local community. These activities typically occur through local governments and non-profit projects, as well as informal or ad hoc groups that have the intent of benefiting recipients. These opportunities are also sometimes used to provide practical experience for the providers and exhibit how service can make a difference in the lives of the beneficiaries. Example case studies are TECHO Costa Rica and Volunteer Initiatives Nepal.

Additionally, a faith-based service program is one whose values and/or purposes are rooted in faith and/or beliefs. Their missions are based on a particular faith and draw its leaders and volunteers largely from a specific faith group and/or affiliation. An example case study is Serve Tucson.

Youth-led programs

Youth-led volunteer organizations and programs are usually nonprofit entities whose projects are largely conceived and implemented by young people, often at a sub-national scale. Beyond aiming to achieve local development goals, they also provide avenues of personal and professional development for youth. An example case study is the Zimbabwe Workcamp Association and Student Volunteer Army.

International/global programs

International volunteer programs refer to programs that provide opportunities for people to address development needs outside their home countries. Long associated with international development, the aim of these programs is to bring benefits to the communities to which they travel and engage with. There is great variance in how these programs are organized, with many being implemented or funded by national governments that provide stipends and benefits to their volunteers, whereas others require the volunteers to pay to serve, common in voluntourism. Like community volunteering programs, the aim is to benefit recipients, though international volunteer programs are also seen as providing personal and professional development for the implementers. While there are no case studies that are exclusively international/global volunteer programs, CorpsAfrica and Zimbabwe Workcamps Association both have international components where local volunteers have opportunities to serve in other countries.

Challenge and priorities of resource mobilization and sustainability for nonprofits and CNVS programs

Nonprofits and CNVSs are prominent actors in addressing the Sustainable Development Goals (SDGs) and local development in such spaces as politics, education, health, human rights, environmental conservation, infrastructure, and social welfare. The achievement of programmatic goals can depend on these organizations' capacities to mobilize and sustain financial and human resources.

In this setting, **resource mobilization** refers to the acquisition of financial and material resources, whereas **sustainability** refers to the ability to maintain and maximize these resources over the long term. For most nonprofits and CNVSs, a central challenge is being able to balance the maintenance of financial sustainability while pursuing the organizational mission and maintaining quality and consistent programming. This is because extensive research shows that program outcomes and financial attributes are intrinsically linked.

While there is limited research on **financial management of CNVSs**, which this series of case studies aims to address, there is an abundance of research on financial sustainability and resource management of nonprofits. One subset of this research focuses on the challenges that these organizations generally face when addressing financial health. Such challenges include donor conditionalities; changing development/donor priorities; political interference; NGO competition; natural and man-made disasters (i.e., earthquakes, floods, wars); over-reliance on external funding streams; lack of awareness of funding opportunities; "founder's syndrome;" poor communication and branding by the organization; and high overhead costs, to name a few.¹

On the other hand, research indicates priorities that organizations should consider when addressing short- and long-term financial sustainability. Such promising **and effective practices include: coherent fundraising plans; program evaluations and reports; community leadership and engagement promotion; diversified funding streams (including local resource mobilization); positive relationships with donors; legitimacy, transparency, and accountability; collaborative partnerships with other organizations; the utilization of technology; effective branding; and the implementation of relevant projects**, to name a few.²

Several case studies will show that organizational financial sustainability is also tied to volunteer recruitment and placement, as funding is received via partner organizations or fees volunteers sometimes pay for intermediaries organizing service programs. Prior research shows that **best practices for volunteer engagement include understanding volunteer motivations; branding; effective volunteer**

¹ Rehema C. Batti. 2014. "Challenges Facing Local NGOs in Resource Mobilization." *Humanities and Social Sciences* 2(3): 57-64; Mirae Kim. 2016. "The Relationship of Nonprofits' Financial Health to Program Outcomes: Empirical Evidence from Nonprofit Arts Organizations." *Nonprofit and Voluntary Sector Quarterly* 46(3): 525-548; Venture for Fund Raising. 2010. *Resource Mobilization: A Practical Guide for Research and Community-Based Organizations*.

² Rehema C. Batti. "Challenges Facing Local NGOs in Resource Mobilization." Mirae Kim. 2016. "The Relationship of Nonprofits' Financial Health to Program Outcomes: Empirical Evidence from Nonprofit Arts Organizations." *Nonprofit and Voluntary Sector Quarterly* 46(3): 525-548; Asige Mmaitisi Lawrencei. 2020. "Assessing Challenges and Opportunities in Resource Mobilization and Fundraising for Non-Governmental Organizations in Narok Town, Kenya." *European Journal of Social Sciences Studies* 5(6): 40-60; Weiwei Lin and Qiushi Wang. 2016. "What Helped Nonprofits Weather the Great Recession? Evidence from Human Services and Community Improvement Organizations." *Nonprofit Management & Leadership* 26(3): 257-276; Jiahuan Lu, Jongmin Shon, and Pengju Zhang. 2020. "Understand the Dissolution of Nonprofit Organizations: A Financial Management Perspective." *Nonprofit and Voluntary Sector Quarterly* 49(1): 29-52; Hayoung Park and Yooncheong Cho. 2020. "Financial Sustainability of Nonprofit Organizations: Determinants of Fundraising Campaigns on Donation Intention." *Journal of Industrial Distribution & Business* 11(3): 19-28; Venture for Fund Raising. *Resource Mobilization: A Practical Guide for Research and Community-Based Organizations*.

placement; and administrative support, amongst others. These practices help ensure volunteers feel fulfilled in their work, which helps improve overall project outcomes, enhances partner development, and helps create a pipeline for subsequent volunteers, all of which help ensure this revenue stream.³

Trends and findings on promising and effective financial practices by stream

This series of case studies has highlighted many promising and effective practices – though not exhaustive – in **establishing, sustaining, and allocating funding** for volunteer and service-learning programs. While there are practices that cut across various streams, the contexts and manners in which they are employed vary. As such, the following findings are organized by service stream, including cross-cutting innovative practices.

The powerful link of storytelling, communications and resource mobilization

One practice that was abundantly clear across all models was the power of effective storytelling and communications. Consistently, all programs mentioned the value of curating and disseminating via social media, websites, public events, and other channels of communication short, powerful stories that demonstrate the impact of these programs. These stories, combined with data from program implementation, were the most compelling resources for generating funding opportunities across the board.

National service and volunteer promotion programs

- o **Establish a volunteer/service law:** For government-run programs, one way of establishing and sustaining funding, though with mixed results in terms of funding allocation, has been through establishing volunteering/service laws. Two successful examples are Guatemala’s *Servicio Civico* and Peru’s *SINAVOL*. Additionally, as in the case of the South Africa Youth Service program, it was (re-)established through the Presidential Youth Employment Intervention (PYEI).
- o **Mainstream government support:** To avoid law-based service programs not being established or insufficiently funded, successful government programs are then often linked to budget allocations from the Ministry of Finance or mainline ministries such as Education, Social Development, or Health. For *SINAVOL* in Peru, it is a program in the Ministry of Women and Vulnerable Populations.
- o **Establish programs with the assistance of international donors:** Government-run programs have also been established and sustained through partnerships with international donors. For example, the Youth Conservation Corps (YCC) of Honduras received funding and technical assistance from the United States Forest Service (USFS) and USAID.
- o **Leverage global volunteer partner support:** The United Nations Volunteers, the Australian Volunteer Initiative, and the Peace Corps, among others, can provide key technical assistance to national programs. Peace Corps has supported *Servicio Civico* in Guatemala, and *SINAVOL* in Peru, the latter which received technical support from UNV, as well as from the Peace Corps Response program in establishing a volunteer matching platform. A Peace Corps staff member based in Central America additionally provided technical assistance in the development of the Honduras YCC.

³ Sehrish ro Maran. 2020. “Drivers for Non-Profits’ Success: Volunteer Engagement and Financial Sustainability Practices through the Resource Dependence Theory.” *Economies* 8: 17p.

- *Allocation*
 - o **Developing clear partnership parameters:** Partner development and ensuring that organizations and government entities have systems in place is key to supporting volunteer efforts. For example, the South Africa National Youth Service program has programmatic requirements in place for groups to be nonprofit organizations with a track record of impacting the community in order to become partners.
 - o **Require financial tracking systems:** To ensure that government-allotted money is being spent accordingly, the South Africa National Youth Service program requires partner organizations to open a separate bank account into which funds are deposited and then drawn from. This allows the government more oversight to monitor how funds are spent. Additionally, partner organizations are required to report spending to the government.
 - o **Expand to other territories:** In the mid-2010s, SINAVOL partnerships were active only in five of Peru's provinces. However, by incorporating technology and by hosting a Peace Corps Response Volunteer to develop a web-based platform for promoting volunteerism, SINAVOL's partnerships expanded to 12 of Peru's 24 provinces. This has fostered increased volunteerism throughout the country, while still working within a similar budget.

Community-based/faith-based/youth-led programs

- *Funding*
 - o **Partner with international donors:** USAID, AusAid, Plan International, the World Bank, and UNICEF's Generation Unlimited all have invested in supporting NGO capacity development and youth engagement or volunteerism programs. Often these are linked to other sectoral priorities such as climate, education, or health outcomes. CorpsAfrica, Fundación Voluntarios, Glasswing International, Ukraine Volunteer Service, and Helping Hand tap into these resources to carry out their volunteer work and access these opportunities by finding projects that align with their own missions. In particular, Ukraine Volunteer Service and Helping Hand have utilized Peace Corps Response Volunteers to assist in organizational development.
 - o **Approach organizations with CSR and/or align with its own values:** Organizations find success soliciting donations from private sector funders whose own missions, values, and corporate social responsibility activities align with their own. TECHO and Volunteers in Nepal (VIN) have found success in this manner. TECHO does research on local businesses/corporations to find those who most align with them. If no information is available, TECHO approaches organizations with their organizational mission and programming goals to gauge if their respective values align.
 - o **Actively communicate with stakeholders and donors:** Organizations can secure trust and support through extensive, multi-channel communication with donors. This intentional strategy of communications and reporting of financial and programmatic progress was key to all case studies.
 - o **Utilize online donation platforms and email campaigns:** Opportunities for individuals to donate are utilized by all nonprofit organizations in this case studies series. This is typically done by having a page on their websites or, in the case of TECHO, through DONORBOX. Additionally, CorpsAfrica has utilized email campaigns that foster monthly contributions by individual donors or a 'pay-it-forward' campaign that galvanizes former Peace Corps

Volunteers to provide volunteers in Africa a similar opportunity that they had when serving in their host countries.

- *Allocation*

- o **Streamline financial management and budgeting:** Ensuring fiscal responsibility, transparency, and accountability can be accomplished through streamlining. This is done through having a point of contact for financial management who can administer funds individually or through other staff members. These mainstreaming mechanisms have clear chains of command for budgeting, reporting and internal controls.
- o **Develop efficient and effective program design:** For most non-governmental organizations, sustainable funding is contingent on the ability to demonstrate impact and the efficient use of resources. Organizations in this case study have consistently shown that their abilities to design short- and long-term programming have reassured donors that their money is being well-used, which has resulted in continued funding.
- o **Hire former volunteers/local staff:** To help ensure buy-in of staff and to leverage local knowledge, organizations have found success in hiring former volunteers and/or local nationals. TECHO and Glasswing, both active in Latin America, have invested in hiring staff from these source pools.
- o **Invest in volunteers:** For volunteer organizations, ensuring that the volunteers feel efficient, effective, and enjoy their experience is vital to reaching programmatic goals and sustaining funding. For Volunteers Initiative Nepal and Zimbabwe Workcamps Association, volunteer satisfaction is central to its work, as it helps assure that volunteers are passionate about their work and fosters a pipeline of future volunteers because volunteers, both domestic and international, recommend the benefits of serving with these organizations.
- o **Leverage resources that already exist in the community:** To ensure local buy-in and contribute to local economies, organizations emphasize leveraging local financial and in-kind resources. This is done through seeking local volunteers, partner vendors, and buying locally. Through these mechanisms, local trust is established, individuals are invested in programmatic goals, and often organizations can receive discounts and in-kind donations, including materials and training spaces. Zimbabwe Workcamps Association, Volunteers Initiative Nepal, and Corps Africa have particularly found success with these approaches.

Service-learning/university programs

- *Funding*

- o **Establish an education law:** Like the government programs listed above, many government-run or mandated service-learning programs are established initially by passing a law or a mandatory service requirement as part of education policy. In the case of Argentina's Educación Solidaria, the government passed an education law that has subsequently lasted through several political administrations. The success of the program is highlighted in the annual Presidential Award, a national contest to showcase service-learning programs with schools from across the country and eagerly anticipated each year.
- o **Partner with a national service program:** Two case studies applied this approach, Northern Arizona University and Assan Dom Bosco University. Northern Arizona University established its Center for Service and Volunteerism and was one of the first universities in the United

- States to host an AmeriCorps program. Assam Dom Bosco partners with India's National Service Scheme to address local development needs through university student volunteers.
- o **Partner with a foreign/domestic university:** Assam Dom Bosco University, a private university in India, and TOKA in Kosovo partner with other universities to implement service-learning programming. Assam Dom Bosco partners with University College Dublin to host international volunteers and implement local development projects with its students. TOKA partners with the University of Pristine to promote, train on, and implement service-learning projects.
 - o **Apply for government grants:** Many countries have national and local government grants available that NGOs and education institutions can apply for. TOKA has received funding through government grants via Kosovo government websites, while the University of Limerick's CWELL program has applied for funding through government higher education grants.
 - o **Work with local municipalities/city governments to receive additional resources:** TOKA and the University of Limerick's CWELL program have both received support from their local governments. In the case of TOKA, programming typically starts in communities and its success helps in soliciting funds. CWELL's program started in partnership with its local council, which provides funding for CWELL staff.
- *Allocation*
 - o **Provide funds directly to the implementing partners or schools:** Argentina's Educación Solidaria ensures that government money is delivered directly to participating schools and teachers for service-learning activities. Additionally, Assam Dom Bosco University receives its money directly from the Indian government via an established bank account.
 - o **Utilize university staff/faculty to perform programmatic roles:** Universities utilize existing university staff and frameworks to assist in programmatic roles. Financial management of programs at Assam Dom Bosco University, Northern Arizona University, and the University of Limerick are carried out by their universities' financial offices. Additionally, service-learning program costs can be reduced by utilizing existing university staff who are employed for dual purposes, both in course instruction, like the University of Limerick, and project management, like Assam Dom Bosco University.

General innovative practices

- *Funding*
 - o **Partner with NGOs in applying for funding:** Located in Kosovo, TOKA has limited direct access to EU and other regional funding. To circumvent barriers to funding, it partners with service-learning programs in EU countries in order to access these funding streams.
 - o **Become a member of international organizations:** To have access to international volunteers, resources and networking opportunities, and to gain prestige, volunteer and service-learning organizations such as Zimbabwe Workcamps Association, Volunteers Initiative Nepal, and TOKA have gained membership to international organizations. Such organizations include the Coordinated Committee for International Volunteer Service (CCIVS), the Alliance for European Volunteer Service, Service Civil International, Alliance Volunteer Services, Community Collaborations International (CCI), the Network for

Voluntary Development in Asia (NVDA), the Forum, and the Central and Southeastern Europe Service-Learning Network.

- o **Leverage board members for resources:** When considering members for board membership, consider the resources members may be able to bring to the organization. CorpsAfrica has built a local board of prestigious people who can contribute. For example, it has local board/council members who are well-connected and often provide office space.
- o **Become affiliate/program of a nonprofit:** Nonprofits can gain resources and standing through affiliation. Serve Tucson, initially a community service project, became an affiliate program of Community Renewal, a nonprofit in Tucson, Arizona, that shares similar values in community development and provided resources and salary to Serve Tucson's founder. Fundación Voluntarios has gained credibility as Panama's affiliate member of Point of Light, which provides technical training and resources to Fundación.
- o **Cultivate strategic philanthropic partnerships:** Through the consistent demonstration of project impact, administrative effectiveness and efficiency, and scaling of programming, organizations can gain the trust of large philanthropic donors. Examples include CorpsAfrica and Glasswing, both of which have been able to secure grants of for 10s of millions of dollars each with MasterCard Foundation funding the prior and the Warren Buffet Foundation funding the latter. Cities of Service - Love Your Block grants work with Bloomberg Philanthropies.
- o **Create funding streams/social enterprises:** To assist with programmatic costs, organizations develop their own funding streams or social enterprise activities. Volunteers Initiative Nepal provides nature tours for its international volunteers and has begun utilizing its volunteer housing quarters as hostels for travelers not associated with the organization. Board members of the Zimbabwe Workcamps Association provide services and training for NGOs in Zimbabwe. Additionally, businesses/corporations that wish to implement service projects contract Fundación Voluntarios to organize and implement service projects for their organizations.
- o **Organize fundraising events:** Organizations have found success in fundraising through special events. TECHO Costa Rica, like all other TECHO programs in the Americas, holds events called TECHO Night (commercial events like dinners and bingo), TECHO Fest (an annual concert), and Colecta (a mass mobilization of volunteers to collect money on the streets in urban areas). Additionally, Glasswing holds a annual gala in New York City.
- o **Share funding and service campaigns with partners:** To increase funding streams and volunteers for programming, organizations utilize partnerships to assist in campaigning for support. Ukrainian Volunteer Service passes along funding campaigns to partners to help raise funds, whereas Student Volunteer Army utilizes a partner business' marketing resources to advertise volunteer opportunities.
- o **Integrate changing circumstances (i.e., COVID-19, conflict):** Organizations have galvanized and organized volunteers to address natural disasters, the COVID-19 pandemic, and war. Through these efforts, they have been able to receive additional support from governments, international government organizations, and businesses to help placate the negative effects of these situations. For example, government and non-government entities have supported CorpsAfrica, Student Volunteer Army, and Ukrainian Volunteer Service in their efforts to help combat the social and health effects of COVID-19. Ukrainian Volunteer Service has received USAID funding to support victims of the current war with Russia, whereas the New

- Zealand government has provided support to Student Volunteer Army in times of natural disasters, such as flooding.
- o **Expand to other countries:** Due to political turmoil in Zimbabwe in the 2000s, volunteer-sending organizations were less willing to send volunteers to that country. To continue its work and use the funding it receives from international volunteers, Zimbabwe Workcamps Association (ZWA) partnered with organizations in South Africa, Botswana, Zambia, and Mozambique to plan and implement projects in those countries, which allowed ZWA to continue its operations.
 - *Allocation*
 - o **Contract external help to do financial and programmatic audits:** For example, Fundación Voluntarios hires an external accountant to prepare its taxes and assist with financial reporting. Student Volunteer Army also utilizes an outside accountant. Additionally, Northern Arizona University does periodic monitoring and evaluation and hires an outside consultant to review and prepare a report for CSV's various programs.

Conclusions and the path forward

As we look to meet growing local and global priorities such as climate change, homelessness and displacement, education, and health among others, the need for structured models of citizen engagement such as volunteerism, service-learning, or national service is key to addressing the scale of these issues. Central to that strategy is the need to show the cost-value and subsequently, provide new approaches to effective resource mobilization.

For international donors, the lessons contained in these case studies show the power of long-term partnership and impact when they invest in volunteer service programs that impact people early on and throughout their lives, building a democratic dividend of participation and inclusion.

For governments, learning and adopting model laws and public policies that ensure sustainable commitments of public and private resources can allow these countries to establish scalable responses that meet development priorities such as education, health, and climate change mitigation, while also investing in young people's professional development for long-term prosperity.

For non-profit organizations, the findings of this research and case studies can hopefully allow for a structured process of innovation around diversified resource mobilization that builds strategies for both public and private sector investments, international or philanthropic investments, and community-enterprise or in-kind resource contributions. Together these can help take model programs from start-up to sustainability.

How can international partners support volunteer and service-learning efforts?

The Peace Corps, the United Nations Volunteers, the Forum, Australian Volunteers International, UNICEF's Generation Unlimited, and other global partners are examples of programs supporting models of host country volunteerism expansion. Efforts such as The Forum through the annual IVCO Summit, or the Talloires Network of service-learning universities are creating greater sharing of research and practice resulting in tools for programs around the world.

The support that volunteer and service-learning programs can leverage from these partners includes:

- Curated resources/materials/strategies such as the new AVI report on volunteer infrastructure, the UNV State of Volunteering, or Peace Corps manuals on volunteer program design;
- Training of, or technical support for, staff and volunteers of local organizations in volunteer management, resource mobilization, site development, sustainability strategies, monitoring and evaluation, and participatory program design;
- Planning and facilitating special events such as volunteer symposiums or fairs related to International Volunteer Day (December 5th) each year;
- Promoting promising practices in resource mobilization and allocation as part of an array of communities of practice nationally and globally, as well as platforms such as The Forum's Standards of Volunteering online toolkit, or www.YouthPower.org;
- Strengthening models of partner monitoring and evaluation and learning feedback systems; and
- Supporting organizations through the placement of Peace Corps Response Volunteers or other volunteers for side-by-side service opportunities.

Additional Resources:

General Resources:

- International Forum for Volunteering in Development <https://forum-ids.org>
- Global Changemakers Fundraising Toolkit www.youthpower.org/resources/fundraising-toolkit-british-council-global-changemakers
- United Nations Volunteers www.unv.org
 - [United Nations Volunteers Toolkit](#)
 - United Nations Volunteers Research [United Nations Volunteers programme \(unv.org\)](#)
- Peace Corps
 - www.peacecorps.gov
 - [Peace Corps PACA Field Guide](#)
 - [Peace Corps Youth Clubs Toolkit](#)
 - [Peace Corps Youth Camp Manual](#)
 - [Peace Corps Volunteerism Action Guide](#)
 - [Peace Corps Youth Mentoring Handbook](#)
- USAID
 - www.usaid.gov
 - www.usaid.gov/partner-with-us/how-to-work-with-usaid
 - [USAID Community Data-Driven Decision Making in Education](#)
 - [USAID Life Skills and Leadership](#)
 - [USAID Youth Livelihoods: Employability](#)
 - [Youth Engagement for Development](#)
- YouthPower – Resource center on youth programming www.youthpower.org
- YouthLead - Virtual platform for young changemakers www.YouthLead.org
- Global Leadership for Youth Toolkit <https://www.youthpower.org/global-lead-toolkit>
- Global Giving platform for fundraising www.globalgiving.org/learn/nonprofits

National Service/Government-led Models:

- AmeriCorps [AmeriCorps Evaluation Resources](#)
- Nigeria National Youth Service www.nidcom.gov.ng/nysc
- Ghana National Youth Authority www.nya.gov.gh
- Chile – Servicio País Servicio País www.serviciopais.cl
- Honduras Youth Conservation Corps <https://www.fs.usda.gov/fs-tags/youth-engagement-youth-conservation-corps-international-programs-honduras-conservation>
- Servicio Civico – Guatemala www.onsec.gob.gt
- South Africa Youth Service <https://www.stateofthenation.gov.za/presidential-youth-employment-intervention/pyei-overview>
- SINAVOL – Peru <https://www.mimp.gob.pe/sinavol/sinavol.php>

University/School-based Models:

- Talloires Network <https://talloiresnetwork.tufts.edu>
- Centro Latino Americano de Servicio Solidario www.clayss.org
- America Solidaria www.americasolidaria.org

- Campus Engage <https://www.campusengage.ie>
- Campus Compact <https://compact.org>
- New Zealand Youth Volunteer Army <https://sva.org.nz>
- Assam Dom Bosco University – India www.dbuniversity.ac.in/isesi.php
- Educación Solidaria – Argentina <https://www.argentina.gob.ar/educacion/programas-educativos/programa-nacional-educacion-solidaria>
- Northern Arizona University Center for Volunteerism and Service <https://in.nau.edu/center-for-service-and-volunteerism>
- TOKA – Kosovo <http://toka-ks.org>
- University of Limerick CWELL www.cwell.ie

NGO/Community/Youth-Led Models:

- Generation On [*Ready-Set-Go Resource Guide: Increasing Capacity to Engage Youth and Family Volunteers*](#)
- Cities of Service – Love Youth Block Grants <https://citiesofservice.jhu.edu>
- Youth Lead Funding Opportunities <https://www.youthlead.org/funding>
- Generation Unlimited www.generationunlimited.org
- Youth Service America www.ysa.org
- Global Youth Mobilization www.GlobalYouthMobilization.org
- CorpsAfrica www.corpsafrica.org
- Fundacion Voluntarios de Panama www.ponteenalgo.com
- Glasswing International <https://glasswing.org>
- Helping Hand – Georgia www.helpinghand.ge
- Serve Tucson www.servetucson.com
- TECHO – Costa Rica www.costarica.TECHO.org
- Ukraine Volunteer Service <https://2022.volunteer.country>
- Volunteer Initiative Nepal www.vin.org.np
- Zimbabwe Workcamps Association www.zimworkcamps.com

Other Partner Sites

- Australian Volunteer Program www.australianvolunteers.com
- Inter-American Foundation <https://www.iaf.gov/get-involved/partner-with-us>
- US African Development Foundation <https://www.usadf.gov/apply>
- UK International Development Funding <https://www.gov.uk/international-development-funding>
- European Commission [*Resource Mobilization: Building Partnership – A Practical Guide*](#)
- Project Based Learning Works <https://www.pblworks.org/resources-overview>
- Young Leaders of the Americas Initiative www.ylai.state.gov
- Candid Foundation Center <https://fconline.foundationcenter.org>
- Fund for NGOs <https://www.fundsforngos.org>
- Young Southeast Asian Leaders Initiative <https://asean.usmission.gov/young-southeast-asian-leaders-initiative>

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Appendix I

Volunteer service in the global context

The Western concept of volunteering provides only one starting point for understanding volunteering and service in the global context. At a global level, volunteering means different things to different people. There are areas in the world where the idea of formal volunteering has only recently developed. However, many societies exhibit strong cultural patterns and long traditions of community action and mutual aid. These types of volunteer activities are often found in Peace Corps communities throughout the world and can often be characterized as neighbors helping neighbors. However, such activities are not often labeled as volunteerism. National service differs somewhat from volunteering in that it often includes a stipend for those doing full-time community action for up to a year. Again, what constitutes a volunteer or service activity can change from country to country, and expectations around who volunteers or serves can be different and reflect cultural attitudes toward age, gender, and social class.

Barriers to volunteering

Research shows many reasons for why people do and do not volunteer. **The most common reason for those who do not volunteer is because of a perceived lack of free time.** Additionally, people feel that they do not have information about opportunities, that the opportunities are not purposeful, meaningful, or enjoyable, and that practical concerns, such as transportation and expenses, impede their ability to volunteer. Also, a significant reason why people do not volunteer is because no one asks them to. A recent survey showed that one in four people do not volunteer due to the lack of an invitation to serve.⁴ Moreover, research shows that youth with disabilities are underrepresented in volunteering.⁵

Conversely, research explicitly shows that **people volunteer because they are approached and asked** by an organization, a school, or by friends and relatives. AmeriCorps also found that “youth volunteers who have a positive experience are likely to volunteer again and tell their friends about it. Those friends, in turn, will be more inclined to volunteer.”⁶

Why community and national volunteer service models are keys to local and global goals

Community and national volunteer service are fundamental to global development. According to United Nations Volunteers (UNV), “Volunteerism [...] forms the backbone of many local, national, and international non-governmental organizations and other civil society organizations, as well as social and political movements. It is present in the public sector and is increasingly a feature of the private sector.”⁷

As such, “volunteers [play] a vital role in making governments worldwide more accountable and responsive to their citizens [...] and] are working with governments and civil society to hold those in power to account and to represent the voices of those who are often left out of development decisions

⁴ Amy Yotopoulos. “Three Reasons Why People Don’t Volunteer, and What Can Be Done about It.” <https://longevity.stanford.edu/three-reasons-why-people-dont-volunteer-and-what-can-be-done-about-it>

⁵ Casseus Myriam, JenFu Cheng, and James M. Cooney. 2023. “Volunteering among Youth with Disabilities: A Population-Based Study.” *Disability Rehabilitation* 45(1): 65-71

⁶ Youth.Gov. “Volunteerism” <https://youth.gov/youth-topics/volunteerism>

⁷ UNV. 2016. “The Power of Volunteerism.” <https://www.unv.org/power-volunteerism>

such as women, youth and marginalized groups. The result is more inclusive –and ultimately more effective– development.”⁸

Volunteerism provides additional benefits to communities being assisted and to those who carry out the activities—particularly youth. The following outlines a few of those benefits, including how it builds peace and cooperation, how volunteers build civic engagement and leadership through civic literacy and skills, and how volunteers build life and soft skills for professional development and opportunity.

Building peace and cooperation

Volunteers can foster and contribute to increased social cohesion and trust. According to UNV, “Volunteers play a crucial role in promoting justice, protection, and conflict prevention around the globe. They sensitize and build awareness about inter-cultural difference, peacebuilding and can be strong advocates for social cohesion leading to reconciliation at the community level.”⁹

When paying particular attention to youth, research indicates that involving youth in volunteering has benefits for both the volunteers and their communities. First, youth are more likely to volunteer if their family is involved, and this shared experience can strengthen familial bonds. Youth who volunteer are also likely to feel more connected to their communities, perform better in school, and are less likely to partake in risky behaviors.¹⁰ Furthermore, when youth are involved in civic engagement, attitudes and behaviors towards violence can decrease while pro-social norms and a sense of belonging can increase, especially if they participate in well-structured programs like Health Corps, Conservation Corps, or Education Corps. However, structured civic engagement is not the only way to promote peace. In fact, evidence from Kenya, Timor-Leste, and Sri Lanka suggests that interventions involving volunteers positively affect the sustaining of peace in the future.¹¹

Building civic engagement and leadership through civic literacy and skills

Benefits to volunteering can positively affect the individual and the larger community. As outlined above, volunteering, particularly for youth, promotes positive citizenship, fosters community connection, builds resilience and social connection, and increases the likelihood of individuals staying in or returning to their communities. The development of civic engagement is rooted in becoming connected to others and volunteering supports the development of new friends, contacts, and social relationship skills. In fact, it allows participants to meet a range of people they are less likely to engage with otherwise, which is vital in fostering mutual understanding and peace. In turn, these positives are shown to address aspects of the growing mental health crisis.

Research shows that volunteering while young has lasting effects. For example, youth develop civic identities by navigating through and succeeding over challenges. Also, two-thirds of adults who volunteer began doing so while they were young. Furthermore, adults who volunteered during their youth, regardless of income, volunteer more and donate more to charitable organizations than those

⁸ UNV. “The Power of Volunteerism”

⁹ UNV. 2023. “Peacebuilding and Volunteerism.” <https://knowledge.unv.org/theme/peacebuilding-and-volunteering>

¹⁰ Youth.Gov. “Volunteerism”

¹¹ UNV. “Peacebuilding and Volunteerism”

who did not.¹² As such, “citizenship doesn’t happen by chance. We develop young citizens when we instill positive values, offer meaningful opportunities for service, and scaffold them with adult support.”¹³

Building life and soft skills for professional development

While volunteering is rooted in supporting communities in need, it also can be leveraged to build life and soft skills for both personal and professional development for the volunteers.

Two ways in which this happens were outlined above—building networks and developing social relationship skills. Additionally, volunteering can help in career advancement. This is done in a variety of ways. First, volunteering is a way to explore different career opportunities by partaking in different types of work. Volunteers can get a better understanding of their interests and engage with professionals in a variety of fields.¹⁴ Second, these experiences and connections help develop transferable skills such as interpersonal communication, time management, delegation and problem solving, and leadership. These opportunities further provide valuable hard skills and career experience that help when applying for jobs and when advancing in career development. For example, connections and skills gained can lead to paid positions via recommendations by others or within the organization where the individual volunteers. Additionally, research shows that college students in the United States who partook in voluntary community service were nearly 20 percent more likely to graduate than those who did not. Additionally, another study associated volunteering with a 27 percent higher likelihood of employment.¹⁵

Volunteering can lead to further benefits such as increased self-confidence and self-esteem, and mental health and physical health benefits. Volunteering also allows volunteers to use the skills they have learned to establish a true sense of achievement in their work.¹⁶

Youth volunteering

According to UNV, more than 1 billion people volunteer globally each year, with most of them serving in their own countries. One in three young people volunteer globally for a total of 600 million, nearly 60 percent of whom serve in organizations.¹⁷

While there is no information on volunteering in every region of the world, in the US, nearly three million college students volunteer nearly 290 million hours a year, worth approximately \$6.7 billion. Additionally, nearly 345 million hours are served by a quarter of the country’s teenagers, worth about \$8.1 billion.¹⁸ In the Sahel region of Africa, nearly 37,200 youth volunteered alongside UNV in 2019 to contribute to achieving Sustainable Development Goals.¹⁹

¹² Youth.Gov. “Volunteerism”

¹³ Generation On. 2012. *Ready-Set-Go Resource Guide: Increasing Capacity to Engage Youth and Family Volunteers*

¹⁴ York University. “Benefits of Volunteering.” https://careers.yorku.ca/student_topic/benefits-of-volunteering

¹⁵ Youth.Gov. “Volunteerism”

¹⁶ Mayo Clinic. 2023. “Helping People, Changing Lives: 3 Health Benefits of Volunteering.” <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/3-health-benefits-of-volunteering>; Western Connecticut University. “Benefits of Community Service.” <https://www.wcsu.edu/community-engagement/benefits-of-volunteering>

¹⁷ UNV. “The Power of Volunteerism”

¹⁸ Youth.Gov. “Volunteerism”

¹⁹ UNV. “Volunteerism in the Sahel: Fostering Participation of All, for an Inclusive Future.” <https://www.unv.org/Success-stories/volunteerism-sahel-fostering-participation-all-inclusive-future>



National service/
national promotion programs

Case Studies in Financing Volunteer Service Models:

Servicio Cívico: Ministry of Agriculture, Livestock, and Food – Guatemala



Overview

Servicio Cívico (Civic Service) is a national service program of the Government of Guatemala. Signed into law in 1996 at the end of a decades-long civil war, replacing the established practices of 'forced' military service, giving Guatemalan youth the option to decide freely under which modality they provide their civic service. The goal of the program is to address issues related to education, health, environment, youth, social research, disaster prevention and research, and support for the elderly, among other things. It also provides military members opportunities to serve in these capacities. However, it was not until 2011 that *Servicio Cívico* began the piloting of the project across various ministries, according to their needs.

The Ministry of Agriculture, Livestock, and Food (*Ministerio de Agricultura, Ganadería, y Alimentación*), started its *Servicio Cívico* program in 2013. Its program complements field work through the incorporation and involvement of young volunteers promoting agricultural production and community entrepreneurship activities that help ensure the rural, civic, cultural, moral, economic, and social development of Guatemalans.

Since 2013, over 300 young people have served per year in the program, with 334 serving in 2022.

Program Type

Servicio Cívico is a national, youth-led service programming for participants from 18 to 24 years of age.

Program Model

Both civilian and military *Servicio Cívico* members are required to serve 728 hours and can choose which ministry they would like to serve.

The program is executed in 22 departments, 338 program Rural Extension Municipal Agencies, and in 114 prioritized municipalities. Members work within these programs:

- **Capacity Building** Training of people in agricultural activities, development of teaching material.
- **Health:** Support for the well-being of families, improvement in quality of life, hygiene practices at home, water purification methods.



- **Environmental Protection:** Soil conservation, terracing, level curves, systems implementation, agroforestry, reforestation campaigns, garbage collection, material recycling.
- **Rural Development:** Establishment of orchards and necessary follow-up activities and monitoring.
- **Animal Health:** Construction of structures for improved well-being and productivity
- **Technical Assistance:** Support extension agents in providing families with technical assistance on topics mostly related to agriculture and animal husbandry.
- **Other activities that by their nature benefit the communities:** Support in conducting surveys. in the delivery of supplies and emergency activities.



Impact

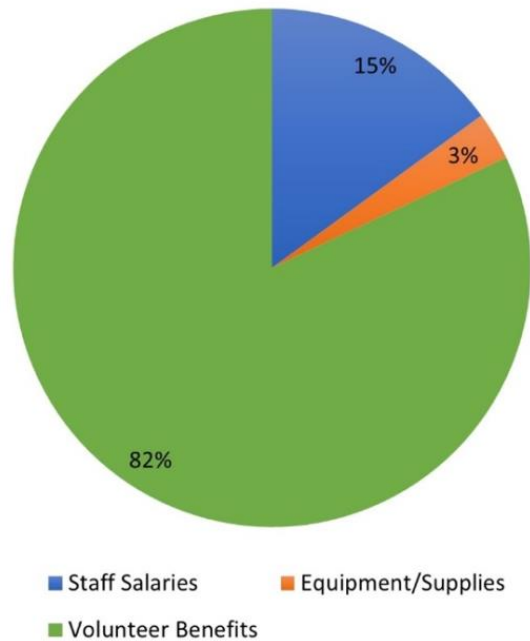
One main purpose of Servicio Cívico is to help foster a more peaceful society in the wake of civil war. Over the last decade, it has channeled youth energy and skills into developing Guatemala. It has also served to foster personal and professional development skills for its participants.

In 2021 alone, in 2,643 communities, Servicio Cívico members served 102,561 people, made 13,423 home visits, and replicated 8,845 training sessions.

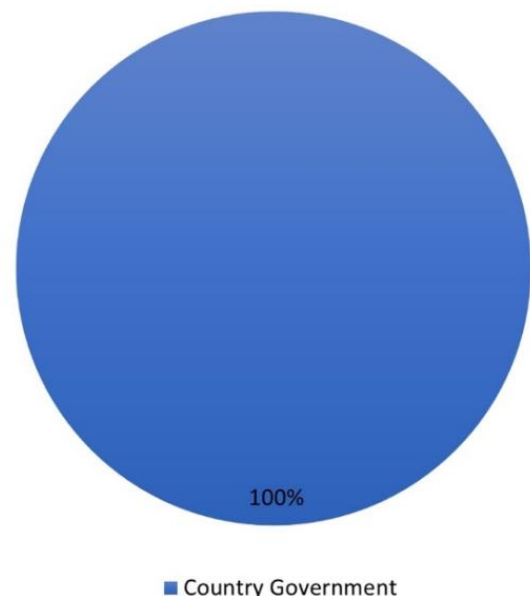
Financial Details

Approximate Annual Budget: \$464K

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

- **Country Government:**
 - By law, each ministry with Servicio Cívico is required to have an allotted budget for its program. For the program **Q.3,640,000** (\$464k) is earmarked to support its staff and service members.
 - The program must submit and annual report to outline results/ impacts that helps justify the continuation of its program.
- **International Government Support:**
 - In 2022, the Peace Corps carried out a training event for civil servants from 10 Departments in the country, for which it assumed the expenses of food, lodging, and transportation. In 2023, a second event was carried out that was larger in scale and participation.

Promising Practices in Allocating Resources

- Each year, the program creates a budget item, which allows it to have the appropriate funds to develop projects and support its service members.
- The program ensures that it maximizes its budgeting for its civil servants by ensuring that projects are well-planned, well-manned, wide-ranging, and take place across most of the country. This ensures that its members are doing productive work that harnesses/develops skills while fostering positive impacts on its beneficiaries.
- The program has a Financial Unit which is responsible for the ministry's budget and the Directorate of Regional Coordination and Rural Extension has a Decentralized

Financial and Administrative Unit (UDAFA). The person in charge of the civic service project requests a quota or budget allocation from the UDAFA for the payment of civil servants and for the purchase of supplies. UDAFA asks the program's financial unit for the fee and later requests it from the Ministry of Finance (MINIF). When MINIF grants the quota, UDAFA sends finances through the national treasury.

- To help ensure the effectiveness of programs and projects, the Executive Secretary of Servicio Cívico, housed in the Ministry of the Interior, sends a program template to each ministry with Servicio Cívico programming. Program managers design the projects and sends it them higher authorities for review and approval, which are then sent to the ministerial office and then to Executive Secretary. Subsequently, the projects are presented to the national board of ministers, who approve or suggest changes.
- **Name of Contact:** Dr. Sergio Ruano Andrade, *Servicio Cívico Coordinator*
- **Email:** sruano47@hotmail.com
- **Website:** www.onsec.gob.gt

Case Studies in Financing Volunteer Service Models:

Sistema Nacional de Voluntariado (SINAVOL) – Lima, Peru



Overview

Sistema Nacional de Voluntariado (SINAVOL), funded in its current form in 2012, is the Peruvian government's chief volunteer system that manages the principles, norms, procedures, techniques, and instruments that promote, facilitate, recognize, strengthen and articulate volunteer activity in Peru.

Volunteering is the non-profit action carried out for the common good, in areas such as health, social services, civic, training, cultural preservation or advocacy, science, sports, development cooperation, environmental defense, and sanitation, among others.

According to Law No. 28238, the Ministry of Women and Vulnerable Populations (MIMP) is the governing body of the system. MIMP has as its functions a volunteer department, which was created in 2015 and currently carries out the tasks of promoting, recognizing and facilitating volunteering at the national level.

In 2022, 11,600 people volunteered through 300 organizations via the SINAVOL platform.

Program/System Type

SINAVOL is a Peruvian government national volunteer system that manages the principles, norms, procedures, techniques, and instruments that promote, facilitate, recognize, strengthen and articulate volunteer activity in Perú. The system allows activities to be articulated by various public and private entities throughout the country and fosters volunteer participation for people ages 14 and above.

System Model

One role of SINAVOL is to offer a platform for volunteer opportunities to be promoted. To do this, organizations are encouraged to register with SINAVOL. Once these organizations (which come from private, public, religious, and education sectors) are registered, they post opportunities. Interested volunteers connect directly with the organizations. Opportunities address sectors like children and adolescents, general citizenship, community/neighborhood, aging adults, people with disabilities, migrants, public health, etc. A majority of volunteers volunteer for over one year and for multiple organizations through SINAVOL.



SINAVOL facilitates benefits for volunteers. For example, if an individual who is registered with SINAVOL volunteers for more than 181 days in a year, they receive 'points' for scholarships that are available through PRONABEC, a government entity that provides opportunities for individuals to receive full university scholarships.

SINAVOL also facilitates benefits for organizations that are registered with the agency. In 2023, SINAVOL facilitated the Ministry of Development and Social Inclusion (MIDIS) giving 34 organizations \$3,000.00 in volunteer project funding.

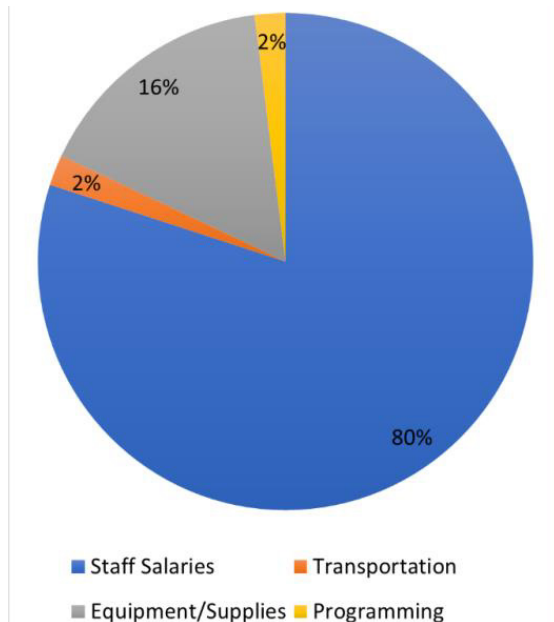
Impact

- In 2019, 21,835 volunteers volunteered a total of 1.318 million hours through SINAVOL's partner organizations. This totaled over \$1.7 million in value.
- In 2019, 211 organizations partnered with SINAVOL. In particular:
 - o 118 contributed to health and wellness.
 - o 111 contributed to education quality.
 - o 75 contributed to gender equality.
 - o 65 contributed to reducing inequality.
 - o 63 developed partnerships to achieve development goals.
 - o 57 addressed climate change.
 - o 45 promoted sustainable cities and communities.
 - o 41 promoted peace, justice and strong institutions.
 - o 40 worked to end poverty,
 - o 38 promoted the life of local ecosystems.
 - o 33 contributed to decent work and economic growth.
 - o 27 contributed to ending hunger.
 - o 26 promoted responsible production and consumption.

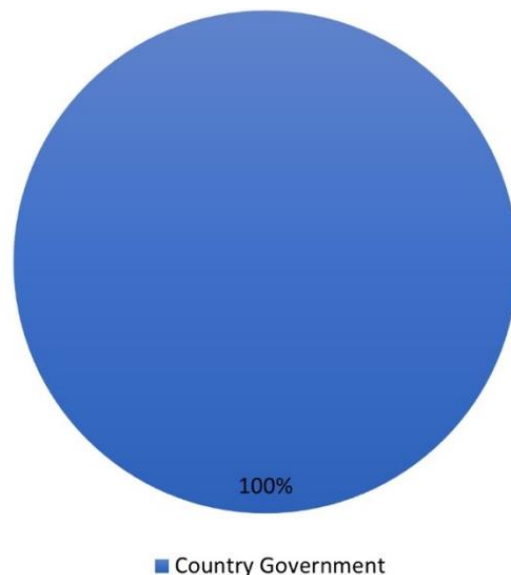
Financial Details

Approximate Annual Budget: \$116k

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

- **Country Government:**

- Since being signed into Law in 2004, SINAVOL has worked with NGOs with very little structure and supervision. However, in 2015, the government wanted the program to be more effective and efficient and decided to invest more resources. A budget of over \$100k was created and more staff were hired.
- SINAVOL is housed in MIMP, where it has a high level of autonomy. SINAVOL submits its own budget, and justifies funding to increase travel and to organize promotional events and has been able to retain management of its activities.

- **International Government/IGO Support:**

- To assist in organizational development and volunteer training, SINAVOL worked with the Spanish government and United Nations Volunteer. Subsequently, SINAVOL received technical assistance from France Voluntaire, the Peace Corps, and KOICA.
- In 2016 a Peace Corps Response Volunteer helped develop SINAVOL's online platform.
- SINAVOL has also collaborated with the governments of Paraguay and Colombia to address programming and organizational development.



Promising Practices in Allocating Resources

Promising Practices

- In 2017, with the help of a Peace Corps Response Volunteer, SINAVOL began incorporating technology into registering and managing its programming. Subsequently, in 2019, it launched its current website and volunteer registry platforms and has gained more partners.
- Prior to the incorporation of technology, SINAVOL was active in only five of Peru's 24 regions. However, it now works with organizations in 12 of the country's regions.
- In 2015, SINAVOL had four staff members. However, as the program has grown, it increased its staff to 8 members as of 2023, including hiring two professionals to manage its website and receiving assistance from IT staff from the MIMP.
- SINAVOL has incorporated research into its programming to show that the program is working on a national level.

Lessons Learned

- As SINAVOL expanded its work, it recognized the need to provide trainings and resources to partnering organizations. It has done this by creating its own, as well as partnering with international government partners.
- SINAVOL has learned the importance of articulating what volunteerism is and its benefits in helping develop and shape Peruvian society. This has been improved by expanding its staff, developing its website, and increasing its partnerships.
- **Name of Contact:** Teri Acasuzo Bravo
- **Email:** tacasuzo@mimp.gob.pe
- **Website:** www.mimp.gob.pe/sinavol/sinavol.php

Case Studies in Financing Volunteer Service Models:

South Africa National Youth Service



Overview

The primary aim of the National Youth Service (NYS) program is to mobilize young people to become active citizens of the country's democracy, while earning an income and increasing their employability. The NYS program highlights and promotes training initiatives, entrepreneurship, and skills development programs to curb youth unemployment. NYS also serves as a safety net for the unemployed youth of South Africa. NYS is a way of enabling young people who wish to contribute to building a robust and vibrant environment in their communities to do so. It builds on research showing that young people who are active and engaged in their communities are far more likely to succeed in employment and income generation than those who are not.

Implemented by the Presidential Youth Employment Intervention (PYEI), a multi-sector action plan/program directed at addressing South Africa's chronic youth unemployment challenge, NYS aims to help PYEI in addressing the issue of 1.2 million youth entering the labor market each year with more than 65 percent remaining outside of employment, education, and training. The main reason for the high youth unemployment is a structural mismatch between the type of skills required by employers and the skills job seekers have. This mismatch between supply and demand has obliged the government to develop programs addressing the unemployment and the unemployable crisis and offer solutions such as the PYEI.

The NYS offers young people opportunities to gain insights into different fields of work, strengthen their agency, skills, self-confidence, and increase their employability.

NYS programs include the following youth development principles:

- Work with young people to identify the challenges youth experience in their community and the opportunities for the initiative to address these both within and outside the project.
- Engage young people to understand the issues that they believe block them from progressing and regularly reflect on how they are addressing them.
- Be able to precisely describe the community service activities and the standard to which young people will perform the service (e.g., if young people are to engage in peer counselling, they need to have trained as lay counsellors and be supervised by suitably skilled and professionally registered practitioner).
- Engage young people, beyond the community service tasks, in conversations or processes that enable them to improve their agency and their ability to address the opportunities they will pursue in their community.
- Monitor and report on activities undertaken and submit the appropriate auditable evidence for the achievement of outputs.
- Deliver education or training interventions that are complimentary to the community service activities i.e., training that will support the growth of the young person while also ensuring they are able to deliver the activity to a higher standard.



Since 2022, over 47,000 young people have been successfully enrolled and have participated on the NYS program.

Program Type

The South Africa National Youth Service program is a government volunteer program that utilizes participants between the ages of 18 and 35.

Program Model

Young people are engaged in community service activities for a six-month period or 384 hours. NYS participants work 16 hours a week to allow participants to seek other income generating opportunities.

NYS work is referred to as community service activities. NYS work improves the living conditions of economically marginalized communities while equipping youth with skills that allow them to enter the world of work and increase their employability.

The basics of meaningful Community Service for youth include services and activities:

- That are valuable to the community and can be performed at high standards by participating young people.
- That is delivered through organizations that work with young people and through the interventions/programs offered to help young people develop agency.
- That priorities working with excluded young people to improve their ability to either find work, generate income, become leaders-activists-change agents.
- Service that will benefit another clearly defined target group(s).
- That enhances service delivery efforts and improves the lives of marginalized communities; and
- That help create social networks that young people would not ordinarily have access to.

The following priority community services activities have been identified for the NYS:

- **Survey and Digital Marketing:** Infrastructure and Service mapping: e.g., using young people to survey current infrastructure in communities and what is required for it to be able to be used by young people.
- **Sports Arts and Culture:** Initiating sporting activities for unemployed young people in communities. Organizing games or other events at local parks/sports grounds. Employing youth to assist with coaching clinics and after school sporting programs.
- **Learner Support Programs:** Support to schools including teaching support, school nutrition/feeding scheme support. Providing after school support for learners such as sport/recreational activities or providing homework support.
- **Social Support Services:** Providing support on key issues that impact young people, such as Anti Substance Abuse activities.
- **Early Childhood Development:** Young people participating in provision of services

such as early learning playgroups; story-telling and reading; supporting campaigns that increase ante-natal health of mothers and prevent physical stunting.

- **Food Security:** Creation/maintenance of food gardens, food preparation and serving to vulnerable members of the community e.g., orphanage homes.
- **Community works, revitalization and greening programs:** Creation of green spaces in communities. Maintenance of public facilities so that they are safe for young people to use e.g., sports grounds, parks, community halls, etc.

To carry out and oversee the NYS, non-profit organizations who have intimate knowledge of the deprivations and plights of the youth and the communities they serve are appointed as implementing partners. These implementing partners host the participants for 6 months while on the NYS program. Implementing partners are encouraged to work alongside smaller NPOs to assist with hosting participants and equipping the youth with various skills. The NYS saw 13 implementing partners appointed to implement the NYS program in all the 9 provinces.

It should be noted that NYS participants and host partners are able to do community service activities outside the identified sectors.

Impact

Participants received meaningful training which prepared them for the world of work such as:

- **Professional training** which includes CV writing, presentation skills, work readiness, communication, and accountability.
- **Technical skills** such as nutrition and food security, ECD, surveys and community mapping. bricklaying, plumbing; and
- **Emotional Intelligence** such as being self-aware, resilience and relationship management.

Participants form an identity as a working person by having obtained 'work' and providing an 'introduction to the world of work.'

- Financial benefits to participants include (1) less financial stress, (2) contribution to individual and family needs, e.g., electricity costs, rentals, clothing and schooling of siblings etc., (3) resources for going for interviews, buying stock for side hustles etc.
- Greater self-reliance, self-confidence, assertiveness, and hope for the future.
- Satisfaction from doing meaningful work.

More than 10,000 young people transitioned into further income-earning opportunities including employment opportunities, further education opportunities, and entrepreneurship opportunities. The stipends they received provided them with a basic level of income and acted as an enabler for further opportunities.

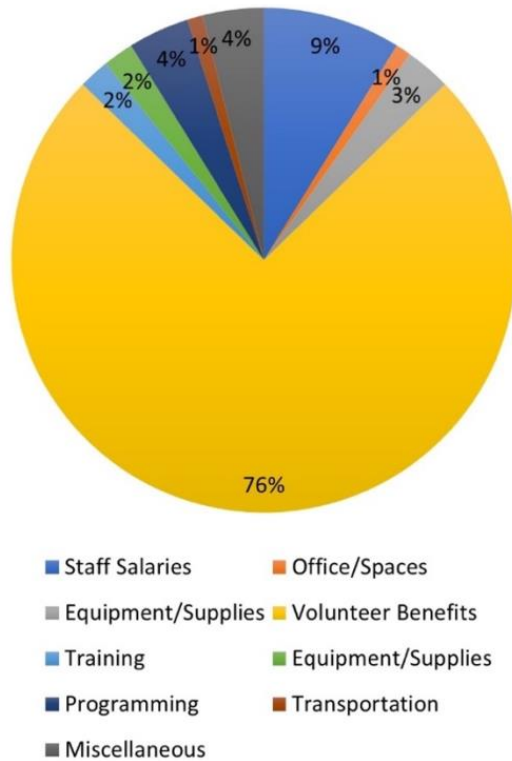
The NYS has further managed to successfully contribute to the development of public assets (clean schools, repainting of road signs, beautification of parks and buildings) contributing to service delivery in poor communities and strengthening community development approaches.

- NYS participants participated in cleaning of school yards and performing administration functions at community clinics.
- Over 50,000 households benefited from the ECD services offered by the NYS participants. More awareness about the importance of ECD was raised in communities across South Africa.
- Over 27,000 farmers by the NYS farm assistant participants; and
- Over 96,000 youth had access to sports, recreation, life skills and coaching sessions delivered monthly by NYS participants.

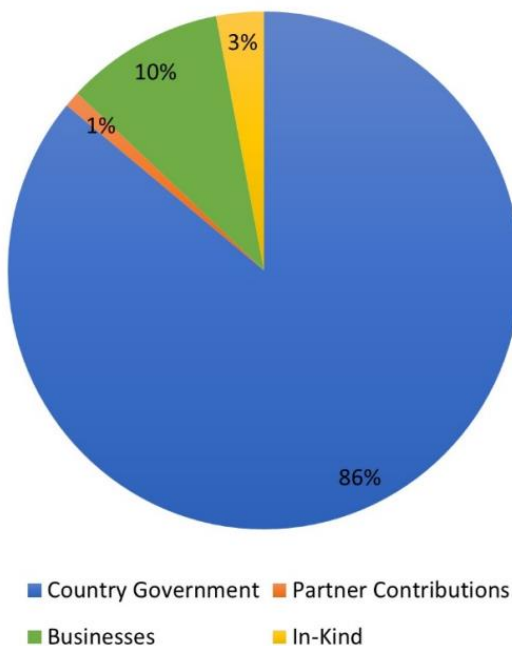
Financial Details

Approximate Annual Budget: \$24million

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

- **Country Government:**
 - o The NYS was introduced post-apartheid in 2003 and was a prerequisite program for young people to go through trades training and certification courses. This NYS program was purely based on individual volunteerism and took place outside of school/work and provided no compensation, therefore had limited government funding.
 - o In 2018, NYS adopted the new, current framework. Through the PYEI program the national government appropriated funding for two fiscal years, 2022 and 2023. Phase 1 of the current NYS ended March 2023, with Phase 2 ending March 2024.
 - o NYS' has been able to justify its funding by developing the program to address the need for training and employment opportunities for youth, as economic barriers are not fostering the growth needed for employers to create jobs at a rate that accommodates the youth population. NYS acts as a buffer for youth who are waiting for economic growth and job creation.
 - o NYS also highlights private sector involvement and investment in helping achieve its programmatic goals (outlined below).

- **Businesses:**
 - Occasionally, private businesses provide money to NYS' partner organizations to assist in projects.
 - One example is Standard Bank, who contributed over \$250K to a particular program to help its NYS project.
 - *Note:* These funds are not given directly to the South African government but rather to the partner.
 - Additionally, contributions from outside businesses to NYS partners justify the continuation of the program due to showing stakeholders are invested in the program's success.

- **Partner Contributions:**
 - Though not mandatory, many partnering organizations have contributed their own funds to help match government funds. These funds have gone to project management fees, training, uniforms, tools, and materials.
 - Additionally, contributions from partners ensure project buy-in, improve project models, and increase the likelihood of effective outcomes, which in turn helps NYS justify the continuation of the program.

- **In-Kind:**
 - In addition to cash contributions, local partners and stakeholders contribute resources to assist NYS volunteers and their projects, such as laptops, equipment, materials, and tools.

Promising Practices in Allocating Resources

- To help ensure that NYS funding is achieving its aims, it sets criteria for partnering organizations to follow. To be recognized as part of the PYEI, programs must:
 - Be led by an NPO/NPC.
 - Meaningfully benefit the community in which they take place and be completed to a high standard.
 - Facilitate personal growth, values, and an ethos of citizenship.
 - Recruit and enroll young people 18-35 years of age through the National Pathway Management Network.
 - Engage other partners and stakeholders to ensure NYS participants transition into other earning opportunities.
 - Demonstrate capacity to implement projects.
 - Have systems in place to monitor and track, and report project progress and impacts; and
 - Be able to host NYS programming for 12 months.
- Potential partners are required to submit a budget that aligns with NYS funding criteria in order to be considered for NYS funds and programming. For existing partners, the same process applies if applying for an additional year.
- NYS manages its funds allocation through a fund manager, which allows for streamlining and increased accountability.
- Partners are required to have systems in place to track project finances. To do so, they must open a bank account and report spending on both a monthly and quarterly basis.



- To help ensure that NYS volunteers receive their stipends, the partner organization pays them through the bank account created as part of the partnership, which fosters transparency, provides documentation, and allows for statements to be verified by the NYS office.
- To ensure fiscal responsibility, no more than 17.5 percent of partner organizations' wage budget can be used for "Site Implementation Costs," which ensures that these activities are done efficiently and that sufficient resources go to projects and participant stipends.

- **Name of Contact:** Monray Hardnick
- **Email:** monray.hardnick@nyda.gov.za
- **Website:** <https://www.stateofthenation.gov.za/presidential-youth-employment-intervention/pyei-overview>

Case Studies in Financing Volunteer Service Models:

Honduras Youth Conservation Corps



Overview

The Honduras Youth Conservation Corps (YCC) program began in 2017 in cooperation with the United States Forest Service (USFS) and with the support of United States Agency for International Development (USAID). The first conservation program of its kind to be successfully implemented overseas, YCC focuses on providing technical training in natural resource conservation, professional and socioemotional development opportunities, and career preparedness to vulnerable and low-income youth at risk for undocumented migration or gang recruitment in Central America.

YCC members receive training on key themes including, entrepreneurship, leadership, technology, and a suite of conservation approaches. They then hone skills in natural resource management through hands-on practice of techniques such as trail management, forest fire prevention, and watershed restoration.

YCC averages 90 participants per year and, to date, has had 379 participants. The age range of participants is 18 to 23 years old.

Program Type

Youth Conservation Corps Honduras is both a youth program and a national service corps.

Program Model

Initially, the program adapted its curriculum, methodology, and leadership strategies from the long-standing federal Youth Conservation Corps program in the United States, founded in 1971. Yet, since its inception and under rapid growth, Honduras YCC has continued to innovate to accommodate local challenges and needs. For example, the program generates lasting partnerships with local conservation organizations to pair YCC participants with projects and community training initiatives that will benefit the environment and also expand participant expertise. The program's 1,400 hours of training over eight months develops and strengthens key competencies and skills to create the next generation of leaders with the knowledge, capacities, and values to improve their communities. Upon completion, graduates receive their certification as Environmental



Promoters from the National Institute of Professional Training (INFOP, in Spanish), a significant achievement that strengthens their employment, educational, and entrepreneurship opportunities.

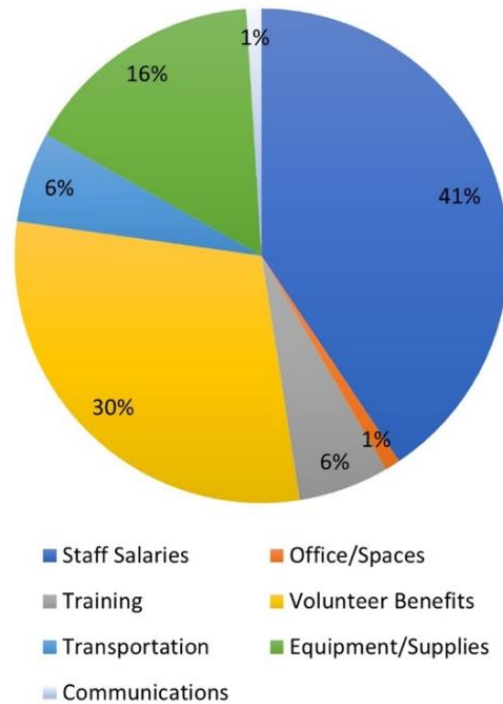
Impact

- To date, 85 percent of Honduras YCC graduates are currently employed in conservation related jobs, forming business ventures, or continuing higher education.
- In 2022:
 - A total of 35 community education and advocacy activities were performed with 2,132 youth (897 men and 1,235 women)
 - 92 percent of the young graduates of the program continue to study, work, or volunteer in their communities.
 - 14 YCC youth received scholarships and are studying at university level.
 - 302 communities with ties to the program were involved in local fire management. processes.
 - 793 additional at-risk youth were trained in social or leadership skills in municipalities with a YCC presence.
 - 1339 local youth were trained in leadership, sustainable conservation of natural resources, and biodiversity.
 - 301 men and women were trained to implement wildfire prevention plans in their communities.
 - 93 young men and women were trained in the design and implementation of entrepreneurial ventures.
 - Eight business initiatives created by YCC graduates garnered seed capital of \$19,646.50 USD to invest in products, goods, or services.

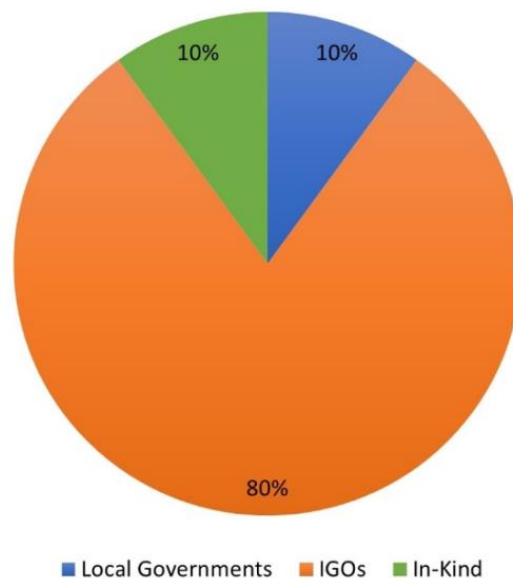
Financial Details

Approximate Annual Budget: \$958K (\$862K with an additional \$96K in in-kind donations)

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **Local Governments:**

- Each municipality in Honduras has a youth fund that contributes to activities. The YCC is exploring ways to access these funds to offset costs and promote tighter local connections.
- YCC collaborates with municipalities to assess opportunities to secure community training spaces and other forms of support to YCC activities.
- Because of its benefits to Honduran youth and contributions to local conservation, YCC can expand to additional municipalities and widen the reach of its resources and impacts.
- Municipalities provide funding on a year-by-year basis. As such, YCC must provide continued justification for annual funding. In some cases, YCC also able to secure multi-year agreements for program continuity in various municipalities.



- **International Government Organizations:**

- USAID Honduras provided funding and support to design and pilot the YCC program based on a concept note drafted by USFS for a program modeled after the goals and design of the U.S.' Youth Conservation Corps.
- After four years of year-to-year funding, USFS and YCC advocated for medium-to-long-term funding, illustrating that a longer-term commitment was critical to developing sustained partnerships with local municipalities.
- YCC outlined the need for a long-term commitment and was able to secure a four-year grant from USAID, which helped the program expand to more municipalities and help ensure sustainability.
 - YCC is currently in year-two of the USAID grant.
- USFS and YCC have also partnered with Swiss and German government entities working in Honduras' conservations efforts. This partnership has resulted in financial support from European governments, which helped alleviate unexpected funding challenges and enabled YCC expansion in new directions.
- For the partnerships with foreign governments, YCC has recognized the importance of linking program outcomes to USAID and other foreign policy priorities.

- **In-Kind:**
 - To maximize available resources, YCC identifies municipalities that can offer in-kind donations/services. These include:
 - Training spaces
 - Electricity
 - Logistical expenses (i.e., transportation)
 - Snacks
 - Internet
 - YCC has partnered with the California Conservation Corps, who has travelled to Honduras to work alongside YCC members and provide additional training.

Other Lessons Learned

- Over time, YCC has learned that proactively articulating its goals and benefits to communities helps increase local support and program impact.

Promising Practices in Allocating Resources

Promising Practices

- By partnering with local municipalities, communities know they are a part of the process, which expands community engagement. This then provides opportunities for YCC to receive additional goods and services for free or at lower rates.
- Increasing the number of local partners helps in streamlining resource allocation, as these partners can reduce staff time when organizing logistics and working with local vendors.
- During the height of the COVID-19 pandemic, YCC was forced to shift its training approach. For the first few years of its existence, YCC used a residential training program where its participants lived and worked at a physical training center. Now,

one-third of its curriculum is done virtually before moving into in-person activities at regional camps. This allows for an expanded presence in communities (where participants remain for the virtual component) and has enabled the program to reach three-times as many students with streamlined budget. The virtual curriculum has also helped generate computer literacy for participants, which has greatly facilitated YCC graduate access to higher education and other opportunities

Other Lessons Learned

- An ongoing challenge that YCC navigates is working with vendors:
 - In the program's first year, its food vendor offered competitive prices, but the quality of service was poor., Yet the YCC staff struggled to quickly secure a new vendor. As a result, the individual was kept for a second year before making a change.
 - Additionally, YCC continues to balance quality and pricing with its vendors. At times, while local/rural vendors are better able to meet deadlines for services, there are issues with quality and higher prices. Conversely, working with vendors from larger towns/cities results in better services and lower prices, but there have been difficulties adhering to timelines/deadlines.

- **Name of Contact:** Richard L. Johnson, *Latin America Program Manager*
- **Email:** richard.johnson4@usda.gov
- **Website:** www.fs.usda.gov; <https://www.facebook.com/JPCHn>



Community-based/faith-based/ youth-led programs

Case Studies in Financing Volunteer Service Models:

CorpsAfrica - Morocco, Senegal, Malawi, Rwanda, Ghana, and Kenya



Overview

Founded in 2011 by a returned Peace Corps Volunteer, CorpsAfrica is a 501(c)(3) nonprofit organization, inspired by the Peace Corps, that offers emerging leaders in Africa a similar transformative experience by providing “the chance to be a part of the solution for their own countries.” Following a month of Pre-Service Training, CorpsAfrica Volunteers live in remote villages in their own countries to listen to the local people and help them address needs in health, education, agriculture, small business development, the environment, urban planning, and infrastructure, and much more. This work is guided by four goals: “promote the professional and personal development of young Africans; inspire a strong pan-African community and network of public service; connect rural areas to the vast resources and innovations of diverse NGO partners; [and] build the capacity of rural villages to create self-sufficiency in every sector.”

To date, CorpsAfrica has hosted almost 600 volunteers. There are currently 170 volunteers in six countries—Morocco, Senegal, Malawi, Rwanda, Ghana, and Kenya. In 2023, they will host 295 volunteers in nine countries as three new host countries are being added—Uganda, Nigeria, and Ethiopia.

Program Type

CorpsAfrica is a youth-led, community-based, service-learning non-profit volunteer program that engages young leaders, mostly between the ages of 21 and 25, and promotes professional development, humility, and empathy.

Program Model

“CorpsAfrica recruits young, college-educated Africans to move to high-poverty communities within their own countries for one year. Before deployment, volunteers must successfully complete four weeks of training built around experiential learning to empower and equip them with the skills and mindsets they will need to be successful at their sites. Volunteers gain the community’s trust and understanding by engaging in conversations and facilitating community meetings to identify and address changing and complex local needs. They work with local people to design projects that fulfill these key needs in their communities and whose impact and success can be carefully measured and monitored.”

The CorpsAfrica program model emanates from its five pillars. As outlined by the organization:

- **Locals Helping Locals**
“We believe that qualified Africans can be part of the solution for their own countries. The volunteers relocate to remote communities in their own countries for one year and fully integrate by learning local customs, participating in day-to-day activities, and becoming trusted members of the community.”
- **Listening and Empowering**
“We stress the importance and power of listening. We believe that development efforts are most effective when they are “demand driven” – giving women, men, and youth at the community level the opportunity to identify problems and take the lead in solving them.”



- **Collaboration**
“Volunteers serve as liaisons between their communities and the outside world. CorpsAfrica is uniquely positioned to collaborate with a wide range of Development Partners, including NGOs, development-related businesses, government officials, academics, and social entrepreneurs who share their expertise and assist the volunteers and communities with project implementation.”
- **Monitoring and Evaluation**
“We believe that no effort is complete without thorough monitoring and evaluation. Before beginning their service, volunteers are taught how to facilitate a needs assessment in local communities. After their service, volunteers measure the projects' impact on the targeted population and the community's well-being. Furthermore, CorpsAfrica measures the impact on the lives of the volunteers who complete the program and have gained valuable community development experience as well as problem-solving and critical thinking skills.”
- **Accountability and Transparency**
“We strive to demonstrate successes and learn from failures with Development Partners, targeted communities, and all

interested outside parties so we can be held accountable for everything we do.”

Impact

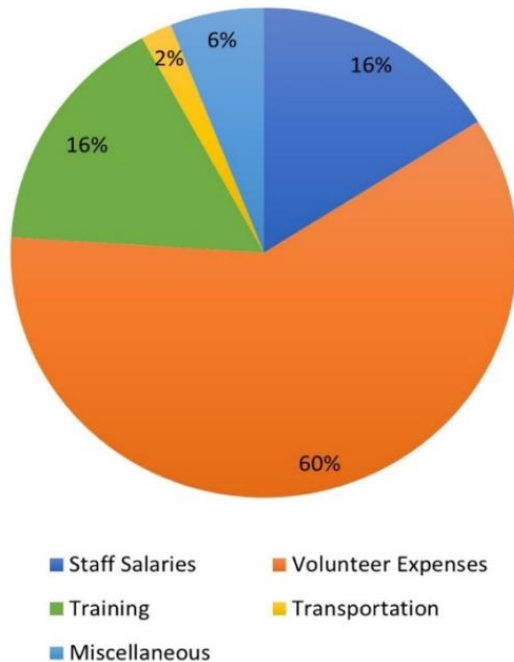
CorpsAfrica's programmatic impact is illustrated in the reach its volunteers have in their communities and the personal and professional development of its volunteers. On average, each volunteer impacts 500 people, and with over 600 volunteers during its history, this has amounted to over 300,000 individuals who have directly benefited from CorpsAfrica's volunteers' work in education, health, small business development, urban planning and infrastructure, agriculture, the environment, and more. Furthermore, 99 percent of communities with CorpsAfrica volunteers request additional volunteers.

The personal and professional growth of the volunteers is shown in the opportunities they are provided upon the completion of their service. Compared to roughly 60 percent of their peers, 95 percent of CorpsAfrica volunteers go on to graduate school or enter employment within six months of their service. Their service experiences also benefits CorpsAfrica, as more than 60 percent of the organization's staff are former volunteers.

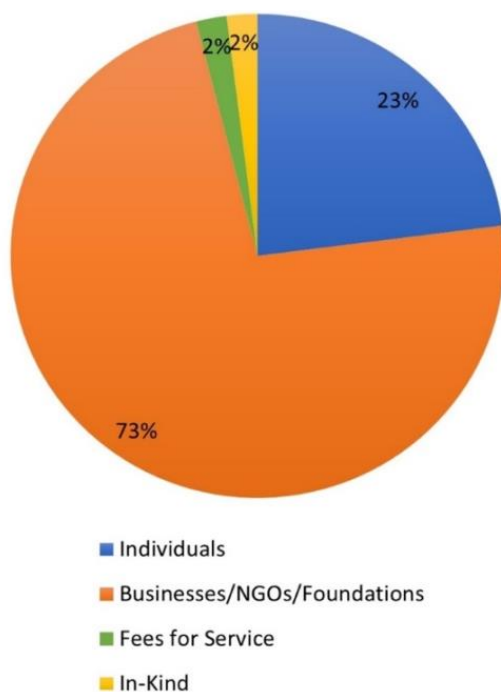
Financial Details

Approximate Annual Budget: \$8 million in 2023; \$12 million in 2024

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Securing and Sustaining Funding

Promising Practices

- **Start Up Phase:**
 - o Liz Fanning, Founder and CEO, had 25 years of fundraising experience before starting CorpsAfrica.
 - o For the first six months, the National Peace Corps Association (NPCA) served as the organization’s fiscal sponsor (until they secured their 501(c)(3) designation).
 - o Initially, Liz utilized the NPCA directory to find Morocco Returned Peace Corps Volunteers (RPCVs) who might support the first office in Morocco. These RPCVs either gave money or connected them with others who could potentially donate.
 - o Liz paid for a subscription Constant Contact, which allowed her to send bulk emails requesting donations. She received \$21k from individual donations in response to the first email.
 - o In 2012, CorpsAfrica launched a campaign as a tribute to Richard Holbrooke, former U.S. Ambassador to Morocco and Director of Peace Corps Morocco from 1970-72, and received additional donations from individuals.
 - o After submitting nearly 50 proposals to a wide range of foundations, the International Foundation donated \$10k and Liz quit her day job, moved to Morocco, and has focused on CorpsAfrica full time ever since.
 - o CorpsAfrica held an event commemorating the opening of its Morocco office.

- **Important from onset for CorpsAfrica was:**
 - o Promoting a cohesive team committed to a shared value and vision of what they are trying to do;
 - o Hiring talented people; and
 - o Using a bottom-up approach that ensured local ownership and autonomy and the empowerment of staff.
- **Individuals:**
 - o Beyond the strategies for approaching individual donors noted above, which CorpsAfrica has continued to employ, their focus has increased towards securing funding from within Africa.
 - o Every office hosts a “Project Demo Day” event, modeled after Shark Tank in which project ideas are pitched to local donors, which raises funds for projects and provides professional development experiences for the volunteers.
 - o Branding CorpsAfrica has been an important means to securing individual donations. This is done through posting reports, volunteer profiles, blogs, and being active with posts and videos on social media outlining the work its volunteers are doing and the impact of projects in communities around the continent.
 - o CorpsAfrica has a monthly donation (“Pay It Forward”) campaign targeted at RPCVs as a way of helping RPCVs “pass the baton” to young Africans so they can have a similar transformative experience they had when they served abroad.
- **Businesses/NGOs/Foundations4:**
 - o As noted above, CorpsAfrica received initial funding from the International Foundation. The Moroccan company OCP pledged \$50,000 to support five volunteers in the first group in Morocco. This was followed by an \$100,000 in the second cohort, and a commitment \$839,400 through the Clinton Global Initiative to expand CorpsAfrica to Senegal and Malawi in 2015. Through demonstrable impact, OCP has continued to be a significant financial supporter, providing a majority of CorpsAfrica’s budget until 2021.
 - o In 2020, CorpsAfrica secured funding through the Mastercard Foundation’s rapid funding response to Covid-19 to provide \$1,000 micro grants for each of its volunteers, who continued to work during the pandemic. Mastercard Foundation provided additional grants, which led to a contract of \$17 million over three years, totaling a large part of its current budget.
 - o CorpsAfrica has been able to secure business/NGO/Foundation funds by demonstrating impact. For example, it can show how it has increased youth employment, the creation of economic activities at sites, and showing that its volunteers are able to secure high quality jobs and become job creators after service.
 - o CorpsAfrica ensures transparency, accountability, and strong evaluation methods.
 - o The organization has fundraisers on staff in each of its country offices to help secure funding and ensure local ownership at every level.



- **Fees for Service:**
 - o 25 percent of local project budgets come from the community (10 percent in cash), which ensures local buy-in and an increased likelihood of success and sustainability.
- **In-Kind:**
 - o CorpsAfrica has built a local board of prestigious people who can contribute. For example, it has local board/council members who are well-connected and often provide office space, which reduces overhead costs. Additionally, the organization’s Global Support Office in Washington, DC, is also donated.

Other Lessons Learned:

- The main lesson learned by CorpsAfrica is the importance of tenacity in seeking funders. Most funding has been a result of leveraging personal and professional contacts, submitting many proposals to funding organizations and individuals, taking advantage of meeting opportunities, purposefully networking (understanding that every person is a potential partner and/or donor), and continuing to work on best articulating a proof of concept and demonstrating the impacts of programming via site visits, videos, blogs, and reports.

- Significant financial opportunities and milestones have occurred through taking advantage of opportunities. For example, creating a meaningful tribute to Ambassador Richard Holbrooke fostered generous support that was important in getting CorpsAfrica off the ground. Additionally, Mastercard Foundation provided funds for Covid-19, which CorpsAfrica was able to secure and expand upon by demonstrating the quality of programming and the impact of the Foundation’s investment in the organization.

Promising Practices for Allocating Resources

- CorpsAfrica started with very little money and had to scale its programming by balancing resources and local needs. Therefore, it developed the ability to maximize resources while seeking other sources.
- The organization also has in place a monthly financial reconciliation process that closely tracks how its resources are allocated.
- Accountability to funding sources also ensures the maximization of funding allocation. One of its largest initial donors, OCP, required reporting standards that ensured transparency and accountability.
 - o To ensure cost effectiveness, CorpsAfrica buys locally. And if it is feasible, it procures standard materials for program in countries with lower cost initially and sends them to programs in other countries.
 - o **Name of Contact:** Liz Fanning
 - o **Email:** lfanning@corpsafrica.org
 - o **Website:** www.corpsafrica.org

Case Studies in Financing Volunteer Service Models:

Fundación Voluntarios de Panamá – Panamá City, Panamá



Voluntarios de Panamá

Overview

Fundación Voluntarios de Panamá (Volunteers of Panama), a non-profit organization that motivates, trains and mobilizes Panamanians to be agents of change through volunteering. Founded in 2012 by Carolina Freire, Voluntarios has strengthened the capacities of social, civic, and environmental organizations to efficiently manage volunteering and promote policies and programs to strengthen the volunteer ecosystem in the country. Voluntarios is an affiliate member of the Points of Light Foundation and a member of the International Association for Volunteer Effort's (IAVE) Global Network of Volunteer Centers.

In addition, the Ponte en Algo website is a virtual platform that connects Panamanians with the causes and organizations that need assistance. Through its website, interested people can access volunteer opportunities and/or donate in support of non-governmental organizations in the country. The platform includes a directory of NGOs as well as events and volunteer opportunities.

As of mid-2023, 10k volunteers have served 30k hours in the country through Voluntarios.

Program Type

Voluntarios is a non-profit national volunteer center and promotion program that trains, connects, and mobilizes citizens of all ages.



Program Model

- **Public Policy:** Voluntarios de Panamá contributes to the development of a national culture of volunteer service and the development of the institutions and mechanisms to support it. The organization serves on the National Volunteer Council (CONAVOL) as a representative of the third sector. It spearheaded, with the support of USAID and the private sector, the National

Volunteer Survey, which is the only national measurement of volunteer participation.

- **Capacity Building:** With support from the Points of Light Foundation, it trains non-profit organizations in Panama on volunteer management to build the skills to recruit, retain, and recognize volunteers.
- **Mobilization:** with financing from USAID, Voluntarios created the online volunteer platform ponteنالgo.com, which offers volunteer and donation opportunities from over 260 non-profit organizations. The website is the first and only of its kind in the country and facilitates the connection between volunteers and the organizations and causes that need them. Every year, it publishes an average of 400 volunteer opportunities, as well as over 600 events from the non-profit sector. The website also has the only online NGO directory in the country, which is georeferenced for users to quickly find volunteer opportunities according to their interest, location, type of volunteering, or non-profit partner.

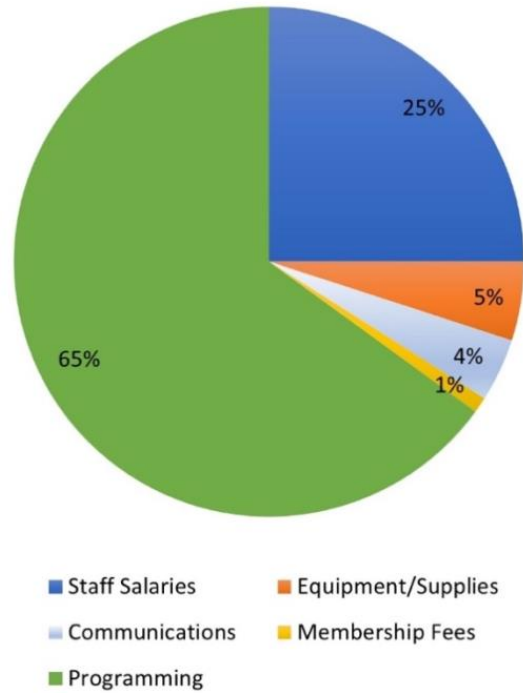
Impact

Beyond the development of its volunteers, the networking opportunities available through its website, and the impact that the volunteer work facilitated through Voluntarios has on social and economic development, it has also made important contributions to the volunteer sector in Panama. First, it participated in the preparation, validation, and approval of Panama’s [National Volunteer Law](#) (2014). Second, it has trained over 200 non-profit organizations in Panama on volunteer management. Third, it created the [Volunteer Management Guide for Non-Profits](#) presented in 2022. And in 2023, 12,534 volunteers were mobilized on Good Deeds Day.

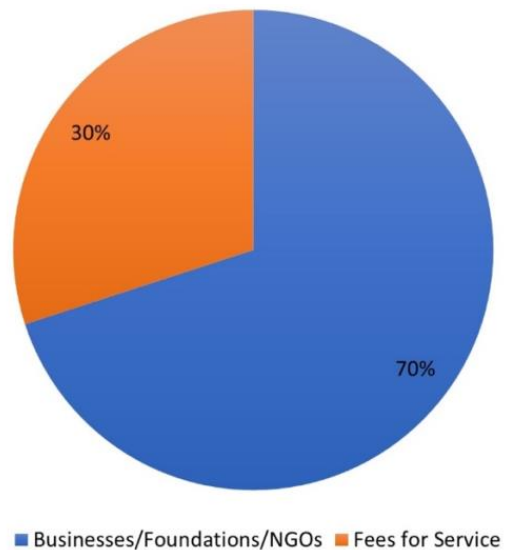
Financial Details

Approximate Annual Budget: \$60K

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices for Mobilizing and Sustaining Funding

Promising Practices

- **Businesses/Foundations/NGOs:**

- o Initial money to start the organization came from the United Way in Panama. At the same time Voluntarios became a legal entity, the United Way was opening an office in Panama. Voluntarios contacted the United Way for a potential collaboration. United Way was concurrently looking to develop its volunteering model and funded Voluntarios for three years to help them.
- o The second significant source of funding came from USAID. The United Way in Panama was working with USAID to promote youth volunteerism. Voluntarios had the idea of creating a website to promote volunteer activities in the country. United Way put Voluntarios in contact with USAID, who provided a 12-month grant to fund the creation of the Ponte en Algo website to ensure USAID's investment was sustainable.
- o The partnerships with United Way and USAID helped Voluntarios develop credibility and trust. It used this to begin seeking support from other foundations.
- o Voluntarios became an affiliate of Point of Light, and international INGO from the U.S., who began providing technical assistance for Voluntarios' development.
- o Voluntarios continued seeking funding within Panama and was able to secure money from Fundación Sus Buenos Vecinos, the

philanthropic foundation of Banco General, the largest bank in Panama. It further began receiving support from Fundación Causa Nuestra and Fundamorgan.

- o To secure diverse funding, Voluntarios has contacted each source individually, set up meetings, and made pitches/presented project ideas that align with the identified entities' own goals.
 - o To ensure continued support, Voluntarios develops an annual report that is sent to its donors to highlight how their investments are being used and the impacts made.
 - o A financial statement sent to the Ministry of Economy and Finance to follow legal guidelines in order to maintain their certification as a tax-free organization.
- **Fees for Service:**
 - o In anticipation of United Way and USAID funding stopping, Voluntarios created a plan to develop a new, sustainable revenue stream by providing both consulting and volunteer project services for organizations within Panama.
 - o *Consulting services:* Voluntarios is paid consulting fees by organizations in Panama who want to create/improve their own volunteer strategies. In many cases, this service is provided to corporations who want to implement programming for their corporate social responsibility (CSR) work.
 - o *Volunteer project services:* Organizations/companies contract

Voluntario to design and implement volunteer projects to fulfill their own CSR work. Voluntario also trains the volunteers, provides equipment and shirts, and organizes and implements the projects. These projects are scheduled throughout the year.

- o To identify potential partnerships, Voluntario accesses a database developed by Sumarse, an umbrella organization for corporations that have CSR.
- o Occasionally, companies will contact Voluntarios directly to help with projects.

Other Lessons Learned

- Voluntarios is a volunteer center, which is different than nonprofits that mobilize volunteers. As such, because philanthropic support tends to finance projects that reach people directly, it makes it difficult for a facilitator such as Voluntarios. To navigate the donor environment, Voluntarios needed to develop an innovative strategy to receive funds, which it did through its fee for service model.

Promising Practices for Allocating Resources

- Panama has the highest legal minimum wage in all Latin America. So, for Voluntarios to exist and be effective, it keeps its team small. It has two full-time staff members who fulfill multiple roles and who maintain efficiency by streamlining their duties.
- Voluntarios is supported by volunteers who assist in implementing projects on the ground. Furthermore, Voluntarios' founder, Carolina Freire, is a volunteer and does not receive a salary.



- As a non-profit, all money that Voluntarios receives/earns goes back into the organization. Keeping account of all the money helps in developing the annual operation plan and helps to design innovative projects for the future.
- Voluntarios has a financial administrator to manage the organization's money.
- Every year, Voluntarios hires an accountant to prepare its tax statements and reports.
- **Name of Contact:** Carolina Freire
- **Email:** voluntariosdepanama@gmail.com
- **Website:** www.ponteenalgo.com

Case Studies in Financing Volunteer Service Models:

Glasswing International – San Salvador, El Salvador



Overview

Glasswing International's mission is to address the root causes and consequences of violence and poverty through education and health programs that empower youth and communities and strengthen public systems. Glasswing believes that every person has both the potential and the right to thrive, no matter what adversity they face. The organization works with thousands of volunteers who engage with children, young adults and community members in education, health, youth empowerment, mental health, infrastructure, crisis response, and community empowerment programming. Volunteers ensure sustainable change while fostering hope and community pride. Since 2007, Glasswing has directed more than \$140M in funds towards health and education programs and impacted the lives of more than 2.2M people in México, Guatemala, El Salvador, Honduras, Costa Rica, Panamá, Dominican Republic, Colombia, and the United States (specifically New York City).

Glasswing engages nearly 7,300 volunteers per year and has had approximately 150,000 volunteers since 2017.

Program Type

Glasswing is a non-profit community service program that utilizes both domestic and international volunteers ages 18 and above.

Program Model

Glasswing's volunteer program designs and implements individual, community and corporate volunteer activities including a youth mentoring program. Glasswing believes in the power of empathy and transformation through volunteering and encourages parents, students, teachers, entrepreneurs, employees, among others, to dedicate their time and experience to be positive role models for children and youth.



Through the volunteer management cycle, Glasswing organizes and follows up from the first contact, in which a person requests information. The cycle includes recruitment, insertion, accompaniment, and exit. Each component plays an integral role, but the accompaniment and follow-up in the development of the activities are permanent and continuous aspects of its management.

With the support of thousands of local and international volunteers, Glasswing focuses on promoting transformations in schools, developing extracurricular clubs, workshops on mental health and wellbeing, job development programs, leadership, innovation, and mentoring, among others.

Specific programming includes:

- **Education:** After school clubs, At Home with Glasswing, and remedial clubs (math and reading).
- **Health:** Girls' clubs, mental health, trauma-informed care.
- **Entrepreneurship and Employability:** Youth Build, Lab Hub Nucleus, livelihoods, mentoring, [Central American Service Corps \(CASC\)](#), Gen Now.
- **Infrastructure:** Remodeling and renovation of schools and public spaces.

Impact

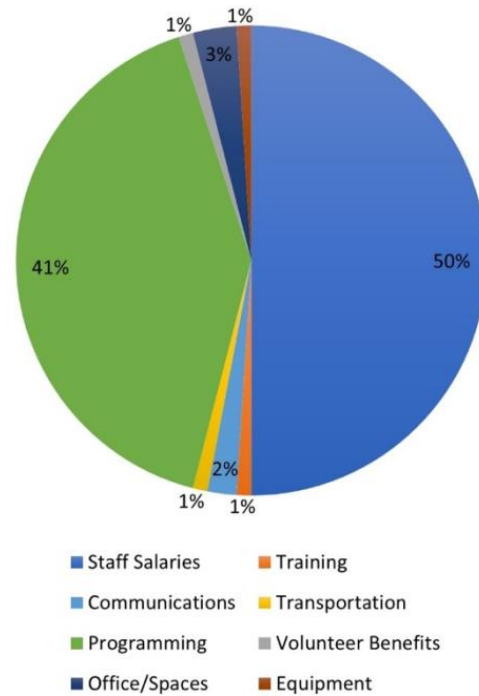
With the support of volunteers, Glasswing has been able to reach the following:

- **Education:** More than 70,000 children and young students were involved with educational activities implemented in schools.
- **Health:** More than 6,484 girls and young people were reached through community centers, communities, and schools.
- **Entrepreneurship and Employability:** 15,120 young people were engaged in municipal centers, schools and communities.
- **Infrastructure:** 260,295 lives were impacted with the revitalization of schools and 471,727 with interventions of public spaces.

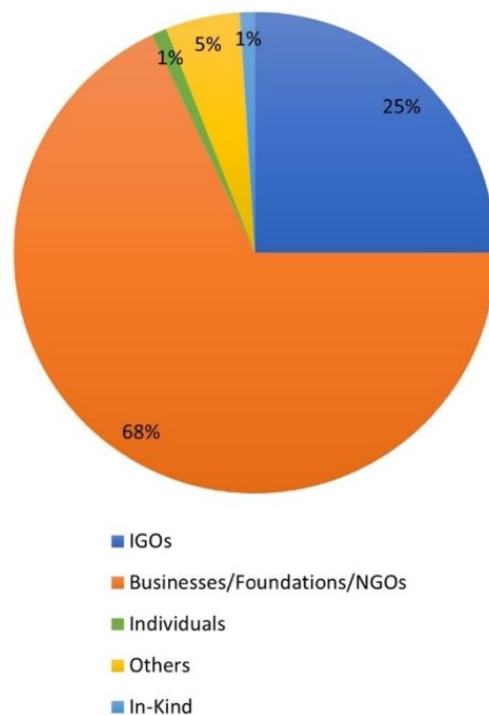
Financial Details

Approximate Annual Budget: \$40million

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising in Mobilizing Sustaining Funding

Promising Practices

- **International Governments:**

- o The United States government is a main donor for Glasswing programming. Glasswing works with U.S. Embassies and seeks support from USAID and the Peace Corps. Support from USAID typically comes from Glasswing answering proposal calls for sector-specific projects and in USAID's assistance in project co-creation.
 - Additionally, Peace Corps has supported Glasswing's Gen Now, Youth Impact Leaders, and Central American Service Corps (CASC) projects via technical assistance and training.
- o One of the strategies implemented by Glasswing to maintain and secure these types of grants is to continue to demonstrate the relevance and impact of the



programs being implemented. Glasswing ensures that programs and activities are aligned with both its own and the donor's objectives and priorities. Glasswing ensures that data and evidence are provided on the impact of programs on communities and beneficiaries, and how these activities are expected to contribute to government and Glasswing objectives.

- **International Government Organizations:**

- o One of the strategies for maintaining and securing this type of funding is through identifying specific areas that align with the strategies of international organizations, such as the World Bank, and that align with Glasswing's strategies. For example, one of Glasswing's focuses is the importance of education and mental health in youth development, which is in line with UN and World Bank priorities. Glasswing also focuses on organizational capacity to implement effective programs. They also provide regular and detailed program reporting, which has built trust and credibility among our donors. The ability to provide clear and accurate evidence on the results of its programs has been critical to maintaining funding from international governmental organizations.

- **Businesses/Foundations/NGOs:**

- o Glasswing works with local and international companies on co-designing high-impact volunteer programs and activities that align with their corporate social responsibility objectives and

strategies. This results in a wide range of activities that positively impact the business, its employees, and the surrounding community. Glasswing has a longstanding relationship working with the private sector.

- 93 percent of company employees who have participated in Glasswing projects want to continue to take part in corporate volunteer programs. Partnerships with Citi, Samsung, HanesBrands, Cargill, Millicom, and others offer employees opportunities to volunteer in extra-curricular clubs, youth mentorship programs, and one-day infrastructure renovation activities.

- o One foundation donor is the Buffett Foundation. Glasswing's founder and a representative of the Foundation explored a collaboration on violence prevention projects. One such collaboration was in San Salvador, El Salvador, in the renovation of Parque Cuscatlán in 2018. Since this initial project, the Foundation has funded projects surrounding violence prevention and is currently funding Glasswing's Youth Impact Leaders program in Guatemala and Honduras.

- **Individuals:**

- o Glasswing has adopted a funding strategy based on developing more collaborative, transparent, and flexible relationships with their donors. With this strategy, it seeks to address the challenges, such as dependence on a single source of

funding and a lack of flexibility to adapt to changing needs. By building trusting relationships with individual donors, Glasswing works closely with them to obtain greater support and resources, enabling them to achieve their objectives more effectively and sustainably.

- o One strategy to increase awareness and develop individual donor pools is through Glasswing's annual gala New York City. This is the organization's major individual donor drive.
- o Individual donors can make monthly donations through Glasswing's online 'Butterfly Effect' program, which allows for the organization to have a steady stream of donations.
- o Additionally, Glasswing has a donation portal on its website where individuals can donate one-time gifts.

- **In-Kind Donations:**

- o In addition to community members offering their time to assist Glasswing programming, resources are also provided to assist in projects. These resources come in many ways, including food, materials, and space, and are made available through local buy-in that stems from understanding local needs and addressing them in a collaborative way.

Other Promising Practices

- Glasswing takes advantage of the many online resources that assist NGOs to find funding and training opportunities. They access sites such as Foundation Center, Candid, and Funds for NGOs

- Staff conduct research/scoping activities in their countries to find organizations and businesses that they can reach out to based on sectors and/or common goals. Once identified, they work to introduce themselves and set up meetings.
- The effectiveness of volunteers has a profound impact on Glasswing's programming and funding. Glasswing has been successful in co-developing programs within communities that utilize volunteers and in recruiting corporate volunteers both domestically and internationally.
- For gaining corporate volunteers, Glasswing programs across the Americas link their work to businesses/corporation's CSR initiatives, which increases its volunteer pool and fosters relationships that lead to both business and individual donations.
- Glasswing is proactive in communication with current and potential donors.
- Each country office has its own budget. This allows for more flexible and timely responses to local, immediate, and changing needs.
- Glasswing's Regional team assists each country's office with grant writing and additional funding needs. This ensures that each office has autonomy in addressing local needs while also having access to technical assistance and larger programming/partnership assistance, if needed.
- Each country office provides HQ with grant and project check-ins to ensure that tasks are being completed accordingly.
- **Name of Contact:** Sonia Arteaga, *Training and Curriculum Development Specialist*
- **Email:** sarteaga@glasswing.org
- **Website:** <https://glasswing.org/>

Note: Each of Glasswings' country offices have funding mechanisms that are specific to their contexts. The following highlights strategies that are employed by headquarters and/or specific countries.

Promising Practices for Allocating Resources

- 98 percent of Glasswing's employees are from Latin America and the communities in which they work (with 67% of positions being held by women). This ensures that staff have local ownership, relationships, and understanding of the needs being addressed.
- Because of Glasswing's ability to understand local contexts, the organization uses resources that are already existing in the communities.

Case Studies in Financing Volunteer Service Models:

Helping Hand – Tbilisi, Georgia



Overview

Helping Hand’s mission is to mobilize and equip youth as volunteers to meet the needs of their communities and strengthen Georgia’s civil society network. Started in February 2009, Helping Hand aspires to create a world where united and engaged youth discover their power to make a difference and take responsibility for their own communities and help those in need. As an umbrella organization that collaborates with community-based local and national partner organizations, Helping Hand is continuously building government and business cooperation networks, promoting public awareness about volunteerism, advocating for volunteerism policy development and execution with the central government, advocating for the support to volunteer activities with the local governments, mobilizing youth civic engagement, and empowering females.

Helping Hand’s main resource is its human capital of volunteers. For more than a decade, the organization has been receiving central government funding, international donor support, and contributions from individual donors, community members and small businesses. Helping Hand has gradually grown its scale and scope of engagement. Initially, programming was in Tbilisi, the capital of

Georgia. Now its programmatic reach is in 62 municipalities all over the country.

Program Type

Helping Hand is a youth-focused program that mobilizes people 13 to 29 years of age.

Program Model

- **Volunteer Incubator (Volunteer Center):** Helping Hand develops and promotes volunteering opportunities for Georgian youth. Interested youth register on the Helping Hand volunteer portal and Helping Hand provides capacity and personal development workshops for youth and identifies volunteer opportunities for young volunteers. Typical volunteering activities include delivering food and necessary services to socially and economically vulnerable populations, providing remedial education activities, supporting animal shelters, collecting book donations, and conducting cultural events.



- **Volunteerism Fair:** In 2014 Helping Hand partnered with Peace Corps Georgia to conduct the first Annual National Volunteerism Conference. Since then, Helping Hand has regularly conducted fairs to promote volunteerism.
- **Volunteer of the Year:** Every year, Helping Hand opens the call for volunteer participants to submit a report of their annual activities for committee review, which assesses volunteer activities and identifies the Volunteer of the Year. As a culminating event, Helping Hand organizes an award ceremony.
- **Virtual volunteering:** Since the pandemic, most of the Helping Hand programs required adaptation and modification to adjust to the new realities of COVID-19. Helping Hand has initiated the Virtual Volunteering Program, which aims to overcome the challenges caused by the pandemic through building and promoting virtual volunteering.
- **Volunteerism Clubs:** Volunteer leaders work with 10-25 local youth volunteers who would like to learn about volunteering, active citizenship, and community project needs identification, design and development. Helping Hand also has a key supportive role in assisting clubs collaborating with local governments.
- **COVID resilience building:** Helping Hand, in partnership with UNICEF, implemented the project “Engagement of Volunteers in COVID-19 Pandemic Response in Georgia.” To help prevent COVID-19 infection among adolescents through Promoting Safe Hygiene and Infection Prevention and Control (IPC), Helping Hand selected and trained 150 adolescent volunteer peer-educators (85 girls and 65 boys) on safe hygiene and IPC measures, volunteerism, peer-education and peer support, communication and teamwork, leadership and establishment of the hygiene clubs. As a result of the

training, 65 hygiene clubs were established in 63 municipalities. 2,712 adolescents (1625 girls and 1087 boys) were trained through online training on safe hygiene and COVID-19 prevention measures.

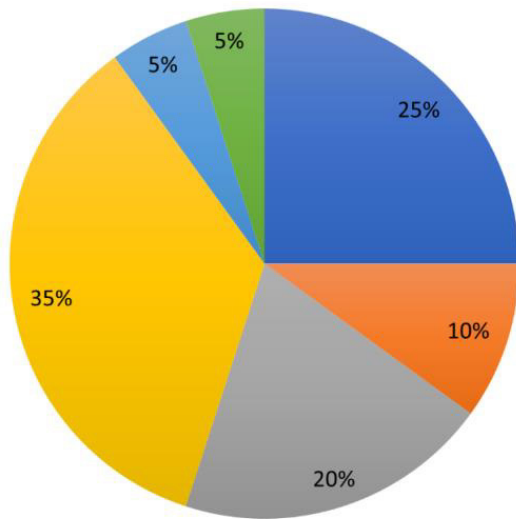
Impact

- **Volunteerism Fair:** Initially started with the help of Peace Corps Volunteers, this annual activity helps multiple stakeholders, including the youth to understand volunteerism, and see the needs and benefits of volunteer activities for positive community action.
- **Volunteer Incubator (Volunteer Center):** This remains one of the most robust mechanisms for Helping Hand to support volunteering activities all over Georgia with 4,500-5,000 volunteers annually.
- **Volunteer of the Year:** Allows for solicitation of small-scale but diverse support from businesses, international donors, local and central governments to recognize the active volunteers in the field.
- **Virtual Volunteering:** The pandemic created a space for virtual volunteering and this format has allowed Helping Hand to use virtual volunteering to meet educational or capacity building needs when funds for physical field projects are limited.
- **Volunteerism Clubs:** The biggest breakthrough of this project is youth’s improved ability to work with the local governments and create sustainable avenues for youth civic participation.
- **COVID resilience building:** Helping Hand provided small grants to 45 volunteer clubs functioning under the municipalities to support hygiene club activities in their respective municipalities to promote safe hygiene, including organizing workshops on peer-education/peer support and fun games on hygiene issues, carrying out essay contests and theatrical performances on WASH that engaged 22,373 adolescents.

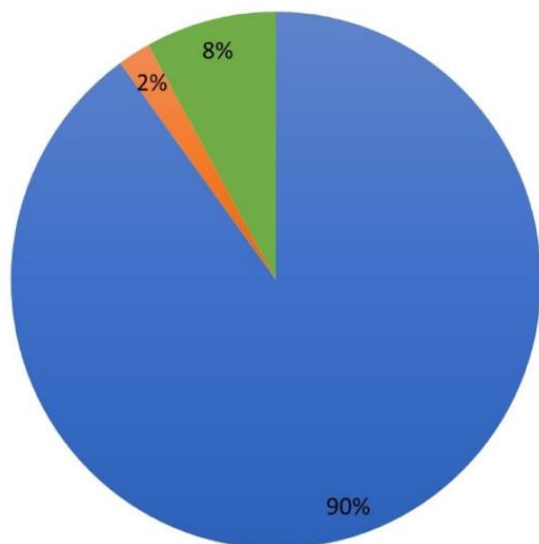
Financial Details

Approximate Annual Budget: \$50,000 (\$46K in cash + \$4K in in-kind donations)

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **International Government Organizations:**
 - Helping Hand looks for international organizations whose priorities align with the support for the volunteering projects. Such organizations that have contributed to Helping Hand are UNICEF, World Bank, Council of Europe, and USAID.
 - Most prominent international organizations that support volunteering, such as Peace Corps, provide human resources. Helping Hand recognized that the pandemic created the space to show that volunteering projects make a difference in the lives of the socially and economically vulnerable.
 - Helping Hand applies a volunteering lens to every grant proposal they submit to donor organizations, trying to identify opportunities for integrating volunteering activities in most projects they implement.
- **Individuals:**
 - One of the founding members of the organization, an American citizen, provides stipends for Volunteer Coordinators who serve at the organization for six months.
- **In-Kind:**
 - Helping Hand engages individual donors for volunteering activities where assistance goes directly to beneficiaries in vulnerable social and economic settings (i.e., food, second-hand electronics) and has more success with people-to-people initiatives that support volunteer-based projects.

- o Individual donors have also provided in-kind donations to Helping Hand like mentorship, training, and expertise.
- o Helping Hand has been able to identify workspaces for trainings or workshops where utilities can be provided as in-kind donations.
- o Helping Hand has been able to obtain in-kind contributions from publishing houses in support of the Volunteer of the Year project.
- o Municipality local governments have provided in-kind and small financial contributions to volunteer projects in the form of event venue space, transportation cost sharing.
- o Georgia’s government is usually open to providing training spaces.
- Issuing small grants within the COVID resilient volunteering projects was successful. Volunteers were able to identify pressing community needs, develop project proposals, gain funds, and implement projects. Administering the small grants project motivates the volunteers, generates unique and creative ideas, develops management skills, and ensures the efficient implementation of projects
- Helping Hand knows that partnerships with organizations and individual donors can provide intellectual resources and help save on costs. Furthermore, Helping Hand does not view other local NGOs as competitors but collaborators and encourages the cross-utilization of volunteer forces.
- Finally, Helping Hand is envisioning a future that includes more support from businesses. A future priority is to develop tools and skills to better engage the private sector.

Other Lessons Learned

- Helping Hand learned to not give up even after many rejections for support and it continues to advocate, raise awareness of volunteer-led projects, and seek sustainable resources.
- Helping Hand partners with international organizations to advocate for government support of volunteer programs.

Promising Practices in Allocating Resources

- Even in times when funding is lacking, Helping Hand believes in maintaining resilience through volunteer capacity and bandwidth. Human capital—the volunteers—have been the backbone of survival for the organization in times of financial deficit.

- **Name of Contact:** Tinatin Meskhi, *Executive Director*
- **Email:** meskhi.tinatin@gmail.com
- **Websites:** <https://youthvolunteering.ge/>; www.helpinghand.ge



Case Studies in Financing Volunteer Service Models:

Serve Tucson: Tucson, AZ, USA



Overview

Serve Tucson is a program run through Community Renewal, a faith-based community nonprofit organization in Tucson, Arizona, and focuses on preventative, transformative, and collaborative community development and service with the vision of 'Uniting others in common mission for the greater good of our community.' Serve Tucson complements Community Renewal's vision by carrying out its own motto: *Inspire, Network, Impact*.

In 2011, Serve Tucson's founder, Mike Birrer, noticed that the city had a growing problem with trash and neighborhood upkeep. People

decided to act and rally people to do a clean-up near a school. He already had connections in the area and was able to organize 75 volunteers to participate. It was not only a successful activity, but it resulted in a replicable model. Mike subsequently partnered and became an official program affiliate of Community Renewal and has continued to coordinate simple, one-time, projects that address local needs and are able to involve volunteers of all types and abilities. Activities include school and neighborhood beautifications, clean ups, painting, gardening, mural painting, and participation in other local events that need volunteers and the creative spark that Serve Tucson brings.

Serve Tucson has worked extensively with organizations at the University of Arizona, one of the United States' 40 largest universities, and has partnered with one of Arizona's largest AmeriCorps programs, Arizona Serve. Many of these projects have gone on to be self-sustaining after the program's initial involvement. By also promoting other volunteer opportunities in the area, thousands of volunteer hours have been created for these



projects through Serve Tucson's promotional work. The program further loans tools and resources to improve outcomes of other projects and works with refugees.

Serve Tucson has approximately 600 volunteers per year, mostly youth between the ages of 12 and 25.

Program Type

Serve Tucson is a faith based, community service volunteer program. It is also a volunteer promotion program which promotes other local volunteer opportunities through word of mouth and email newsletters.

Program Model

The founder incorporates and articulates several principles.

- "City thinking": to focus locally on activities that affect the identity and well-being of the immediate community, such as beautifying in Tucson. This includes serving in a broader area and growing contacts all over a city, which then becomes a larger pool of helpers and resources as it connects the dots among many partners and locations.
- Faith: to do the work because it matters, and to move forward through wisdom and the help of others. This has led to fun and inspiring stories of small miracles, divine timing, and generosity.
- Grassroots style: to network with whoever wants to help by connecting groups in the area of need. This is done by keeping projects small, mobile, relational, and face-to-face, since they are all local partners.
- Future priorities focus on exploring new ideas, connections, and ways to involve young people. This includes ideas about how projects provide personal connection in a digital world. Also, projects tend to be more successful when they follow a simple, replicable model and when working mostly with schools, youth groups, families.

With these principles, the objective is twofold. First, is being able to get work done, like cleaning up schools, streets, homes, and other public places, especially where children are affected. Second, people then want to do something themselves. Places that are cleaned by doing "heavy lifting" (i.e., the initial clean up) often continue to be maintained by concerned local citizens who feel motivated to get involved and foster hope.

The second objective is to spur people, especially youth, to action by giving them an easy way to get involved. This allows them to make deeper commitments to local causes, and to grow networks and ideas to bring greater good to the city and the world. Some of them will become leaders themselves.

By doing these activities for 12 years, Serve Tucson's knowledge of the city's needs and resources has fostered trustworthy connections and continues to spark others to contribute. This is further helped by working with a wide network across the city that allows many people to see, hear, and share Serve Tucson's commitment and impact.

Impact

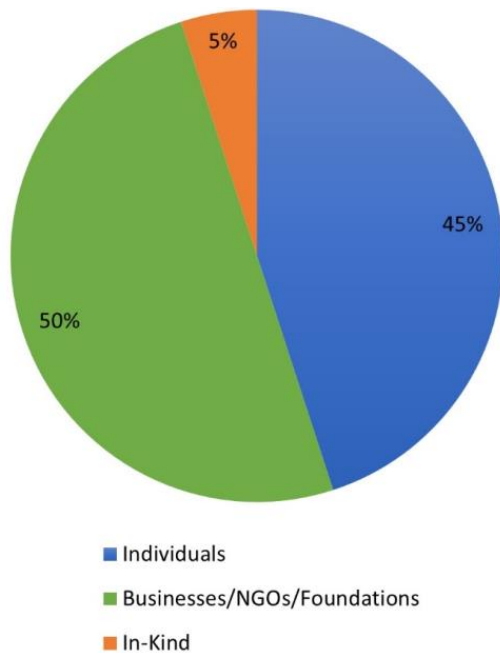
Since 2011, Serve Tucson has catalyzed hundreds of beautifications at schools and neighborhoods. These events have involved thousands of volunteers and have resulted in nearly 1,600 cubic yards of trash and debris removed from public streets and properties. In 2022 alone, Serve Tucson volunteers logged nearly 1,800 hours.

Serve Tucson's work has been publicly recognized and won numerous awards, including two as the *Cox Conserves Hero*. An article about the organization appeared on the front page of the local newspaper, the *Arizona Daily Star*

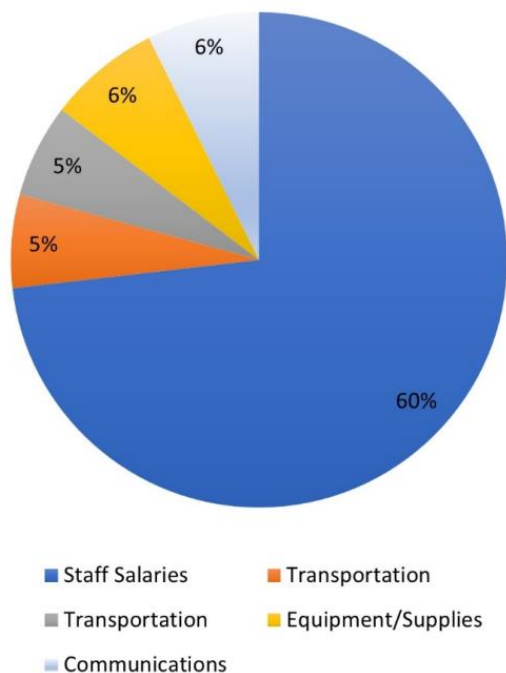
Financial Details

Approximate Annual Budget: \$10,200 + additional in-kind resources

Approximate Annual Budget Allocation by Category:



Approximate Percentage of Funding by Source:



Promising Practices and Lessons Learned in Securing and Sustaining Funding

Promising Practices

- **Individuals:**
 - From the beginning, Birrer leveraged community connections and maintained public visibility, which resulted in community members donating money.
 - Subsequently, an individual from the University of Arizona donated money and a van as part of its collaborative community partnership.
 - Serve Tucson’s partnership with Community Renewal as an affiliate program resulted in a substantial and consistent increase in individual donor funding, as well as an increased network.
 - Community members can donate on Serve Tucson’s website. Donations can also be made through Community Renewal that go directly to Serve Tucson, which people utilize for tax reduction purposes.
- **Businesses/NGOs/Foundation:**
 - Serve Tucson’s mission and impact has continued to receive support from Community Renewal, Serve Tucson’s umbrella nonprofit, which is still the program’s largest financial source and pays for Birrer’s health insurance.
- **In-Kind:**
 - As Serve Tucson’s primary projects involve levels of physical labor, often materials and tools like rakes, clippers, shovels, and trash bags are



donated. Because these materials need to be transported efficiently, a van was also donated.

- Through community networking Serve Tucson can find people to do certain work for free. For example, a mechanic volunteers his time to do yearly maintenance on the van.

Other Lessons Learned:

- Serve Tucson does not partake in fundraising campaigns and, instead, keeps its schedule focused on the actual work and builds trust in the community by being cause-driven, where other non-profits can appear funding-driven. Birrer believes the visible impact of the work will result in funding better than fundraising might.
- Serve Tucson capitalized on an available branding opportunity, as there was already a program called Serve Tucson that was no longer active. The existing online domain was donated and Birrer used it to increase public visibility and to continue to build the name. Additionally, Serve Tucson has a growing email list with regular updates and is invited to give presentations at schools and other community groups. It also sets up a visible a-frame near its work sites so people walking or driving by will see the name “Serve Tucson.”

- Serve Tucson identified that it could build off the energy of young people who are looking to serve, gain experience, and develop, which has increased its visibility, reach, and funding.

Promising Practices for Allocating Resources

- Because Serve Tucson is headed by one individual, all financial decisions are made with a centralized knowledge of needs, resource availability, and future considerations.
- It continues to build a network that believes in the work, which leads to a multiplication of resources and offers an opportunity to share with partners.
- Serve Tucson can store materials at Community Renewal, which decreases overhead costs and increases security and accountability.
- **Name of Contact:** Mike Birrer
- **Email:** servetucson1@gmail.com
- **Website:** www.servetucson.com

Case Studies in Financing Volunteer Service Models:

TECHO Costa Rica – San José, Costa Rica



Overview

TECHO, also known as *Un Techo para mi País*, is a youth-led nonprofit organization that works in informal settlements to create a just society without poverty. With over 200 million people living in poverty in Latin America and the Caribbean, its mission is to improve that reality by working to create system-changing solutions to end poverty and shape a future we all want to live in.

Founded in Chile in 1997 by Jesuit priest Felipe Berrios, TECHO expanded to 18 countries in 2006, including Costa Rica. In Costa Rica, TECHO and its volunteers work on projects such as constructing temporary housing; constructing sanitation projects (water treatment systems, rainwater collection and dry toilets); developing organic agriculture programs; community infrastructure projects; leadership camps; and construction training. Furthermore, its programming addresses many cross-cutting areas, such as:

- Education
- Social development
- Human rights
- Community organization
- Poverty
- Environment
- Gender
- Violence prevention
- Youth Development
- Citizen participation

TECHO Costa Rica mobilizes between 2,500 and 3,000 volunteers between the ages of 16 to 35.

Program Type

TECHO Costa Rica is a youth-led volunteer organization. Additionally, it hosts international volunteers primarily from North America and Europe.

Program Model

TECHO has four volunteer programs that allow youth and civil society to get involved with the organization to better understand the reality of 419,783 households in Costa Rica living in a situation of poverty.

The permanent volunteer program seeks volunteers to put their knowledge into practice and be trained in topics of interest to them. Volunteers are also able to utilize soft skills and develop leadership experience through their volunteer responsibilities in coordination.

Its mass volunteering program is focused on mobilizing a large number of people to invest their time and skills for community habitability projects that have a defined time of two to five days, depending on the project.

Its international volunteer program seeks to provide foreign volunteers with an experience in Costa Rica, where they not only enjoy the beauty of the country, but also develop projects with the Costa Rica office team that are linked to the knowledge of the Costa Rican communities and their problems. Volunteer time concludes with a physical project in a Costa Rican community.

Finally, the corporate volunteer program is focused on companies with development responsibilities to complete short-term housing construction projects. The opportunity is also used as a team and cohesion building activity.

All programs include teaching volunteers about Costa Rica, encouraging volunteers to engage in active listening to the people who inhabit the communities where they serve, and encouraging volunteers to consciously question and remove existing stigmas.

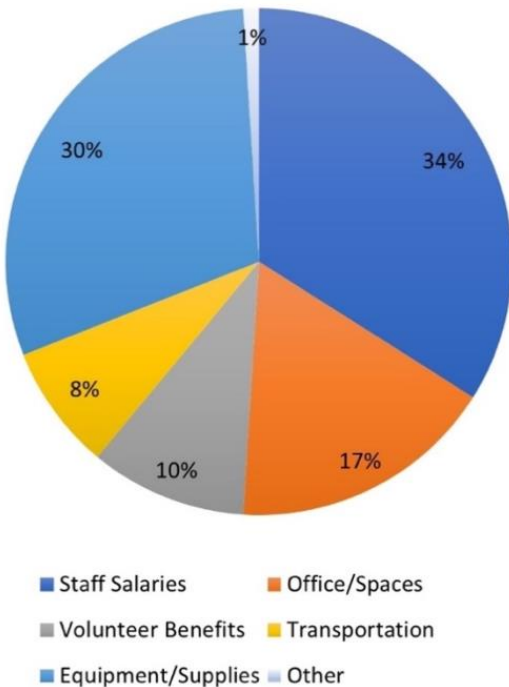
Impact

In its 16 years in Costa Rica, TECHO and its over 76,000 volunteers have worked in over 65 communities, built nearly 2,000 emergency homes, 20 rainwater harvesting systems, and have been present in 90 percent of the country’s emergency situations. Additionally, for its volunteers, both domestic and international, these opportunities foster professional development, community engagement, networking skills, as well as a better understanding of Costa Rica.

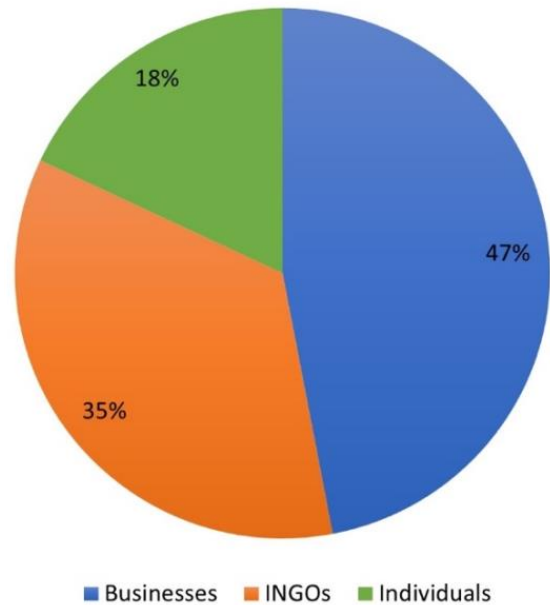
Financial Details

Approximate Annual Budget: \$758K

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **Businesses:**
 - o TECHO partners with a wide range of business partners, both internationally and domestically, to help fund its programming and projects.
 - Internationally: The Costa Rica office utilizes partnerships fostered from headquarters, such as DHL, Porsche, and Banco General
 - Domestically: TECHO partners with companies such as Subway, Intel, VIVINT and CPI, as well as other local companies.



- o TECHO is strategic in approaching and/or working with domestic businesses. Its staff views maps of industrial centers near settlements in which they will be doing work, and identifies businesses to approach.
 - Staff goes to the organization and talks with someone there to articulate their needs and ask for donations.
 - This ensures local buy-in.
- o In Costa Rica, companies take Corporate Social Responsibility (CSR) seriously. Techo leverages this to align their projects/goals with the companies' own goals, specifically those that align with Sustainable Development Goals. It also finds companies whose goals align with their own.
- o To show fiscal responsibility and highlight impacts from projects, TECHO produces final reports for each contributing company that is given at the end of every project. Furthermore, TECHO provides each company with an annual report.
- **Individuals:**
 - o To help secure individual donations, TECHO uses its TECHO Family platform, which allows individuals to donate online through DONORBOX. The feature also allows donors to support TECHO through an automatic bank credit a monthly amount to the organization.
 - o A major fundraising strategy TECHO uses is **Colecta**, a massive annual event that mobilizes volunteers throughout the country to collect direct donations in piggy banks to finance programs and projects. Volunteers do this by going into the streets and economic centers in cities across the country and asking for small donations from individuals.



- o TECHO Night: A program or branch of the organization that works to generate commercial events in public or private spaces such as concerts, dinners, bingo, etc. The purpose is to generate free funds to finance the operation of TECHO in the country.
- o The organization puts on an annual concert called TECHO Fest that is used to advertise, recruit, and raise money for programming and projects,
- o TECHO raises money through its Building Trips program, which seeks to attract Europeans and Americans tourists to visit the country and participate in build projects with the organization. Additionally, these volunteers contribute to the funding of the projects.
- o TECHO receives university students as part of internship programs who help contribute funds to building projects.

- **INGOs:**
 - o Because TECHO Costa Rica is a country office of TECHO, it receives support from the main program office in Santiago, Chile. Additionally, TECHO's office in Miami, which assists in raising funds for all of TECHO's country offices, sends funds to the Costa Rica office.

Other Promising Practices

- Recruiting individuals/groups or corporate volunteers is an important way to receive funding for projects. Therefore, TECHO advertises with universities (via talks and presentations) and businesses to increase its volunteer and funding pools.
 - o TECHO also works with its office in Europe, as well as American Field Service from Germany, to coordinate volunteer groups and funding.

Other Lessons Learned

- Before signing a contract with a local business, TECHO articulates the needs and circumstances of the communities they are assisting. This helps ensure that businesses are sensitive to the work, understand that circumstances may change, and that flexibility may be needed.
- Due to tax laws in Costa Rica, which can make it difficult for organizations to receive donations, TECHO is classified as an 'association,' which allows it to receive donations.

Promising Practices in Allocating Resources

Promising Practices

- As volunteers are resources, to maximize their contributions, TECHO works hard to sensitize volunteers of the local conditions and needs of the people they are serving.

- Before signing a contract with a local vendor, TECHO always asks for a final estimate to avoid any confusion and/or unforeseen price increases. It also verifies that there is enough of the product in stock.
- TECHO further utilizes its business partnerships to receive services at reduced costs.
 - o One corporate sponsor provides free TECHO shirts.
 - o One vendor provides food and drinks at a 30 percent discount.
- To help maximize value with staff salaries, TECHO prioritizes hiring former volunteers. This helps ensure that staff are bought into the mission already familiar with programs and processes and are equipped to do great work.
 - o However, TECHO also recognizes that there are not always opportunities to hire former volunteers. Therefore, finding staff with similar experiences and values is also a priority.
- Due to fluctuations in funding and staffing caused by the COVID-19 pandemic, TECHO has increasingly relied on contracting employees for projects. This ensures that there is sufficient staffing while accounting for financial circumstances, which takes place in two ways:
 - o First, for longer-term needs, staff are hired on a one-year contract and are given a 3-month trial period to assess their performance.
 - o Second, shorter-term contracts are given for projects that take a limited amount of time to complete.

- The financial components TECHO projects are handled by a designated staff member. Therefore, volunteers and/or community do not make financial transactions on behalf of projects.

Other Lessons Learned

- At times, TECHO has lost volunteers because of a lack of transparency. Therefore, it ensures that volunteers are informed about the projects, the intended outcomes, the processes, and itineraries. It is clear about how the volunteers' donations to the projects are being spent.
- Throughout TECHO's time in Costa Rica, the office has had issues with accessing money in its bank accounts to fund projects. Due to banks' own schedules, TECHO has found itself having difficulties withdrawing money. Therefore, it has aligned its own timeframes with banks' schedules in order to get funding to projects on time.
- **Name of Contact:** Sigrith Solera Porras, *Social Director*
- **Email:** s.solera@techo.org
- **Website:** www.costarica.techo.org

Case Studies in Financing Volunteer Service Models:

Ukrainian Volunteer Service – Kyiv, Ukraine



Українська Волонтерська Служба

Overview

Ukrainian Volunteer Service (UVS) is a volunteer promotion organization founded in 2017 that helps serve the whole of Ukraine. It is a non-political, non-sectarian, non-religious, voluntary organization with membership open to anyone above the age of fourteen. UVS sets the trend for volunteering and creates a space where every person, regardless of age, gender, social status, ethnicity, etc., can join in helping others.

The mission of UVS is to develop a culture of volunteerism and mutual aid in Ukraine, so that every person can develop themselves while helping others. UVS aims to support volunteers in order to increase the capacity of volunteer initiatives. Due to UVS' work over the last six years in every region of Ukraine, there is a permanent community of UVS volunteers, and volunteers share a common identity and are highly involved in the organization's mission. Thanks to these communities and the conscious and competent UVS team, people began to trust each other more and the impact of social problems is becoming less and less noticeable.

In 2022 alone, approximately 100,000 people volunteered in their communities through UVS program promotion and networking.

Program Type

UVS is a nonprofit, national volunteer promotion program that connects interested volunteers with projects throughout Ukraine. Additionally, it provides financial resources to organizations and volunteers to strengthen volunteer organizations.

Program Model

UVS' programming focuses on:

- Involving people to participate in volunteer activities: both individually and jointly with civil society organizations.
- Disseminating quality knowledge about volunteering, its varieties and forms, and opportunities to join volunteering locally.
- Strengthening the capacity of civil society organizations to involve and coordinate volunteers.
- Involving youth in social volunteering—volunteering that involves helping the most vulnerable sections of society.
- Supporting the volunteer movement in the frontline and temporarily occupied territories.
- Cooperating with the state for the advocacy, development and recognition of volunteerism.



UVS has assisted in developing and/or coordinating volunteer activity with these programs:

- **The National Volunteer Platform** is an online resource that collects volunteer opportunities from all over Ukraine and helps like-minded people find each other. Its main goal is to simplify and improve the search for volunteers and volunteer opportunities to foster easier connection. The project was created in 2021 together with the IT company SoftServe with the support of the United Nations Children's Fund (UNICEF) in Ukraine and the Ministry of Youth and Sports
- **My Phone Friend** provides telephone support for those who find themselves alone. The project functions as a platform for communication and development because volunteers help others by supporting and calling the wards. Volunteers get the opportunity to learn and develop psycho-emotional support skills. The project was created jointly with the United Nations Children's Fund (UNICEF) in Ukraine in 2020 in response to the COVID-19 pandemic.
- **School of Volunteering** is a training program for those who want to become part of the volunteer community in their city. The program, started in 2019, provides an opportunity to be trained and certified on the volunteer movement, learn about the basic principles of volunteering, and join a volunteer campaign.
- **School Lesson of Volunteering** is an educational project aimed at introducing teenagers to volunteer activities and helping them learn how they can participate in solving social problems in

their communities. The first lessons were held in 2017, and have been repeated every fall since.

Additionally, in response to the war with Russia starting in 2022, UVS has implemented the following emergency response programs:

- **The Volunteer Hotline** is a chatbot for consulting and helping the civilian population. Volunteer case managers advise people with various requests for things like humanitarian assistance, assistance to defenders, search for medicine, evacuation, search for shelter, help for old women, help for animals, search for missing people, food, and other issues. The project was created with the support of the United Nations Children's Fund (UNICEF) in Ukraine and the United Nations Development Program in Ukraine.
- **Blyzki** is a project to help and support residents of temporarily occupied cities. As part of the project, Blyzki supports local volunteers who provide necessary assistance to Ukrainians remaining in the temporarily occupied territories. Volunteers receive financial, consulting, and informational support on legal and security issues. Since November 2022, UVS has expanded the geography of the project to 8 regions of Ukraine and, with support from USAID, has significantly improved opportunities for volunteers.
- **Additionally**, to gather information about humanitarian and charitable initiatives that provide help for Ukrainians, the UVS team has created an online resource named Palyanytsya.Info where everyone can find organizations or foundations that help in certain fields.

Impact

The National Volunteer Platform:

- o 66,947 people registered for volunteer opportunities.
- o 1,752 volunteer opportunities were created in all regions of Ukraine.
- o Resources received 658,000 views.
- o 621 organizations have registered.

Agents of Volunteering:

- o In 2022, 34 participants from 23 cities of Ukraine successfully completed training.
- o During the year, agents of volunteering organized 110 events, including volunteer events, cleanups, charitable receptions, fairs, and book clubs. In Oleksandriia, Ostroh, Zhmerynka the agents coordinated roughly 830 volunteers who helped more than 70,000 citizens.

My Phone Friend:

- o 1,831 volunteers are registered.
- o 824 people completed the course on the basics of telephone volunteering.
- o More than 200,000 calls per year were made by telephone friends.

Education on volunteering:

- o 792 people have completed the online course "Volunteering in Times of War."
- o Educational materials on effective and safe volunteering include more than 88 materials created with more than 20 partner organizations. These resources, along with 35,000 posters, have been distributed and cover an audience of nearly 10M people.

For the services created in response to the war with Russia:

• The Volunteer Hotline:

- o 166,854 users have accessed the chatbot.

• Blyzki:

- o 232 volunteers have completed the educational program to develop their competencies in volunteer and project management, communications, and fundraising.
- o 45 volunteers who completed the educational program have received stipend support to implement their own initiatives.
- o 38 volunteers became participants of the Volunteer Retreats to recover and restore their resources.
- o 462 people have completed the online course on safety for volunteers.
- o 5 media stories about volunteers in occupation zones with media partner Hromadske were published. Media materials have reached more than 2.6M people.
- o 171 volunteers have received psychological support.
- o 150 volunteers have received legal support.

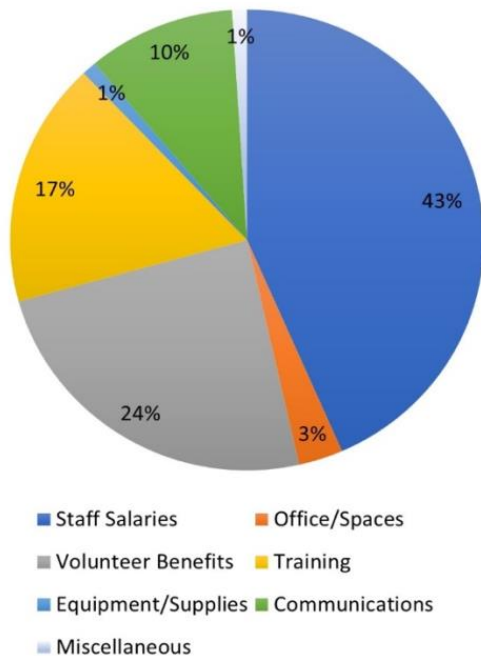
• Additionally:

- o \$145K in mini grants for local volunteers were provided.
- o 1,180 Ukrainian have received help within mini grants for volunteers.
- o 953 verified organizations are registered on Palyanyatsya.Info
- o The Palyanytsya.Info platform has received more than 1.9M views.

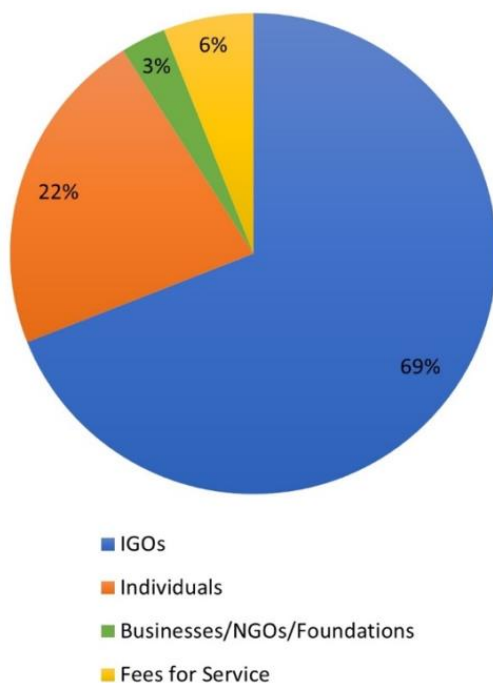
Financial Details

Approximate Annual Budget: \$8.58M

Approximate Annual Budget Percentage by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **International Government Organizations:**
 - o When the organization started, staff members did not have much experience in fundraising, but gained skills by writing many grants.
 - o Its first successful international grant came through the National Endowment for Democracy (NED), which supported UVS programming through training develop communities of volunteers throughout the country.
 - o Subsequently, UVS approached UNDP and began to receive support for volunteer training programs, particularly for the Volunteer Hotline and its case managers.
 - o UVS was able to leverage connections to meet with UNICEF. As representatives of UNICEF became aware of its work and issued a call to help implement a project to support elderly and those living alone in response to COVID. The success of this project turned into further investment by UNICEF upon the onset of the war with Russia. In partnership with the Ministry of Youth and Sports, UVS created the National Volunteer Platform, a system which helps match volunteers with local organizations. Each project is funded for one year, allowing the opportunity to for UVS to develop other projects for potential funding.
 - o In 2022, UVS received a four-month grant from USAID to help implement medical assistance project in the country, a project



that aligned with its own goals. Additionally, USAID provided a five-month grant for the Blyzki project to support volunteers on the frontline and temporarily occupied territories

- o A common thread to UVS being able to sustain and expand funding from international government organizations is by demonstrating the success of its projects. Through reports, social media, on-the-ground impact by its volunteers, and expertise of its staff, especially in its training of volunteers and others in the nonprofit field.
- o Another common thread in UVS' sustainable financial model is through the work of its fundraising department, who writes grant applications and pitches projects to international government agencies. With staff members being fluent in both Ukrainian and English, UVS can broaden the scope of its applications. Furthermore, there is a designated staff member who leads this effort, which helps streamline fundraising processes.

- **Individuals:**

- o Prior to the war with Russia, UVS received limited funding from donors. However, this changed when it became more proactive in communicating with prospective donors via its website and social media. First, it has made improvements to its website for fundraising purposes. Second, besides increasing its activity on social media, it created a Patreon page, which has been able to secure 83 regular subscribers.
- o The Kherson flood created immediate needs, which saw an influx of donations from individuals to fund volunteers to help flood victims. UVS invested resources to ensuring that donors can more easily donate funds through its website and social media activity.

- **Businesses/NGOs/Foundations:**

- o During COVID and war, businesses in Ukraine have donated to UVS to support on-the-ground efforts by its volunteers to provide aid to those most affected, as its work aligned with causes of businesses.
- o Furthermore, UVS accesses public and private resources that advertised open calls for grant applications and have been able to secure funding from various NGOs and foundations within the country.

- **Fees for Service:**

- o Due to its reputation, impact, and staff expertise, UVS is often asked to teach on the basics of volunteering and volunteer management to other organizations in the country. UVS' CEO is a professor at Ukraine Catholic University, so she can use her

teaching and area expertise to provide educational opportunities for those interested.

General Promising Practices

- UVS prioritizes maintaining contact with funding organizations and individuals. This ensures that funders are aware of how their funding is being used to have tangible impact on Ukrainian lives. Communication takes place through sharing steps, updates, and success stories. Furthermore, UVS continuously shows gratitude to its funders, which fosters positive working relationships and shows that the money it receives is acknowledged, appreciated, and vital.
- To help in increasing its funding streams, UVS shares fundraising campaigns with its partners.

Promising Practices in Allocating Resources

- UVS has a designated staff member who manages and documents the organization's finances. Planning effectively and staying within the budget is emphasized.
- Its staff identifies experts and does research to learn about effective ways of managing the organization's finances.
- Volunteers submit mini-grant applications to UVS to help with funding their projects. To ensure that its money is being spent correctly, volunteers send reports to UVS to document how the money is spent and the impact of the project. During times of emergencies, where needs are more pressing and immediate, volunteers sent photos in lieu of reports. This is especially so in occupied territories, where there is limited humanitarian aid.

- In Ukraine, online banking via apps has become a prominent way of sending money throughout the country. This ensures that money makes it to its destination and that it is traceable. This ensures efficiency and accountability.
- Every couple of months, UVS reviews its internal financial procedures and adjusts accordingly, as well as update its team and volunteers, as need. This has been especially important because of the significant increase in funding because of COVID and the war.
- UVS has maintained flexibility in identifying and developing priorities. This has been especially important over the last 3+ years, particularly in its response to COVID and the war. As such, it has been flexible with its financial resources to ensure that money is getting to the most pressing issues, which has increased its impact. For example, it started a mini-grant program with volunteers to allow for resources to go to specific, pressing projects. Furthermore, with the breaching of the Kherson dam, UVS allocated money to buying boats to help with rescuing victims of flooding.

- **Name of Contact:** Nataliia Kalantaienko, *Head of Partnerships*
- **Email:** n.kalantaienko@volunteer.country
- **Website:** <https://2022.volunteer.country>

Case Studies in Financing Volunteer Service Models:

Volunteers Initiative Nepal – Kathmandu, Nepal



Overview

Volunteers Initiative Nepal (VIN) was founded in 2005 as a non-profit, non-government, non-political, secular organization working to empower the most marginalized communities in Nepal. VIN uses a holistic community development approach. The program focuses on addressing the interconnected needs of communities in Nepal and aims to create sustainable change across multiple areas of development.

VIN's mission is to empower marginalized communities through equitable, inclusive, and holistic development programs. VIN's working communities are mainly occupied by socially and economically marginalized people. A considerable number of the people VIN works with are illiterate. Most of the population is involved in agriculture but their harvests are often not enough for a sustainable livelihood. VIN implements programming in three districts of Nepal—Okhaldhunga, Kathmandu, and Nuwakot. All programs are aligned with the UN's Sustainable Development Goals.

VIN's holistic program model integrates education, health and environment, economy, and infrastructure development/sustainable livelihood initiatives. By addressing these interconnected areas, VIN aims to empower communities to overcome poverty and achieve self-sufficiency. Through the collaborative efforts of local communities and domestic and international volunteers, VIN strives to create a lasting impact that positively transforms the lives of individuals and the overall well-being of Nepalese communities.

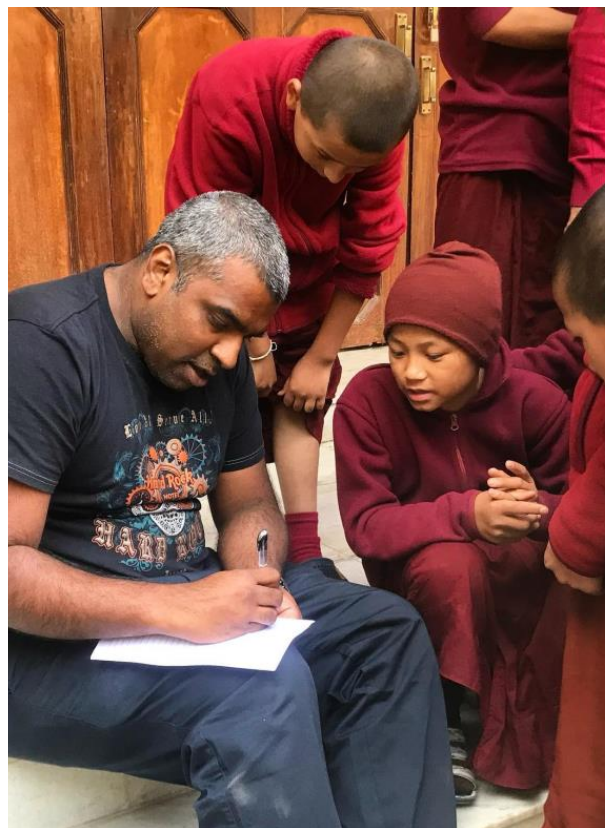
Program Type

VIN is a community development program with volunteers ranging from teenagers to over 80 years old.

Program Model

VIN carries out a wide range of volunteer activities across various project terms, such as short-term (1-2 weeks), mid-term (up to 12 weeks), and long-term (more than 12 weeks):

- **Education:** Volunteers engage in teaching English, mathematics, science, other subjects and life skills and creativity to children and adults. They assist in developing lesson plans, organizing educational activities, and providing support. VIN also focuses on early child development, and adult literacy and computer literacy programs.



- **Public Health and Medical Care:** VIN's public health and medical care projects involve conducting health awareness campaigns, organizing health camps, and providing basic healthcare services. Volunteers educate community members about hygiene practices, nutrition, and disease prevention. They assist in promoting better sanitation facilities, clean water access, and safe hygiene practices to improve overall health and well-being.
- **Women's Empowerment:** VIN is committed to empowering women in Nepal. Volunteers contribute to projects that address women's rights, gender equality, and women's empowerment initiatives. They assist in organizing skill development workshops, income-generation activities, and programs promoting women's leadership and entrepreneurship.
- **Environment and Sustainable Agriculture:** VIN emphasizes environmental conservation and awareness. Volunteers assist in organizing awareness campaigns and educational programs to promote environmental stewardship. They also participate in sustainable agriculture projects that focus on organic farming, permaculture, and agroforestry practices. They help develop gardens, promote sustainable farming techniques, and raise awareness about food security.
- **Infrastructure Development:** VIN works in infrastructure development to improve community facilities. Volunteers contribute to constructing schools, water tanks, homes, toilets, libraries, and community centers.
- **Disaster Risk Reduction:** Volunteers actively participate in projects that mitigate the impact of natural disasters on vulnerable communities. They also play a vital role in raising awareness about disaster resilience, preparations plans for communities, educating communities for preparedness, and supporting post-disaster recovery efforts.

Impact

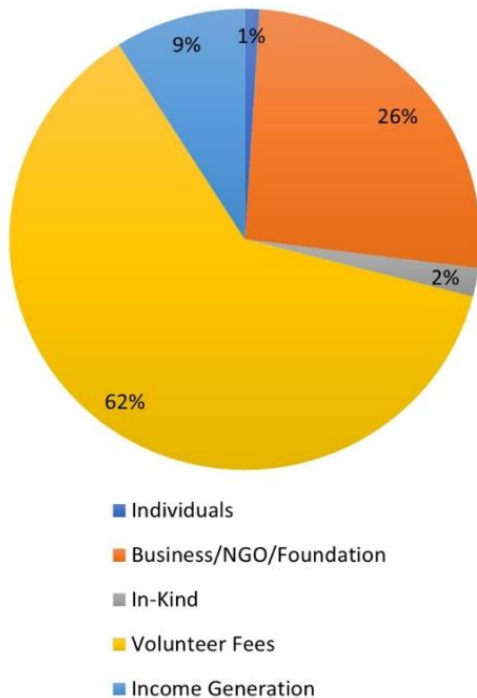
VIN has impacted its volunteers and communities. The dedication and involvement of volunteers have been crucial in creating sustainable change in the lives of community members. Some of VINs impacts include:

- **Education:** Over 63,000 people have been reached through life skills workshops, education sponsorships, early childhood education, teacher development, infrastructure development, English and career development.
- **Public Health and Medical Care:** Over 150,000 people have benefitted from VIN public health education, infrastructure development, and medical care program.
- **Women's Empowerment:** Through programs like micro credit, business development, infrastructure development, and education programs, nearly 26,600 women have been reached.
- **Environment and Sustainable Agriculture:** Through programs like food production, agroforestry, waste management, water resource management, and climate change education, over 62,100 have benefited.
- **Infrastructure Development:** Projects have resulted in 3,000 toilets constructed for families and schools; 56 early development centers constructed and renovated; 10 school's compound walls constructed; 10 libraries constructed; 70 classrooms constructed and/or renovated, one women's business center and one community learning center constructed
- **Disaster Risk Reduction:** Through rapid response, infrastructure rehabilitation, reconstruction and sustainability, and disaster preparedness, 36,800 people have benefited.

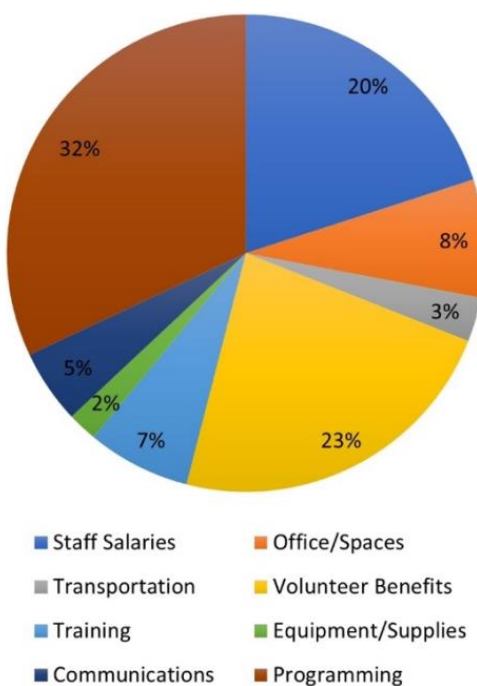
Financial Details

Approximate Annual Budget: \$250-\$700k

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **Individuals**
 - Most of VIN's individual donations come from its child sponsorship program. With parental consent, VIN posts profiles of children with whom they engage so individuals can provide money to help pay for education and other needs.
- **Businesses/NGOs/Foundations:**
 - VIN ensures that the values of its business collaborators align with its own values, which helps assure buy-in from and sustainability for addressing local development needs.
 - Most of VIN's international volunteers come from volunteer sending organizations, such as the members and partners of Alliance of European Voluntary Service Organizations, Coordination Committee of International Voluntary Service (CCIVS). Friends of ViN, USA, UK, Netherlands, Canada and the Network for Voluntary Development in Asia (NVDA).
 - To receive volunteers from the above organizations, VIN became a member of each. However, when VIN began, it was not part of any network. To join the networks, VIN needed recommendations. These eventually occurred due to the quality of experience its volunteers had and by initially being brought into networks as guests. VIN simultaneously became a member

of the Forum and was certified by the European Union Solidarity Corps.

- o Former volunteers have set up *Friends of VIN* networks in Canada, the UK, Australia, Netherlands, and the USA. These organizations recruit volunteers for VIN and also may provide financial support.

- **In-Kind:**

- o Resources for volunteer projects and laptops are occasionally donated by incoming volunteers and former participants of the program.

- **Volunteer Fees:**

- o A significant source of funding for VIN comes from international volunteers. Upon acceptance into the volunteer program, these volunteers pay a registration fee and weekly fees once in Nepal that cover food, housing, and other amenities.
 - Volunteers are responsible for travel to and from Nepal.

- **Income Generation:**

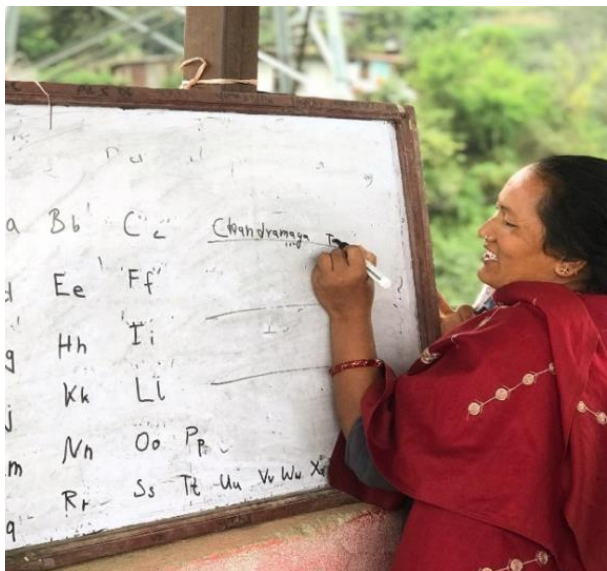
- o Due to COVID-19, VIN has experienced a reduction in international volunteers. As such, it has focused more on income-generating activities to supplement its programming costs and decrease its reliance on outside funding sources and international volunteers. Activities include:
 - Offering traveling tours for international volunteers.
 - Converting its three volunteer housing centers into hostels for non-VIN travelers, two in Kathmandu and one in Okhaldhunga, the Mount Everest region.
 - Offering classes at its learning center locations.

Lesson Learned

- Early in VIN's history, it partnered with businesses/organizations that provided funding. However, it found that many of these groups wanted to promote their brands religions, or politics. Because VIN is secular, non-violent, and non-commercial, they stopped working with these groups. VIN does not want to be seen as a platform for promotion.

Promising Practices in Allocating Resources

- VIN uses resources that are already available in the communities. It ensures that its work is sustainable in the case that resources need to be replaced while also contributing to local economies.
- VIN ensures that its staff invests time and effort into its volunteers. This practice has shown that they are able to find volunteers with special skills and access to resources that they are able to bring into projects.



Furthermore, some individuals have volunteered more than 10 times with VIN, and they have brought more volunteers to work with VIN and come back with more resources.

- To ensure that planning and resource allocation are maximized, VIN has set up protocols in every project sector. This includes:
 - Planning to execution;
 - Procurement; and
 - Project hand-over to the community once completed
- Over the nearly 18 years of VIN's work, it has incorporated the important practice of reflection. One way of doing this is through program reviews with community every year. This is done to discuss how projects went and how things can be improved moving forward. Additionally, community representatives, such as women, farmers, and leaders of youth clubs, provide a list of what they need and identified gaps in service. These sessions are complemented with qualitative and quantitative surveys.
- VIN has an account manager who oversees managing project and volunteer finances. For each individual project, there is then a project coordinator who oversees spending and reporting. This ensures transparency and accountability.
 - Note: By Nepal law, volunteers cannot manage money.

- The government of Nepal has a Social Welfare Council (SWC), which is an organization that oversees non-profits in the country. For money that comes in from international sources, every dollar received needs to be approved by the SWC. For payments that are over 1 million rupees (about \$7,500), the government puts a hold on it, and it may take up to 5 months to be released to the organization after the project approval from the SWC. The SWC also performs project evaluation that Nepalese non-profits need to pay for. As such, VIN maintains precise bookkeeping and reporting to avoid further delays in its work and must pay SWC for the evaluation. All these requirements combined, VIN needs to account for delays and budget for the audits.

- **Name of Contact:** Bhupendra Ghimire, *Founder-President*
- **Email:** vinnepal@gmail.com
- **Website:** www.vin.org.np / www.volunteersinitiativenepal.org

Case Studies in Financing Volunteer Service Models:

Zimbabwe Workcamps Association – Harare, Zimbabwe



Overview

Zimbabwe Workcamps Association (ZWA) is a youth volunteer organization founded in October 1993, and registered with the Zimbabwe Youth Council. It is a non-political, non-sectarian, non-religious, voluntary organization with membership open to anyone above the age of 16 years irrespective of nationality, gender, race, religion, political views, or educational qualification. ZWA frames international voluntary services as a two-pronged benefit for its beneficiaries— education and community development.

Volunteers participate in a variety of projects at their host sites. The activity ranges from physically demanding assignments such as construction and landscaping, to administrative tasks such as data entry, documentation, and data analysis. The most popular assignments offered are teaching, social work, building, environmental conservation health promotion, coordinating youth events, early childhood education and working with youth with HIV/AIDS and people with disabilities.

Approximately 130 volunteers participate in ZWA programs per year, with 70 percent coming from the region (i.e., Zimbabwe, South Africa, Botswana, Mozambique, and Zambia).

The other 30 percent come from Europe (i.e., Germany, Spain, Belgium, the UK, Holland, and Switzerland), Asia (i.e., Japan), and North America (i.e., USA).

Program Type

ZWA is a youth-led community service program that predominately engage people between 16 and 30 years of age. However, volunteers range up to 65 years of age. ZWA operates both domestically and internationally, providing services in Zimbabwe's neighboring countries (i.e., Zimbabwe, South Africa, Botswana, Mozambique, and Zambia).

Program Model

Participants serve 40 hours a week in sites around Zimbabwe, South Africa, Mozambique, Zambia, and Botswana. Service stints last between 2 days and one year, with local volunteers serving shorter terms and international volunteers serving longer terms. The bulk of ZWA's projects are practical and the organization asks its volunteers to have flexibility, positive attitudes, and openness to new cultures and experiences.

ZWA believes that the key to enhancing volunteer experience and community impact is by encouraging its members to adapt to the local environment. ZWA also understands and highlights the fact that each project is unique and that it is critical for volunteers to make the most of their unique opportunity to work and live with people in their respective communities. International volunteers are sent through partner volunteer organizations such as the Coordinated Committee for International Volunteer Service (CCIVS), created under the aegis of UNESCO in 1948, the Alliance for European Volunteer Service, and Service Civil International.

Impact

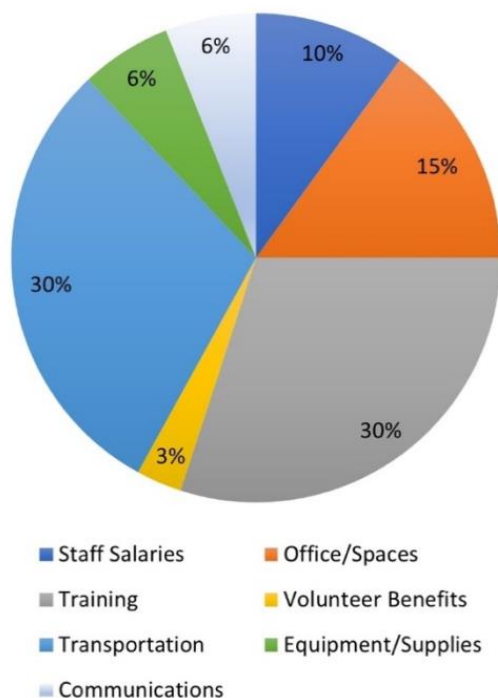
ZWA has managed to construct and renovate more than 55 rural primary schools in the region, which has provided safer and improved learning and working environments for thousands of students and hundreds of staff. Its work has further touched the lives of more than 2,500 households, roughly 12,500 individuals in total, through its wide variety of health and infrastructure activities. Furthermore, ZWA has helped provide clean water, food, and construction work on centers for people with disabilities and those affected by HIV/AIDS.

Beyond implementing their own projects, ZWA has also facilitated volunteers working for other service organizations in the region. Volunteer participants have used these opportunities to develop professionally and have become teachers in the region.

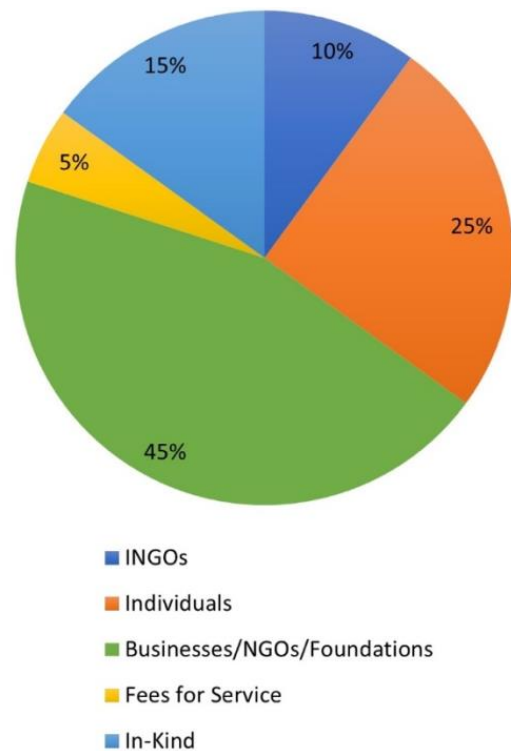
Financial Details

Approximate Annual Budget: \$46,000
(\$39,100 in cash + \$6,900 in in-kind donations)

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **International Government Organizations:**
 - The European Union provides funding to ZWA through CCIWS, which come through applying for funding proposals, which is possible through ZWA having a constitution, certification, guidelines, and board members, as well as actively maintaining membership.
- **Individuals:**
 - ZWA markets itself in different ways to receive individual donations. First, it maintains its website and stays active with its affiliates. This ensures that they are easy to find and learn about for prospective volunteers they hope to attract.



- o The volunteers who serve are subsequently given a great experience, which leads to them going back to their countries and talking about ZWA, attracting individual donors and future volunteers. The building and maintenance of its network is key in sustaining individual donations.
- o ZWA also receives donations from the Zimbabwe diaspora who have participated in program, leveraged the skills they gained, and went abroad. Its ability to stay connected with its network of former volunteers, while continuing to show impact, fosters continued financial support.
- **Businesses/NGOs/Foundations:**
 - o Of the 45 percent of its funding from NGOs, most comes from international volunteer sending organizations that provide ZWA with much of its workforce and the fees they pay to volunteer abroad.
- **Fees for service:**
 - o ZWA occasionally provides short professional development courses and consulting services in the region, as well as occasionally receiving partial funding for local projects.
 - o Most of ZWA's board members and staff members are qualified in different fields, and they are hired as consultants in different areas. They contribute 5-10 percent of their earnings back to ZWA.
- ZWA can be connected to a steady stream of international volunteers by being a registered partner with CCIVS, the Alliance for European Volunteer Service, and Service Civil International. Most importantly, the positive experiences they provide to both their regional and international volunteers and the impactful work they implement continues to heighten their reputation and attract participants.



- **In-Kind:**
 - o Due to ZWA’s work being based on construction and infrastructure projects, people donate resources to help with projects. Seeing the impact the work has in communities encourages people to invest and participate in the work.
 - o ZWA has fostered relationships with organizations in Zimbabwe. One important relationship is with Participatory Organic Research Extension and Training, who provides training and the training venue for its volunteers.

Other Lessons Learned

- For nearly 10 years, ZWA’s work took place solely in Zimbabwe. However, in the early 2000s, political tension—led by land reforms—dissuaded international volunteer sending organizations from placing participants in the country. ZWA quickly recognized that an opportunity to develop partnerships with similar programs in Zambia and Mozambique to carry out its work. This allowed for the continued stream of funding and volunteers while expanding its work, which has continued henceforth.

Promising Practices in Allocating Resources

- ZWA does not try to do more than their budget capacity, which allows them to use its small budget and limited resources wisely and efficiently when doing work that is both tangible and visible.
- Financial security and sound resource allocation is ensured through a board member who serves as the treasurer and accountant, who herself is a professional accountant.
- ZWA has created partnerships with companies in the service and hospitality industries that help in streamlining and cost efficiency. For example, they partner with supermarkets by having running accounts for food that allows them to pay one time, which is helpful if there is a temporary lack of money. Furthermore, there are lodges in the country that provide reduced prices to ZWA volunteers.
- **Name of Contact:** Ratherford Mwaruta, *National Coordinator*
- **Email:** ratherford@zimworkcamps.com
- **Website:** www.zimworkcamps.com



Service learning/university
programs

Case Studies in Financing Volunteer Service Models:

Assam Don Bosco University National Service Scheme – Guwahati, India



Overview

The National Service Scheme (NSS) is a Central Sector Scheme of Government of India, Ministry of Youth Affairs & Sports. It provides opportunities to the students and youths of higher secondary schools, colleges, and university level of India to take part in various government-led community service activities and programs. The sole aim of the NSS is to provide young students with hands-on experience in delivering community service. Since the inception of the NSS in 1969, the number of student participants increased from 40,000 to over 3.8 million in various universities, colleges, and institutions of higher learning where student volunteers take part in various community service programs. The NSS has been successful in instilling a sense of social responsibility and civic engagement among the youth of India. Through their participation in community service activities, students develop leadership skills, empathy, and a deeper understanding of the challenges faced by marginalized communities.

The NSS Cell of Assam Don Bosco University (ABDU) was launched on September 11, 2018, with the goal of fostering leadership potential, and a sense of civic responsibility in students, as a reflection of the vision of the university to mold “socially committed” individuals at the service of India and the world.

Assam Don Bosco University completed the process of registering with the Directorate of NSS, North East. Initially approving one unit under the ABDU NSS Cell which had 100 student volunteers and one Program Officer. In 2020, the program expanded to 10 units with 1,000 student volunteers, 10 Program Officers, and a Program Coordinator.

Program Type

ABDU’s National Service Scheme program is a higher education program that typically involves students between the ages of 18 to 23 years.

Program Model

The motto of National Service Scheme (NSS) is “*Not Me but You*” which reflects the essence of democratic living and upholds the necessity of selfless service. NSS encourages the student’s growth and appreciation for the perspective of others, as well as consideration for other living things. This emphasizes the belief that an individual’s welfare ultimately depends on the welfare and prosperity of society.



The main objectives of National Service Scheme (NSS) are:

- To work with and among people of diverse backgrounds.
- To engage in creative and constructive social action.
- To enhance knowledge of oneself and the community through immersion into socio-politico-economic reality.
- To use the knowledge gained in the classroom in a practical way for mitigating at least some of the social problems in the society, and to gain skills in program development, intervention, and evaluation becoming capable of self-employment.

Since the launch of the NSS Cell in the university there have been programs conducted to instill the value of good ethics, behavior, group living, and dignity of labor among the students. Programs were also designed to inculcate the value of social harmony and national integration, develop leadership qualities, and educate students on the opportunities available for career prospect and employability. To meet the said objectives, the following programs have been organized:

- Physical Exercise/ Self Defense for girls
- Training on Life Skills
- Career counseling
- Workshops on CV/Resume preparation and interviewing
- Talent hunt on various skills in painting, singing, musical instruments, etc.
- Sports, Adventure Sports, Trekking, etc.
- Health workshops
- Street performances
- Cultural festivals

Impact

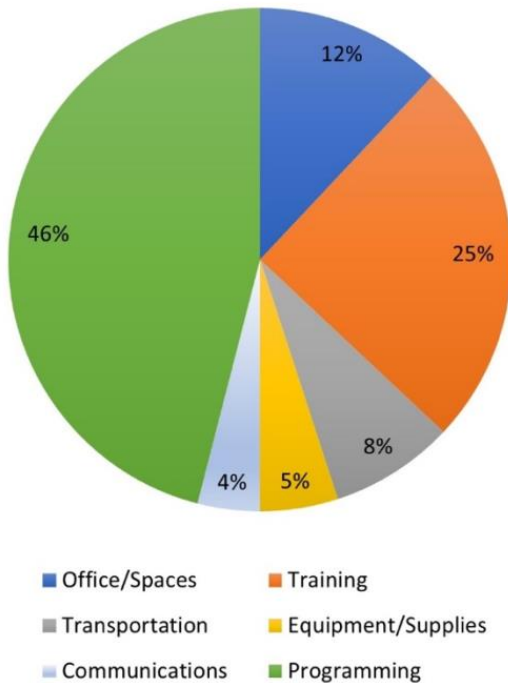
In addition to benefiting community members through the activities listed above, the program has contributed to the personal and professional development of ABDUs students in the program. This development is shown through such outcomes as:

- 603 youths attended the five-day North East NSS Festival organized by the Regional Directorate of National Service Scheme (NSS), Guwahati, in collaboration with the Ministry of Youth Affairs and Sports, Government of India and Assam Don Bosco University.
- 213 youths attended the six-day National Integration Camp 2019 organized by the Regional Directorate of National Service Scheme (NSS), Guwahati, in collaboration with the Ministry of Youth Affairs and Sports, Government of India and Assam Don Bosco University.
- NSS Volunteers led the observation of the FIT India Movement Launch in Azara and Tapesia Campus on August 29th, 2019.
- In collaboration with the university UBA Unit, 119 boys and girls were given theatre sessions led by the NSS volunteers with an aim to enhance qualitative drama skills of the students and the courage to express and have a voice.
- More than 60 NSS volunteers participated in the Webinar on Ending Violence Against Children organized by Way Foundation in collaboration with UNICEF and Regional Directorate of National Service Scheme, Guwahati.
- Seven people participated in the One Minute Short Film Competition organized

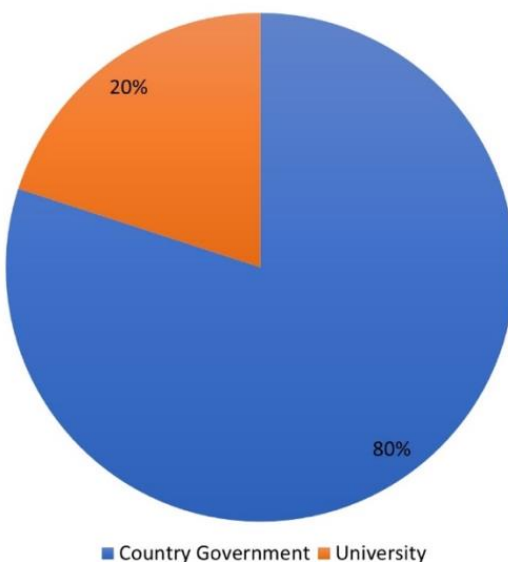
Financial Details

Approximate Annual Budget: \$58,000

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **Government funding:**
 - Due to the success in the initial years of ADBU's NSS program, the government went from providing no financial support to providing 80 percent of its ADBU's program funding.
 - The government approved the program to multiply by 10, from 100 (1 unit) students to 1,000 (10 unites) and from one unit program manager to 10. The success of the program and its outcomes has allowed the government to continue funding this amount.
 - Continued justification for the program is required by ADBU. As per the NSS structure, the Program Officers of each unit maintain their program reports and accounts of the program conducted. These reports per unit are then collated by the Program Coordinator and are submitted to the university, then to the NSS Regional Directorate. The program reports and accounts reflect the transparency and credibility of the program which secures funding for the following year.
- **University funding:**
 - ADBU officials were interested in getting registered with the NSS program, as the university is service-oriented. The university consulted local government and community members about the program. For the 2018-19 year, the university provided funds to support the program, as it was seen as matter of pride to be a part of it.



- During the initial funding period, ADBU would invite NSS members to programs. NSS members were happy with how the programming was conducted and asked ADBU how they ran their programs. In 2020, the government started providing 80 percent of ADBU's NSS funding.
 - o ADBU still finances 20 percent of its NSS program. To ensure university support, it provides reports, project outcomes, and financial statements to justify funding and to allow for accountability and transparency.
 - o The program size has increased from one unit to 10. This has required an increase in funding. However, due to the success of the program, the university has been able to allot additional funding.

Other Lessons Learned

- To increase accountability and transparency, the Indian government began monitoring all NSS bank accounts throughout the country. However, the timeframes between NSS needing money to be spent and ADBU's calendar of events did not match. Due to the lengthy time it took for ADBU to establish a bank account,

funding was not provided during part of a year. ADBU had to increase its financing of the program to make up for the deficit.

Promising Practices in Allocating Resources

- When funds are received by ADBU, the Program Coordinator makes a call for the program proposals from every unit, which is then assessed, and the funds allotted accordingly.
- ADBU allocates funds to each unit by weighing their proposals regarding their good practices. This ensures optimum utilization of the funds. Better performing units are allocated more funding.
- To mainstream the process, ADBU's accounting department allocates the money to each unit leader, who provides reports, financial statements, and photos of the projects.
- Additionally, each unit has a student leader, who also receives program money to help pay for daily essentials. The leaders also are also tasked with providing documentation.
- To reduce costs, all program coordinators and leaders are staff of the university and perform their duties as part of their roles at the university.
- ADBU works to ensure that all program managers are invested and capable of doing their duties. If issues arise, it is proactive in finding suitable replacements.
- **Name of Contact:** Prof. Riju Sharma, *Director School of Humanities and Social Sciences*
- **Email:** riju.sharma@dbuniversity.ac.in
- **Website:** www.dbuniversity.ac.in/isesi.php

Case Studies in Financing Volunteer Service Models:

Assam Don Bosco University International Student Volunteer Exchange Program – Guwahati, India



Overview

The International Student Volunteer Exchange Program organizes a one-month program in various villages neighboring Assam Don Bosco University (ADBU). It engages student volunteers from University College Dublin (UCD), Volunteers Overseas (UCDVO), and ADBU who are passionate about and committed to helping others and making a positive impact on society. The program includes academic engagements as well as field applications. Started in 2014, it focuses on promoting the appreciation of cultures among volunteers of participating nationalities, and promotes the intellectual, social, and psychological wellbeing of participants while preserving the interests of the community of interventions.

The Exchange Program between ADBU and UCDVO has mobilized 97 Irish Volunteers, and involved 80 Indian students (ADBU) and 13 Team Leaders/Coordinators (ADBU).

Program Type

ADBU's International Student Volunteer Exchange Program is a higher education program that typically involves students between the ages of 18 to 23 years.

Program Model

The Exchange Program involves students, faculty, and staff and aims to cultivate active global citizens and develop knowledge, skills, and attitudes—emphasizing raising awareness in

their own communities based on the needs of the community and how to tackle global issues. The following are the objectives of the program:

- To channel the skills, energy, and enthusiasm of university students into projects that enhance the development of marginalized communities.
- To create space and opportunity for students from ADBU and UCD to share learning and experience in the areas of participatory community development and social outreach.
- To enhance intercultural awareness between students and communities for the purpose of increasing global solidarity and interconnectedness.
- To promote attitude of appreciation for other cultures, practices, and traditions.

To achieve the above objectives, students have participated in the following projects:

- Participatory planning and mobilization;
- Renovation of local childcare centers;
- Drinking water projects;
- Installation of child playgrounds;
- Organizing of games and sports for youth;
- Street performances on social issues;
- Organizing English language and adult literacy classes for community women;
- Organizing workshops for community, youth and women on arts and craft, health and hygiene, performance arts, waste management, etc.; and
- Organizing workshops for student volunteers on culture, community development, art and crafts, language, dance, music.

Impact

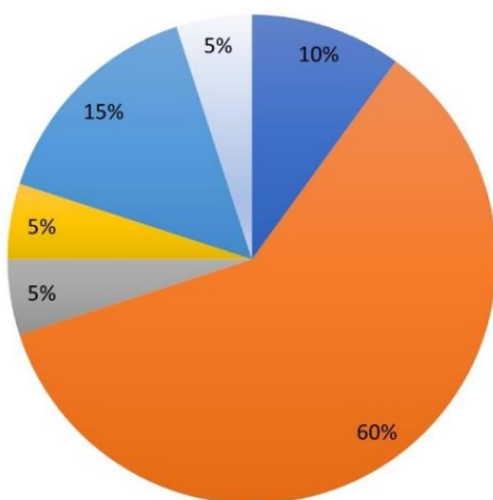
The program has contributed to the following outcomes for volunteers and communities:

- English language enhancement among students and community women;
- Improved science and math skills among served students;
- Improved educative environment in Anganwadi centers;
- Enhanced attitudes towards education and children among Anganwadi workers;
- Awareness among various target populations on issues of education, school dropout, domestic violence, alcoholism, drug/substance abuse, witch hunt, etc.;
- Attitudinal change among the volunteers towards meanings of development; and
- Cultivation and enhancement of spirit of appreciation of cultures among participants.

Financial Details

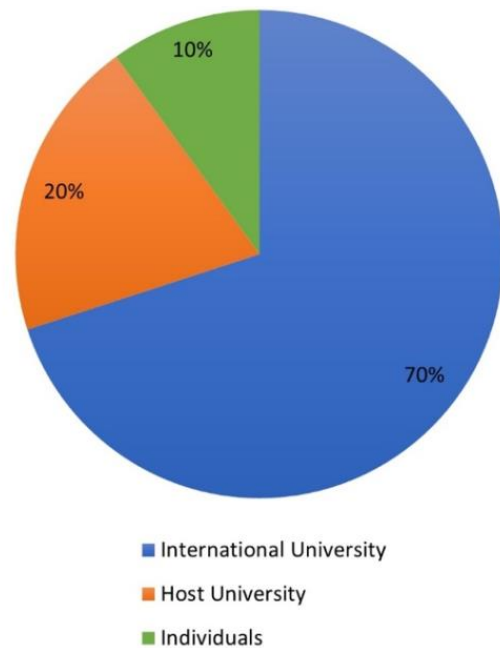
Approximate Annual Budget: \$16,400

Approximate Annual Budget by Category:



- Office/Spaces
- Training
- Volunteer Benefits
- Transportation
- Equipment/Supplies
- Communications

Approximate Percentage of Funding by Source



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **International University Funding:**
 - o In 2014, a representative of UCDVO travelled to India in hopes of starting a one-month international volunteer exchange program like it has done elsewhere in the world. ADBU took advantage of this opportunity by providing UCDVO a plan of activities for having a one-month program in Assam during July. Shortly after the visit an MOU was signed between UCDVO and ADBU and a pilot project was commenced July of the same year, with UCDVO providing a majority of the funding.
 - o UCDVO provides approximately 70 percent of the funding for the partnership. The yearly amount varies depending on the projects. ADBU plans the projects at two



locations, one at ADBU and the other at Ferando Center for Hearing and Speech Impairment in Meghalaya and provides a budget that is sent to UCD for approval.

- o Preparations for the proposed budget are started five months before the actual program, and meticulous planning is done to keep the budget as low as possible for UCDVO while maximizing the program’s benefits. ADBU has conducts a review session after the program to evaluate the type of funding that will be needed for the following year.
- o To justify further joint projects and UCD funding, ADBU provides annual reports.
- **Host University Funding:**
 - o Upon the meeting with UCDVO in 2014, ADBU was excited about the opportunity to partner with an international university to help

address local needs and foster intercultural exchange. University management worked to sign the MOU and pledged funds to make the project possible.

- o Similar for its interaction with UCD, the program is required to submit both a budget and post-project reporting to ADBU management to justify current and further funding. This is completed by the Program Coordinator, a faculty member of the university.
- o To receive support from the university, the program focuses on creating a realistic budget, being transparent in its accounting and documentation, and submitting the Utilization Certificate within the required timeframes.
- o ADBU focuses on networking and involving the stakeholders from the planning stage to its implementation. The students, faculty and the management of the respective universities build interest and confidence in the program, which leads to securing funds.
- **Individual Donors (fundraising):**
 - o ADBU students partake in local fundraising efforts to help pay for the program. Activities include car washes, running food stalls, and cleaning professors’ rooms at ADBU.

Other Lessons Learned

- For the 2023 project, UCDVO students were not able to secure their visas to enter India. As the projects had already been planned by ADBU, UCDVO still sent money to help support ADBU’s students in implementing the community programs/projects.



Promising Practices in Allocating Resources

- To help ensure that the money is being maximized, both universities employ a rigorous volunteer selection process. Students need to apply within both of their universities and are required to do an interview to assess suitability.
- Before resources are allocated to each group/unit for the implementation of the programming, ADBU gives them an orientation on the type of accounting requirements by the universities for the final financial statement.
- ADBU puts together a finance committee by nominating one representative of each group/unit to maintain and manage the allotted finances.
- To assist in day-to-day management of funds, student leaders are given responsibility to handle money for daily incidentals, like food and drink, which reduces responsibility by the program managers. The student leaders are given the same orientation on financial management and tracking as noted above.
- **Name of Contact:** Prof. Riju Sharma, *Director School of Humanities and Social Sciences*
- **Email:** riju.sharma@dbuniversity.ac.in
- **Website:** www.dbuniversity.ac.in/isesi.php

Case Studies in Financing Volunteer Service Models:

Educación Solidaria - Argentina



Overview

The Educación Solidaria (Solidarity Education) program began in 2003. From the beginning, projects were financed by the participants. Thousands of schools participated. Initially, there were no funds for projects and no funding for the program. Even so, the program gained strength, thanks to its reputation. In 2006, a national education law was passed with two articles mentioning the development of service-learning projects.

Educación Solidaria is national, but not mandatory, and promotes education and learning through community service.

In the last 20 years, Educación Solidaria has registered more than 16,000 schools and carried out more than 30,000 projects.

Program Type

Educación Solidaria is a K-12 national government service learning program that supports both public and private schools that volunteer to take part.

Program Model

Through Educación Solidaria, students participate in service-learning projects. This program is completely voluntary, from the teachers to the participants. Participating students, with the guidance of their teacher, identify community development projects in the community, following processes of observation, analysis, and planning. Students carry out a community diagnostic process, in which they identify the realities, needs, and opportunities to improve an aspect of the community. It is as simple as “seeing the reality of your community, of your environment,



identifying what you don't like and deciding what you can change.” The teacher guides the students to identify service opportunities through the diagnosis. The students and teacher then identify the project, prepare a budget, and allocate the necessary resources. Then they implement and evaluate it. If they wish to enter the Presidential Award contest, the students and teacher present their experiences.

Private, church, and government-run schools participate in the program, with 90 percent of participants coming from government-run schools. Participation in the presidential award is voluntary, and 60 percent of participants in the award are government schools.

Through the Presidential Award is a contest, it’s presented in a different light—as an opportunity to learn through service and recognize schools for their efforts. Schools present their experiences, not their plans, and the award is a recognition through which the program provides recommendations to improve future projects.

Impact

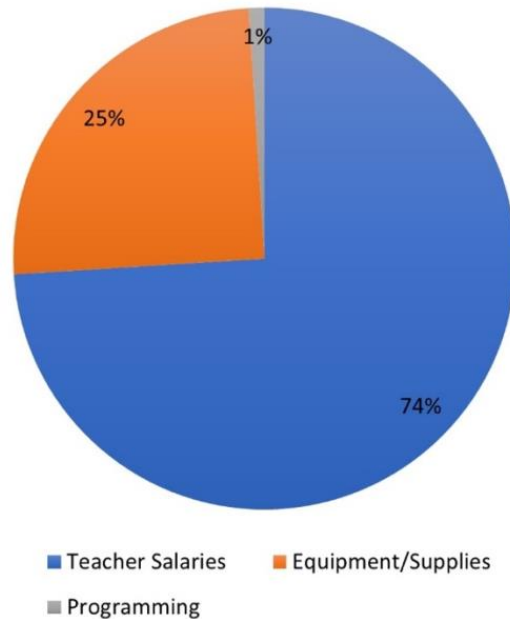
While a systematic evaluation has yet to be conducted nationally on the benefits of the program, there is an abundance of projects and experiences to recognize. In total, teachers share the impact of the program by stating that kids are better integrated, more socially aware, and enthusiastic about school.

Today, they are preparing schools to tell their story accurately. Schools receive a form that helps them describe the project to capture the whole experience. Teachers and students are invited to think and talk about each item on the form. In this way, they already identified that schools need to describe a complete story.

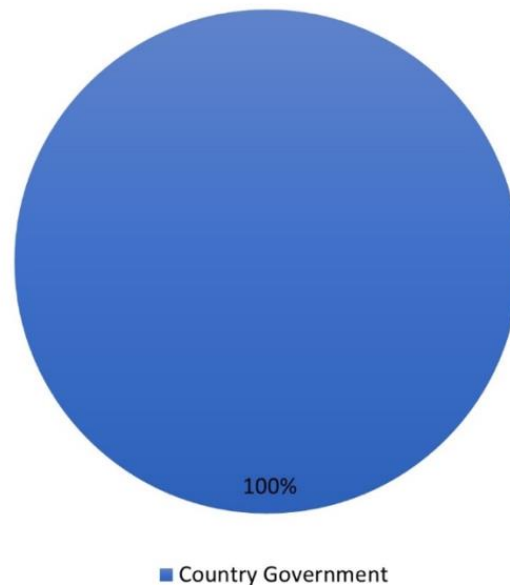
Financial Details

Approximate Annual Budget: \$211K

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:





Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **Country Government:**
 - o Government officials worked hard to get laws and resolutions passed that acknowledge and mandate this practice in the schools.
 - o Funding is justified through capacity development training. The program has trained professors in the field who demonstrate a high commitment to implementing service-learning in their schools. These educators make the need to implement the project evident and push leaders to support the practice.
 - o The program has maintained its funds despite political changes in government, showing that it is supported by any party that comes to power. Some of the most important results are that these participating schools and institutions receive direct technical assistance from the program to

identify opportunities to improve and strengthen their projects.

- o When there was a change of government, there was concern. Some programs were dismantled, but the spirit of solidarity education was maintained. Maintaining the program over the years is due to the recognition of the results.

Promising Practices in Allocating Resources

- In accordance with the 2006 law, teachers coordinated activities in schools with materials purchased by the same project team. However, the teachers believed in the service-learning process as a pedagogical method, and this reaffirmed the importance of the work developed. In 2010 the story changed and the government began allocating funds to pay a teacher to coordinate actions at the school. Funds were only to pay the teacher and were not for materials. However, by 2019, teachers began receiving funds to buy materials to implement their students' projects.

- Schools are selected for funding and/or receiving the Presidential Award, through which money is directly transferred to the schools' accounts. Schools who win the award receive 30 thousand pesos for the teacher and 10 thousand for the project. These funds are chosen for allocation in two ways:
 - o Each of the country's 24 jurisdictions select the schools through their own processes. The Ministry of Education provides guidance as how to select those schools and the government sends each jurisdiction money. For the funds to reach the schools, the Jurisdictions must have references that help contact the schools of the province to promote the actions they carry out.
 - o The Ministry of Education conducts an evaluation of all the schools implementing Service-Learning projects. Some schools do not receive government funding but can be selected for the Presidential Award through the selection conducted by their jurisdictions.
- **Name of Contact:** Sergio Rial, *Educación Solidaria Coordinator*
- **Email:** sergio.rial@educacion.gob.ar
- **Website:** <https://www.argentina.gob.ar/educacion/programas-educativos/programa-nacional-educacion-solidaria>

Case Studies in Financing Volunteer Service Models:

Northern Arizona University



Center for Service and Volunteerism

Overview

The Center of Service and Volunteerism (CSV) is located at Northern Arizona University (NAU), in Flagstaff, Arizona. CSV is a grantee of AmeriCorps (formerly the Corporation of National and Community Service), the U.S. government's primary domestic volunteer program. In general, "AmeriCorps members and AmeriCorps Senior volunteers serve directly with [...] organizations to tackle our nation's most pressing challenges." Every year AmeriCorps "enroll[s] more than 200,000 individuals to serve organizations making a difference in communities across America." AmeriCorps works in 36,000 locations and its members total 1.8 billion service hours yearly. One of the country's first university partners upon AmeriCorps' founding in 1995, NAU's CSV is among the largest AmeriCorps programs in Arizona.

Per fiscal year, NAU facilitates between 700 and 800 AmeriCorps members.

Program Type

CSV is a university program that connects volunteers of various AmeriCorps programs with public and private partners throughout northern and central Arizona, including Northern Arizona University, public schools, government offices, and nonprofit organizations.

Program Model

CSV at NAU has three AmeriCorps Seniors programs (Foster Grandparent Program, Senior Companions Program, and Retired Senior Volunteer Program) and five AmeriCorps

Programs (VISTA, Arizona Ready for College and Career, Environmental Literacy Corps, Public Health AmeriCorps, and Arizona Teacher Residency). CSV serves as an intermediary, which focuses on recruiting and placing interested volunteers at partner organizations throughout Arizona, supporting host site projects, and securing federal grants to help foster and sustain local development. CSV helps recruit members, administer all onboarding and employment tasks, provide check-ins, trainings, quality assurance practices, and manages financial and programmatic reporting for all programs. CSV's members serve between 300 and 1,700 hours a year and receive a monthly living stipend according to their program/hour type.

Among the sites:

- *Arizona Ready for College and Career (ARCC):* NAU's College of Social and Behavioral Sciences, NAU's Academic Success Centers
- *Environmental Literacy Corps (ELC):* Flagstaff Area National Monuments, Camp Colton and The Nature Conservancy, Boyce Thompson Arboretum, Camp Chapel Rock
- *VISTA:* City of Flagstaff's Sustainability Section, City of Flagstaff Open Space, NAU Center for Science Teaching and Learning



- *Public Health AmeriCorps (PHA)*: Northern Arizona Healthcare, NAU Center for Health Equity Research, Johns Hopkins Center for Indigenous Health, Maggie’s Place
- *AmeriCorps Seniors*: Tucson Unified School District, City of Yuma Housing Authority, Flagstaff Family Food Center

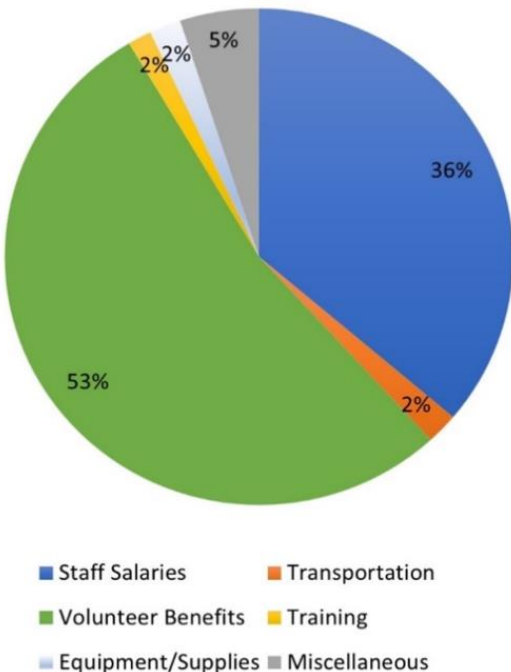
Impact

In 2021/2022, with 374 collaborating agencies, 1,719 AmeriCorps members logged 114,836 volunteer hours through CSV. Their work assisted a total of 13,265 individuals. CSV also brought in \$3.5 million in grant dollars to support its volunteers and programming. Furthermore, its AmeriCorps members earned \$139,642 in Segal Education Awards (a U.S. government benefit) that are used to assist in paying for higher education.

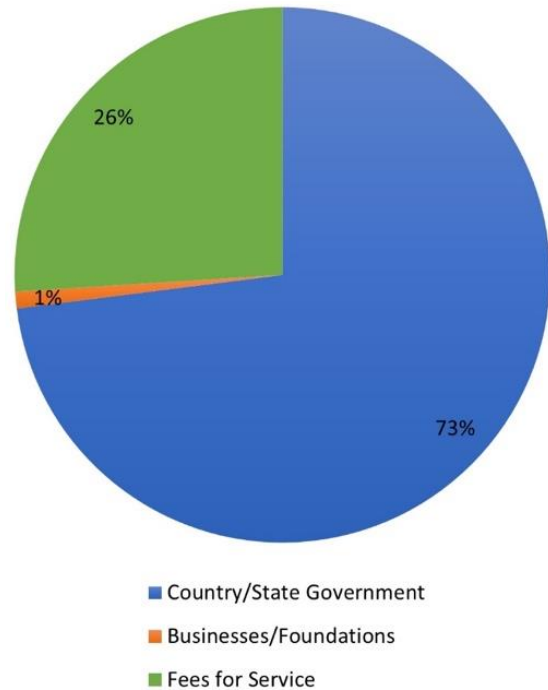
Financial Details

Approximate Annual Budget: \$5.4M (\$3.3M for AmeriCorps and \$2.1M for AmeriCorps Seniors)

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising in Mobilizing Sustaining Funding

Promising Practices

- **Country/State Government:**
 - Upon AmeriCorps’ founding in 1995, NAU took advantage of the opportunity provided by the new U.S. government program. By creating CSV, NAU became one of the first university partnerships facilitated through the state of Arizona’s Governor’s Commission on Service and Volunteerism.
 - CSV receives federal government funding through grants and state funding they apply for annually. To apply for these grants, they require a summary of its program, its impacts/results, and justification for continuing the programs.



- o CSV has been able to diversify and expand its programming and increase funding through various means. Until 2015/2016, CSV managed two AmeriCorps grants. However, since that time, CSV has increased the number of AmeriCorps programs to five, including launching its VISTA program. To achieve this, it identified new AmeriCorps programs and did an assessment of the feasibility of including them in its portfolio. Then, CSV built upon the success of the programs it was already running to justify applying for new grants. Through the grant proposals, CSV increased its staff capacity to sustain the new programs. CSV identified new programming that could be more successful than current programming and integrated those. For example, CSV applied for the new Public Health AmeriCorps program to replace the AMP opioid program. In

2022, CSV took advantage of increased government funding via the American Rescue Plan by applying for and receiving a grant to start an Environmental Literacy Corps program.

- o Utilizing the AmeriCorps' partnership with the state, CSV receives additional funding from the State of Arizona's Department of Transportation to help cover transportation costs for AmeriCorps Senior members.
- o CSV has been proactive in making alternative plans in case future funding for programming changes or ends. CSV has ensured the development of good working relationships with those who are knowledgeable about funding and maintains open conversations with them.

- **Businesses/Foundations:**
 - Occasionally, local businesses and partner foundations, like the United Way, will provide financial assistance for programming and volunteer support.

- **Cost Sharing and/or Match Requirement:**
 - AmeriCorps requires a percentage of community buy-in. In particular, except for its Public Health AmeriCorps program, partner organizations share at least 26 percent of the cost of an AmeriCorps member. Ensuring that partners provide this money keeps CSV running and ensures that volunteers are available to work in their communities.

 - To help with recruitment of members, whose placement enables the cost-sharing exchange, CSV facilitates the partner sites to provide housing stipends as a benefit— usually \$100 a month for full-time members – to help offset living costs.

 - The amount partner organizations pay for match requirement depends on the amount of hours AmeriCorps members are contracted to work. Not all positions are filled on time, nor do all AmeriCorps members finish their service terms. As such, CSV ensures flexibility for adjusting term-lengths that match

 - A key to ensuring that CSV continues to receive partner sharing fees is developing and maintaining trust and good working relationships. Staff members continue to utilize previous relationships from previous positions throughout the state to

develop partnerships. Being a part of NAU also adds legitimacy to CSV and its AmeriCorps programs. Framing the AmeriCorps opportunity as an investment for the partner organization, helps with this as well, as does demonstrating how CSV’s volunteers impact the community. CSV’s ability to fill positions with qualified candidates helps ensure that the partner organizations continue working with CSV to receive more AmeriCorps members. Through its effective grant writing, CSV can maximize government support, which ensures that the cost-share with partner organizations is low. This allows for organizations with limited resources to provide the funds to partner with CSV’s AmeriCorps programs.

- **University Support:**
 - CSV’s successful track record of writing grants is attributed to having a staff member who specializes in grant writing. Additionally, faculty members at NAU contribute their expertise to preparing various grants.

 - CSV receives administrative, technical, and expert support from NAU through various offices, as well as funds for its director’s salary.

 - With CSV being housed at NAU, it is able promote positions on campus and fill many of them with NAU students. Not only does this increase opportunities for its students, but it also ensures that grants are being maximized and increases the likelihood of receiving future funding.

Other Lesson Learned

- Recognizing that people have misunderstood CSV's funding, when applying for foundation grants, CSV articulates its unique position within NAU. It clarifies that it is virtually an independent office and that nearly all its funding is from outside the university.

Promising Practices and Lessons Learned in for Allocating and Mobilizing Funding

- CSV and NAU developed systems in which they work together to manage the stipends of its members. Whereas CSV does payroll processing for its members, NAU sends out the payments. The only exception is the VISTA program, whose members are paid directly by the US government.
- To address the increasing demands of staffing due to the expansion of their programs, funding for staffing increases is written into grant proposals.

- Through trial and error, CSV has recognized the importance of performing effective and meaningful evaluations. When writing grants and receiving funds, they have asked for and put aside money to complete evaluations.
- **Name of Contact:** Russell Dickerson, *Assistant Director*
- **Email:** russell.dickerson@nau.edu
- **Website:** <https://in.nau.edu/center-for-service-and-volunteerism>

Case Studies in Financing Volunteer Service Models:

Student Volunteer Army – New Zealand and Cook Islands



Overview

The Student Volunteer Army (SVA), founded in 2012, exists to help young New Zealanders find meaningful ways to contribute to their communities. SVA runs a primary school, secondary school, and a tertiary volunteering program to engage young people in giving back. SVA also provides emergency response support in times of crisis, such as after the Christchurch Earthquake, during the Covid-19 pandemic, and following the flooding in Auckland and Hawke's Bay. Currently, SVA is experiencing increased demand from students, teachers, and the wider community sector.

SVA's work provides an immediate volunteer base for community voluntary work and, at the same time, instils the idea and practice of volunteering into young people.

In furthering and scaling nationally the values of the organisation, SVA works to catalyse rather than physically facilitate volunteering opportunities. This is to honour the roots of the SVA movement. No one told students to help with the earthquake cleanup, rather students self-mobilised and self-organised. As such, SVA works to provide the resources to ensure successful self-mobilisation. Increasingly, SVA is developing video resources that guide students with, for example, health and safety and working with others.

As students resolve issues and collaborate with organisations and other volunteers, communities become stronger, and students

develop essential interpersonal and practical know-how. Importantly, their good experience volunteering at a young age makes them 4 times more likely to continue volunteering. Students in SVA are encouraged to identify a need in their community, understand that need, build a team to design a project to assist that need, and respond to that need with their peers as volunteers. This process helps students build their own community networks, provides long-term benefits for communities and increases student employability.

SVA's programs have engaged over 150,000 students nationwide in volunteering projects over the past five years, with nearly 27,000 individuals participating on average annually.

Program Type

The New Zealand Student Volunteer Army is a nonprofit, youth-led, service-learning program whose participant ages range from 5 to 30 years. In response to disaster situations, SVA accepts volunteers of all ages.

Program Model

Currently, SVA offers a primary school program, a secondary school program, and SVA clubs at the tertiary level. Its primary school program is currently in 750 classrooms. For its secondary school program (SVA Service Award), over 240 (40 percent) of secondary schools have signed up for the program, and students have volunteered over 650,000 hours throughout New Zealand since it was launched in mid-May 2019. Schools include teen parent units, service academies, and mainstream schools of all decile levels such as Te Kura o Hirangi, Academy for Gifted Education, Tapawera Area School, Christ's College, and Otaki College. More than 80,000 service records have been submitted by individual students, with each record contributing towards a UN Sustainable Development Goal. This program is freely

available and accessible, allowing the scale and implementation to increase exponentially throughout New Zealand. Its goal is for 50,000 high school students to take part by 2023.

For its SVA clubs model at the tertiary level, SVA has developed an enhanced student club model that is effective at increasing the connectivity student groups have to their communities and provides a model through which students can execute their ideas to help their community effectively and with appropriate support. The model creates, mentors, and supports students who use the SVA app and partnership base to organise community engagement opportunities for their peers throughout the year. SVA has clubs based at Victoria University, Canterbury, Otago, AUT, Auckland University, Ara, and Waikato.

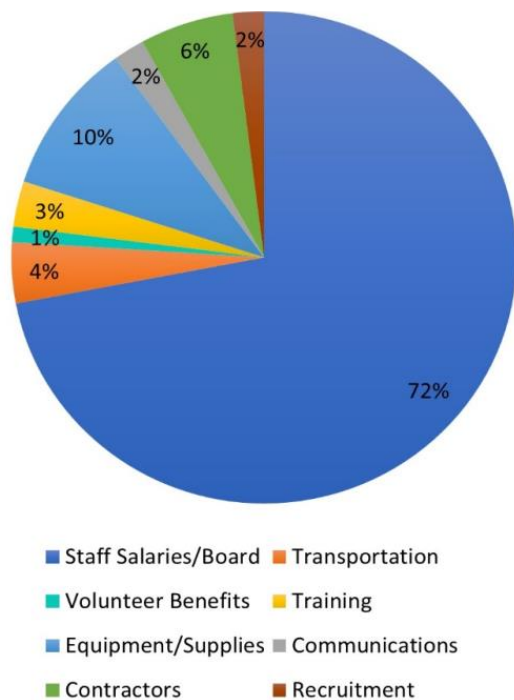
Impact

- Student Volunteer Army Schools:** SVA produced and distributed teaching resources to 200 primary school classrooms that engaged 6,400 primary-aged students in the basic principles of volunteering. Students had to identify a local project, build a team and a plan, operate their project and reflect on what they learned with photo evidence submitted to SVA via our Partner School Kit.
- Student Volunteer Army Service Award:** 273,981 hours of volunteering were logged through our national framework for secondary school volunteering recognition that enables students to track their level of community service, evaluate their impact and earn service award badges - 6,044 badges were awarded to students.
- Student Volunteer Army Clubs:** completed the SVA Leadership training camp with 29 club leaders from Otago University, Lincoln University, University of Canterbury, Victoria University, AUT and the University of Auckland. The university clubs hosted over 43 volunteer events involving more than 5,023 student volunteers.
- Student Volunteer Army Grocery:** completed 215 deliveries as the demand for services decreased.
- Student Volunteer Army Crisis Response:** delivered flood response support for the 2023 Auckland Anniversary Weekend Floods and Cyclone Gabrielle - over 300 affected homes were cleared. To support the affected families, volunteers conducted over 2,500 welfare checks. The response effort involved 712 volunteers who actively participated for a duration of 137 days.
- Student Volunteer Army Marketplace:** onboarded 71 community organisations and listed 1909 volunteer opportunities on their behalf.

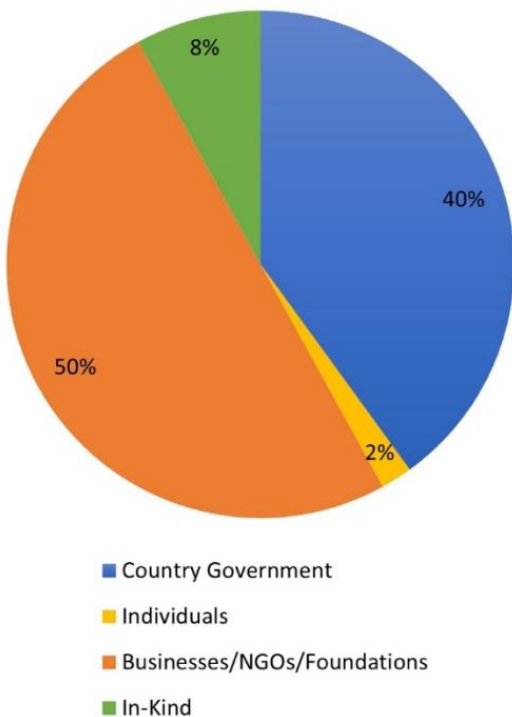
Financial Details

Approximate Annual Budget: \$983K

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilising and Sustaining Funding

Promising Practices

- **Country Government:**
 - While SVA excelled in this area in 2023, it doesn't always receive government funding for its work. The funding SVA receives from the government is never for its core services so SVA must always have to weigh its capacity to deliver additional services. Examples of government funded activities:
 - Flooding in Auckland in 2022 and the start of 2023.
 - COVID-19
 - SVA connects with government agencies that operate in its area to ensure SVA is being notified of any upcoming grant rounds. It also connects with other charities to discuss potentially collaborating on

upcoming grant rounds by providing its services in partnership. SVA often hears about the government funding that is available through disaster response or youth volunteer networks. Connecting with other charities working in its sector is vital for hearing about other opportunities.

- **Individuals:**
 - SVA has a donation tab on its website that allows individuals to support the program as they wish.
 - SVA has hired a staff member who focuses on individual giving. This individual develops campaigns and marketing tools, as well as fosters and maintains donor relationships.
- **Businesses/NGOs/Foundations**
 - As its primary source of income outside of sporadic government funding SVA works hard to maintain a relationship with its grant funders. SVA also prioritises connecting with other community organisations that its funders support to showcase its collaborations and mitigate any potential duplication of services.



- o SVA works with business and corporate donors to help fund its crisis response work. For example, Hummingbird Coffee company has consistently supported SVA's work in this regard. Additionally, the company offers its marketing team to assist, which it does through advertising SVA's volunteer needs.
 - Having crisis response funding is crucial because other sources of funding, like grant and trust funding, take up to 12 weeks to receive, whereas the above is quick and adaptable.
- o Many businesses and corporations that SVA works with provide a fixed amount per year with budget allocations for specific types of projects. A key way in which SVA receives support is that it goes to its partners with a request to support one tangible element of its programming (i.e., staffing, materials/equipment, accommodation), which allows these funders to have a better understanding of how its money is being used.
- o In New Zealand, there are a broad range of organisations that provide grant funding. These organisations are categorised into the following groups: Community Trusts, Gaming Trusts and Privately Run Trusts.
- o **Community Trusts:** There are 12 Community Trusts operating throughout New Zealand. Each Trust has its own set of funding priorities that are relevant to its region. Generally, Community Trusts provide a contribution towards operating costs rather than covering a specific expense. These

Trusts were created with the funds that became available when community banks were bought out in 1988. These Trusts are run in perpetuity to ensure that the benefits to the community are available over the long term.

- o **Gaming Trusts:** There are approximately 32 Gaming Trusts operating in New Zealand. These Trusts are primarily funded by the levies paid by venues with gaming machines. These trusts have a legal obligation to return the funds to the area in which it was generated through charitable organisations. Each Trust has a different set of funding priorities, however, there are several similarities between Trusts. The funding available is directly related to the income generated from gaming machines per annum within each area. Some charities refrain from accepting funding from Gaming Trusts or other gambling related organisations for ethical reasons.
- o **Privately Run Trusts:** To mitigate risk, SVA priorities apply to a mix of funders. These trusts, such as Family Trusts or Trusts set up by corporations, are all unique in their priorities and processes.
- **In Kind:**
 - o Celebrating SVA's achievements and sharing the support it needs from its community through social media and newsletters has regularly resulted in in-kind donations.

Lesson Learned

- Within the New Zealand context, grant funding is one of the most accessible forms of fundraising for charities. It has a low barrier to entry and can generate significant



income. SVA has established a strong grant funding base and is now looking to diversify into other fundraising streams. Diversifying our funding streams is vital in ensuring our long-term financial stability.

Promising Practices in Allocating Resources

Promising Practices

- SVA has recently hired an individual giving specialist to increase its individual donation streams and looks forward to seeing improvements in this area.
- SVA includes a board review for its corporate partnerships. This provides for another level of decision making that takes into consideration reporting, marketing commitments, and engagement with the organization.
- To enhance communication and financial tracking, SVA uses a software package called Xero. This software integrates communication between project delivery staff, managers, and external accountants.
- SVA has invested in improving its Customer Relationship Management (CRM) tools by appropriating staff to ensure consistent communication with donors and ensuring that pledged donations are received.
- SVA has a designated internal coordinator who oversees tracking expenses, booking travel, and managing organisation credit cards. This allows for mainstreaming and increased financial transparency.
- For the tertiary level SVA clubs, each university club has its own bank account, budget, and reporting mechanisms. This allows for increased autonomy and creativity to address local needs. These club accounts are monitored by SVA.
- Non-tertiary SVA volunteers are not authorised to handle cash. However, they do receive vouchers that cover materials, food, and travel.
- During times of disaster response, like COVID-19 and flooding, partner grocery stores provide vouchers to SVA to distribute to its volunteers.
- SVA strives to have transparency in its budgeting. It does this by reviewing the budget as a collective team, which allows many voices to be heard regarding spending and prevents budgetary decisions from being made exclusively by management.

Lesson Learned

- Throughout the 2010s, SVA tried to incorporate the facilitation of corporate volunteering in its donation partnerships. However, it had to stop because it was too time-intensive/resource intensive.
- **Name of Contact:** Madison Keay, *Head of Impact*
- **Email:** madi@sva.org.nz
- **Website:** <https://sva.org.nz>

Case Studies in Financing Volunteer Service Models:

TOKA – Prishtinë, Kosovo



Overview

TOKA, founded in 2013, is Kosovo's leading Service-Learning Program. TOKA's mission is to accelerate social change in Kosovo by investing in its youth. TOKA focuses on youth from disadvantaged communities who struggle to reach their full potential due to ethnic, socio-economic, or other circumstances. In other words, TOKA focuses on unlocking young people's full potential so they can gain knowledge, skills and values and become motivated, active citizens of their community and of society at large. TOKA's educational and youth development programs – tested and proven by more than 20,000 young girls and boys – use long-term volunteering and experiential learning as powerful platforms that enable these youngsters to grow. Using innovative teaching methods, learning by doing, experiential education, and volunteering, TOKA strives to provide important skills that unlock the full potential of disadvantaged youth.

TOKA believes that "A better education brings a brighter future," and "By reaching out to young girls and boys early on, you can have a greater impact on their life trajectory." It further believes that "Lasting change needs strong bonds," and that "Building a coalition of the willing with local/central government, universities, and municipalities, - regional and international partners [...] creates stronger bonds that can support the vital volunteering and experiential learning programs for longer."

Since 2015 over 20,000 young people have served through TOKA. More specifically, 3,000 youth have participated in "Grassroots Service".

Program Type

TOKA is a nonprofit organization that promotes service-learning, experiential learning, volunteering, non-formal education, and active citizenship primarily aimed at youth between the ages of 12 and 17. TOKA also promotes programming for teachers and youth workers at the University of Prishtina and collaborates with central and local institutions to expand those programs all over the country.

Program Model

TOKA focuses on volunteering programs which integrate service and learning, experiential learning, and non-formal education that take place in local communities. TOKA achieves its goals through capacity-building, service implementation, and training. Program pillars of TOKA are as following:

- **Grassroots Service-Learning (SL):** Grassroots SL is TOKA's entry-level program, aimed at young people for whom often this is the first experience in volunteering. The primary target areas are Kosovo's rural and provincial areas, and the program is designed to gradually build their capacities in their local community. Key elements of the program are:
 - o Teachers and other youth workers are trained and mentored, provided a curriculum, and seed project funding.
 - o They form a Service-Learning Club that meets weekly during the school year.
 - o The Club identifies a problem, then develops and implements a project to improve the situation.
 - o Youth learn many transferable skills – teamwork, communication, and project management.



- o These clubs originally started with adult volunteer leaders (teachers, psychologists, social workers), but in the last two years, former youth participants have become leaders themselves; nearly 40% of the Generation 5 Clubs are being led by these youth alumni.
- **Elite Service-Learning:** Elite SL is TOKA's advanced volunteering program, aimed at young people who already have experience in extracurricular and volunteering activities. The program is designed to build on an existing base of knowledge and is implemented at the national level. The main goal of the program is to plan, prepare and implement the Solidarity Action Day in Kosovo. Nearly 100,000 young people participate in Solidarity Action Day annually - and TOKA headed the event for Kosovo in 2023. The idea of the Solidarity Action Day is simple - young people work in a business for a day and donate their salary to a cause they are passionate about. The event is led by a group of Youth Leaders.
- **Institutionalization:** TOKA provides an equitable and innovative approach to learning about subjects that includes primary school children, future and current teachers, and educational professionals and prepares them with cross-disciplinary skills necessary for a 21st century society and workplace in line with OECD countries. As part of the Institutionalization program, TOKA has a partnership with the Faculty of Education from the University of Prishtina "Hasan Prishtina," with whom it pilots various projects that incorporate experiential learning methodologies (ELM) into the classic school curriculum.
- **Trainings & Camps:** Camps cover diverse themes, which share a common core of leadership development, transferable skills, environmental awareness, and community service components. They provide a strong platform for the launch of service-learning projects, which allow youth to apply an 'inside-out' leadership practice— first by developing their confidence and skills, and then by applying them to the benefit of the community.

- **Internationalization:** International cooperation revolves around international exchanges that expose young people to different cultures and perspectives, either through in-country programs or through opportunities to volunteer abroad. TOKA has been successful in bringing international participants to Kosovo and engaging them in local activities. TOKA has also sent several volunteers to other countries in Europe through Erasmus+, which provides opportunities for Kosovar youth to attend programs and volunteer abroad.

Impact

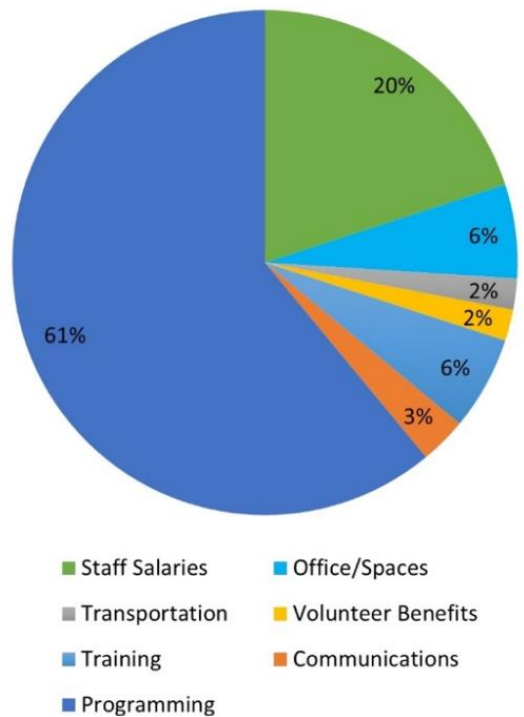
- Grassroots Service-learning (SL) contributes to developing new skills for youth, especially in: leadership skills, teamwork, communications, social activism and community engagement among youth, self-esteem, working with young people, management and implementation of projects, and community mobilization.
- SL contributes to developing new teaching techniques for teachers, especially in the acquisition of interactive and practical teaching techniques and experience in developing experiential learning activities.
- SL contributes to increasing the work experience among youth workers, especially in developing advanced leadership skills, increasing working experience with youth and interpersonal skills, increasing skills in project implementation, fund-raising, and community mobilization.
- For the SL program:
 - o 282 club leaders have run SL clubs for at least one year.
 - o 200 SL clubs have been formed in 20 municipalities of Kosovo, or 52 percent of Kosovo’s territory.
 - o 250+ service-learning projects have been implemented.

- o 169,000 direct or indirect beneficiaries have benefited from service-learning projects.
- o 40,000 volunteering hours were brought about due to this program.
- o 10 municipalities have agreements with TOKA to support (financially or in-kind) SL Clubs and projects.
- Internationally:
 - o TOKA has been elected the Chair of the Central and Southeastern Europe Service-Learning Network for years 2023-25.
 - o TOKA represents Kosovo in the Regional Service-Learning Award. In 2020 Kosovo won third place.
 - o The Grassroots SL model has been presented in Argentina, Bosnia and Hercegovina, and Montenegro.

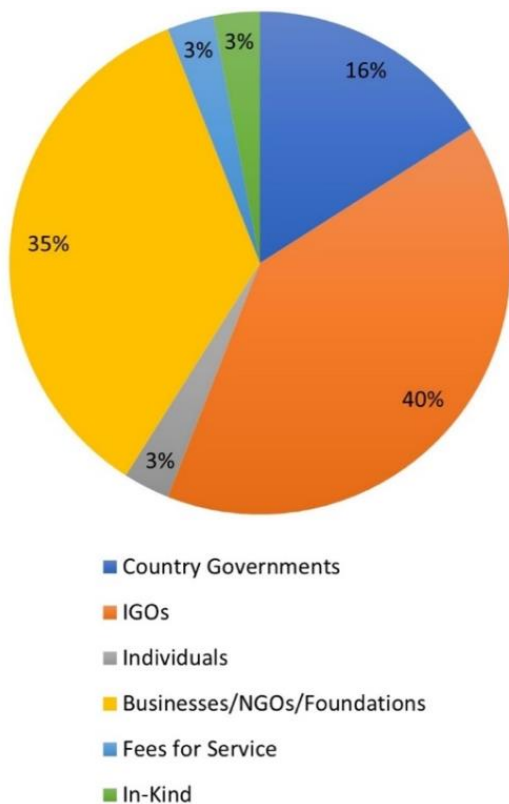
Financial Details

Approximate Annual Budget: \$309K

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **Country Governments:**
 - o In Kosovo, Ministries which focus on youth have yearly open calls for youth grants. Usually, TOKA applies in the open calls offered by the Ministry of Culture, Youth, and Sports, the Ministry of Education, Science, Technology and Innovation, and the Ministry of Foreign Affairs and Diaspora. Besides the ministries the Office of the Presidency of the Republic of Kosovo supports different initiatives related to youth. If TOKA receives these grants, they must provide a report. Its ability to complete these

reports, and present its impact assists in its ability to receive subsequent grant funds

- o TOKA receives funding from the local municipalities in which it works. TOKA is in collaboration with the Municipality of Prishtina to deliver a training program for teachers in experiential learning methodology. For its SL program, for example, it partners with local schools and youth centers, implements its programming, and subsequently approaches local governments with their results to ask for additional financial support.
- o University of Prishtina has partnered with TOKA to provide trainings on experiential learning and nonformal education.
- **International Government Support:**
 - o TOKA receives significant funding from the European Union, which is active in the Balkans. TOKA monitors open calls for grant proposals from the EU, which typically support core operations for organizations that cover thematic areas such as youth, education, active citizenship, and democracy.
 - To ensure continued funding, TOKA is very proactive in providing annual reports to the EU of how its money is being spent and the impact the finances are having in Kosovo.
 - o TOKA receives funding from the European Commission through the Erastus+ program, which provides funding for volunteer exchanges. TOKA uses this money to finance

Kosovar youth to volunteer in other European countries. To help in receiving this funding, TOKA has partnerships with NGOs in region and European Union (EU) countries that receive their volunteers.

- o Because Kosovo is not part of the EU, TOKA is often not able to receive certain types of funding from the bloc. However, it leverages its NGO partnerships within the EU to take part in collective programming and receives funds through participating grant-funded projects.
- o For regional grants, being part of Central and Southeastern Europe Service-Learning Network provides more prestige/legitimacy to TOKA.
- **Individuals:**
 - o TOKA has a project profile on GlobalGiving.org that allows individuals to donate to its projects.
 - o SL club members go into communities and ask for donations from individuals and their families.
- **Businesses/NGOs/Foundations:**
 - o TOKA funding resources are from foundations or NGOs such as Esrte Foundation and Porticus, foundations out of Austria, SIDA, LuxDev, WWF Adria, Allianz KulturStiftung for Europe, Norway in Kosovo, Solidar Suisse, Swiss Cooperation Office Kosovo, etc.

- o TOKA found those foundation by searching online for open calls for grant proposals. The organization has continued to find, apply to, and receive funding from NGOs and foundations in this way.

- o TOKA has partnered with, and received funding from, the Kosovar Civil Society Foundation, The Community Development Fund, ATRC – Advocay Training and Resource Center, Fondacioni “Une e Du Kosovën”, all local NGOs, which supports projects among youth, education, community development, democracy, etc.

- **Fees for Service:**

- o TOKA implements summer camps and service activities for banks and other businesses who want to hold events for youth on certain days, like Earth Day.

- **In-Kind:**

- o To help support their local service-learning clubs, club members seek resources from their communities. They often receive materials from local businesses to assist with their projects, like paint for murals. Students also receive book donations from local libraries.

Other Best Practices

- For all types of funding sources, TOKA is proactive in identifying potential grants to apply for. It does so by creating a database at the beginning of each year, searching online for grant opportunities that its own goals and programming relate to, inputting deadlines and required information for applying, and following up at the appropriate time. Multiple staff members take part in this work.



- TOKA is flexible in adjusting work to match grant requirements if that grant serves to the goals of one main program pillar area of TOKA in order to avail itself of more funding opportunities.
- To increase awareness and to garner local support, TOKA works to receive public support from local mayors/leaders who promote programs and provide moral support at events.

Lesson Learned and Future Plans

- TOKA feels that it needs to do the following in the future:
 - Focus on capacity building for club leaders on how to get funding from their communities, both from businesses and individuals. To do this, it aims to train club leaders how to mobilize community in helping with their projects financially;

- Collaborate with private businesses; and
- Expand its income generation model.

Promising Practices in Allocating Resources

Promising Practices

- The efficiency of TOKA’s resource allocation begins with its organizational structure. Its executive director typically applies for grants and oversees allocating resources. Its program managers, who also assist in mobilizing funding, ensure the planning of programs and oversee project coordinators who implement each of TOKA’s programs. Each project coordinator is given the independence to assess the needs of each project and are given support by their program managers. This ensures flexibility and accountability.

- To help ensure that funds continue to be used efficiently and effectively, TOKA takes steps to continuously improve its programming:
 - After programs/projects are finished, TOKA leadership has reflection sessions with stakeholders to identify where programming can be reinforced and/or improved and to integrate the changes into the following year's programming.
 - TOKA also provides pre-/post-surveys to students and uses their progress and feedback to help inform subsequent programming.
- TOKA aims to allocate more funding for communication in the future to promote stories of its work and the impact its programming is having in communities, which could help expand its partnerships and reach. TOKA feels it should have given communications more attention earlier in the organization's history.
- **Name of Contact:** Hatixhe Zeka
- **Email:** hatixhe@toka-ks.org
- **Website:** <http://toka-ks.org>

Lessons Learned

- Each year, there are around 50 SL clubs active in the country. Initially, TOKA staff members used to be the club leads. However, in 2021, TOKA decided to hire club mentors, former club leaders, to take leadership roles. This allows staff members to have more time to coordinate other projects while ensuring the sustainability of the clubs and the continued growth of its former members.

Case Studies in Financing Volunteer Service Models:

University of Limerick CWELL Program – Limerick, Ireland



UL Engage

Overview

The CWELL program was first initiated in the Faculty of Education and Health Sciences in response to a community needs analysis. Community representatives reported that they did not want University of Limerick (UL) to provide occasional lectures giving ‘standard answers to community challenges that were little understood’. Instead, they requested on-going support and capacity-building, to address identified deficits in **Community Wellness, Empowerment, Leadership, and Lifeskills (CWELL)**.

The CWELL diploma is an accredited community-university partnership program designed to achieve specific outcomes in health literacy, the acquisition and application of knowledge to practice, and personal and professional development of participants, particularly in leading and sustaining positive change in marginalized communities.

Supported by UL Engage, Ireland’s first and (to date) only UNESCO Knowledge for Change hub, the CWELL program is firmly situated within the engaged tradition of research and practice. CWELL is innovative in terms of its collaborative structures, as well as the community-oriented teaching approaches it deploys. Based on an experiential learning pedagogy and community based participatory research approaches, special attention is given to co-creation and partnership with a wide range of community partners, allies and sponsors.

The program has approximately 12 students per year and 55 individuals have received diplomas since the program’s start.



Program Type

The CWELL program is a level 7 award on the EU qualifications framework, designed for adult learners from marginalized communities, and delivered according to the principles of community engaged learning – curriculum content is co-designed with local communities and intended to respond to community-identified needs.

Program Model

Since the program is designed to build both individual and community capacity, the CWELL diploma capstone is a community-based, collaborative project carried out throughout the second year of the program, following foundational skills-building and training in the first year. CWELL projects are typically small enough to be feasibly delivered in a single year, yet complex enough to involve all elements in the management cycle of a community-based project, from community consultations and needs analysis, to co-design, implementation, and evaluation. To achieve this, the curriculum provides an incremental and path dependent trajectory of skills acquisitions. This requires coordination between module teachers to ensure that key curriculum concepts and milestones are recognized and developed across all individual modules.

To gain a place on the program, applicants must be actively working and/or volunteering in their community, ideally in a leadership role. Once in the program, students are required to 1) attend one evening of classes per week during term-time and 2) volunteer in their community for an average of three hours per week. Of singular importance in the program design is the community engagement facilitator role, which acknowledges the need for a full-time liaison role between CWELL communities, students, and teaching staff to ensure effective program delivery.

Impact

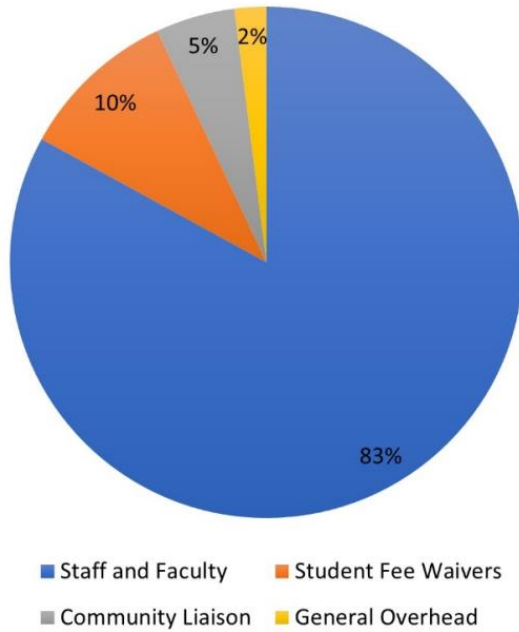
A key element of the program is its capacity to facilitate relationship building between lesser heard community interests and the university, opening a pathway to marginalized communities to leverage relevant university expertise and supports. In doing so, the CWELL program provides a permanent university presence in marginalized communities, building and maintaining relationships with ‘hard to reach’ communities that would otherwise have no agency of their own in stakeholder relations with the university. An independent program evaluation in [2022](#) noted:

“CWELL is making an important contribution towards positively “altering the social fabric in some of the most marginalized communities in the country” through transformative education. It is clear that CWELL occupies a unique place in UL’s Access and Widening Participation agenda by attracting and engaging with populations who have typically been precluded from participation in higher education. The social and educational impact of projects initiated by CWELL across the city of Limerick were highlighted as having a phenomenal impact on the lives of people living in some of the most disadvantaged communities across the city. This in turn demonstrated the important contribution that the university, through CWELL, is making towards working with local community organizations and community residents to positively contribute to addressing social inequality and building educational capital in marginalized communities [...] CWELL students themselves report that the program is “life-changing”. Community partners suggest that it presents a model of effective practice and learning that should be replicated by all those who work with marginalized and excluded

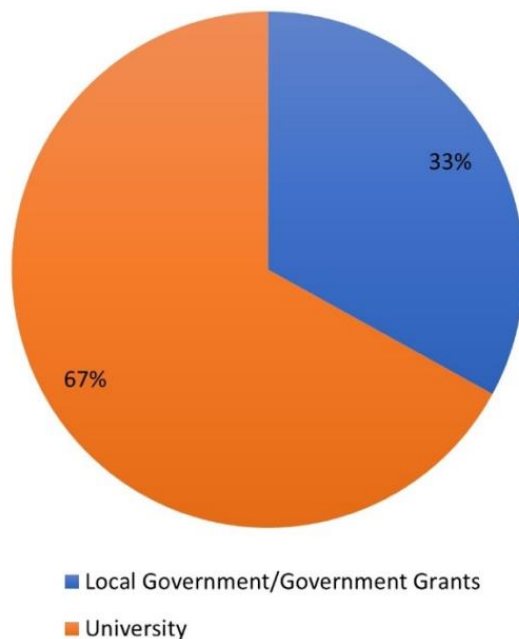
In 2021, CWELL was selected by the Irish Universities Association (IUA) as a [national exemplar](#) of high impact community engaged learning and engagement.

Approximate Annual Budget: \$100K

Approximate Annual Budget by Category:



Approximate Percentage of Funding by Source:



Promising Practices in Mobilizing and Sustaining Funding

Promising Practices

- **Local Government/Government Grants:**
 - o In Ireland, the primary income for universities is drawn from the Government Agency, the Higher Education Authority (HEA). CWELL finances are drawn from a combination of regular university income and supports, as well as project-specific HEA funded grants. The local council contributes a proportion of the support staff salary.
 - o Limerick City and County Council has supported the program since its creation, contributing approximately half of the salary costs for the CWELL community engagement facilitator post to support learners and their community sponsors.
 - o CWELL is now recognized as a key actor by the Local Strategic Advisory and Monitoring Group (LSAMG), an inter-agency forum established and led by Limerick Council to address the challenges faced by long-term, inter-generational, marginalized communities. CWELL staff are members of LSAMG sub-groups: Education and Learning; and Health and Wellbeing.
- **University Funding:**
 - o The teaching costs of CWELL are devolved to faculty departments supplying the teaching staff, who come from several UL faculties
 - o The student and community support costs are borne by the University's UL Engage unit.

- o This division of labor and costs acknowledges the extra supports necessary to secure the participation of marginalized groups. It is made more financially viable from the university perspective by the added value that the CWELL program delivers to the university's curriculum and via a range of positive local socio-economic impacts *in addition to* the training and accreditation of CWELL graduates.
 - o CWELL teachers from different departments are able to integrate elements of their CWELL curriculum into disciplinary relevant community engaged learning opportunities for other student cohorts, such as those studying in the School of Medicine, the School of Allied Health, and the Irish World Academy for Music and Dance.
 - o University students are able to share designated CWELL modules in Managing Health in the Home and Community, Active Living, and Empowerment and Lifeskills. These modules are especially attractive to international students looking to experience real cultural connections with their host country and are equally attractive to CWELL students as a means of international cultural exchange.
 - o CWELL 'architecture' also provides a shared space for community based participatory research and collaborative learning with students studying for the Professional Diploma in Community Engagement and the Masters in Community Research. These programs are revenue generating thus helping to secure the sustainability of CWELL
 - o CWELL contributes to the UL Engage annual report. The purpose of its contribution is to highlight the work of CWELL students and community partners
- **In-Kind:**
 - o CWELL community partners provide student supports (computer rooms and tech help), meeting spaces and refreshments for events.

Other Best Practices:

- The CWELL program flourishes because it is a collaboration between local community development actors and agencies who share the view that the program is as much about building community capacity as it is about individual skills training and development.
- CWELL students recommend local would-be collaborators, with whom they work and/or volunteer; and community organizations recommend potential students to the CWELL program.
- Community partners are involved in interviewing prospective students, identifying community projects, facilitating



community consultations, and participating in CWELL project evaluations and reviews.

- CWELL’s partnership ethos is central to its operation in the community and the classroom. The strong partnership with local community organizations provides consistent support to CWELL learners and CWELL community projects.
- UL Engage creates Memorandums of Understanding (MOUs) with CWELL partners to ensure stability and continuity. This is important because there is a lot of mobility/change in nonprofits, so having a framework already in place allows for partnerships to continue despite staff turnover.
- CWELL also supports community events that are led by their partners. This helps ensure strong partnerships.
- In the classroom, individual confidence-building and group team-building are explicit learning outcomes through the CWELL curriculum. CWELL teachers and facilitators meet regularly to share and update each other and facilitate learning across and between the various CWELL modules.

Other Lessons Learned:

- CWELL began as a pilot initiative and struggled for some time to become a normal part of university operations. If a theory of change had been developed at the start of the pilot, which included these ‘internal’ operational objectives as well as the ‘external’ social impact indicators, the program’s progress to organizational mainstreaming would likely have been quicker.

Best Practices in Allocating Resources

- Management of the CWELL program is supported by the UL Engage unit, which ‘holds the relationship’ between the university and communities. Teaching staff may come and go, but the unit maintains relationships on the university’s behalf via a dedicated Community Engagement Facilitator role. This role is separate and additional to program teaching. The CWELL program could not work without it.
- The UL Engage unit supports ethical engagement, that is, engagement that is reciprocal, beneficial and goal-oriented. This entails a recognition that both community support and participation typically take time and energy from those least able to afford it. The unit encourages CWELL partners and allies to submit incurred expenses to the University to help cover the costs of their participation and support. This has necessitated changes to organizational procurement procedures and protocols, in recognition of the explicit desire to support local NGOs and community service providers
- **Name of Contact:** Eileen Hoffer, *Community Engagement Officer*
- **Email:** eileen.hoffer@ul.ie
- **Website:** www.cwell.ie



**Peace
Corps**

1275 First Street NE Washington, DC 20526
Ph: (855) 855-1961
peacecorps.gov

Facebook: facebook.com/peacecorps/
Twitter: twitter.com/peacecorps/
Instagram: instagram.com/peacecorps/
LinkedIn: linkedin.com/company/peace-corps/
YouTube: youtube.com/peacecorps